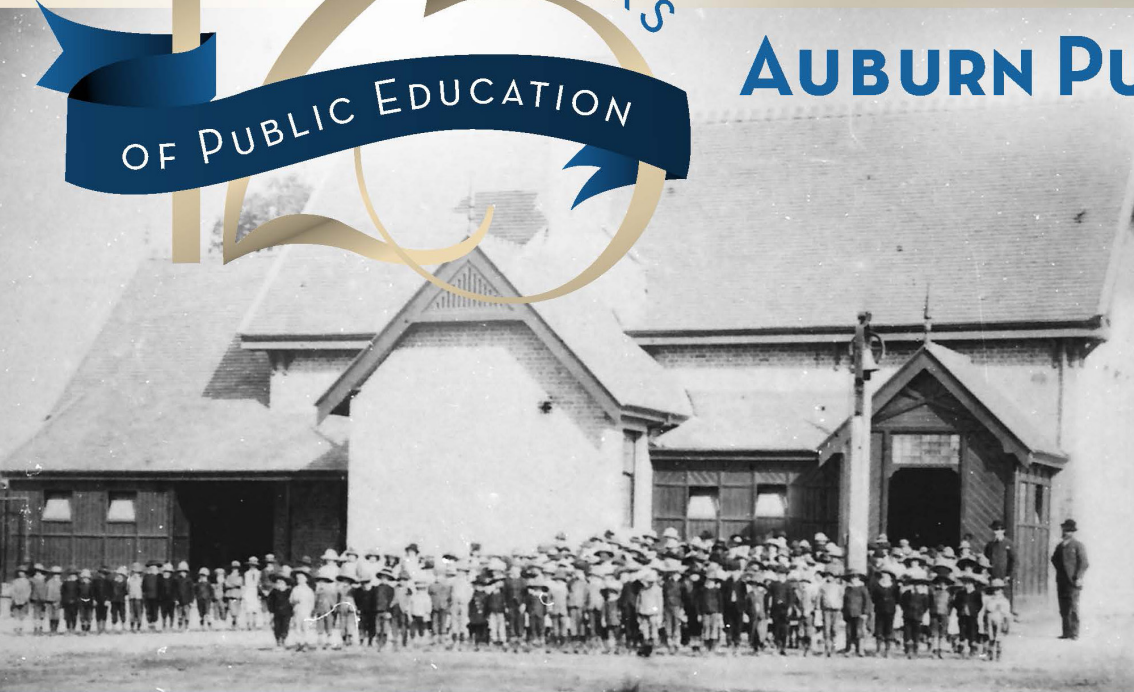




CELEBRATING
125 YEARS

OF PUBLIC EDUCATION

AUBURN PUBLIC SCHOOL 1886-2011



Acknowledgements

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Special thanks to the official school photographer from Don Wood Photography for such brilliant work with some of the photos and for designing the cover artwork for this book.

Finally a big thanks to our great team:

Concept/Design

Lisa Borg Markey, Jennifer Campbell, Leigh Gilchrist

Historical Research

Leigh Gilchrist

Editing and Layout

Leigh Gilchrist, Jennifer Campbell

Auburn Public School



Celebrates 125 Years
1886-2011

Principal's Message

Auburn Public School has reached an important milestone – 125 years of Public Education. It is a time for us all to join together and remember the past, celebrate the present and ponder the future of this amazing centre of community and educational excellence.

The school currently serves a diverse community evident in the cultural backgrounds of the students who attend the school. With a current enrolment of 590, 96% of students are bilingual and speak English as a second language. Our school nurtures the similarities and diversity of its highly multicultural community. Over 35 languages are spoken. The largest cultural groups are from Lebanon, Turkey, Afghanistan, China, Somalia and the Pacific Islands. A significant number of families have refugee status resulting in many students in the past not receiving formal schooling for extended periods. The school community recognises education as a vital means to further success and strongly supports the school's teaching and learning programs.



A positive culture of collaboration and continuous improvement is clearly evident at the school. Significant numbers of staff have been part of the Auburn Community for many years. Staffing this year consists of qualified classroom teachers as well as support teachers. Additional support teachers include: 4.6 Community Language teachers (Arabic, Turkish, Dari and Chinese); 5.2 English as a Second Language (ESL) Teachers; 1.2 Teacher Librarians; 2 Support Teacher Learning Assistance (STLA); 0.92 Reading Recovery; 0.6 Early School Support Program and an additional 1.2 staffing through the PSP program. Our school also has an established Special Education Unit with four qualified teachers to support students with mild to moderate learning needs and autism. Auburn Public School receives additional government funding to support students. Currently these programs include: Priority School Program to support literacy, numeracy and home-school partnerships; Refugee Project, specifically designed to support students newly arrived to Australia; National Partnership Literacy; Beginning School Well Program; and School Learning Support Co-ordinator (SLSC) initiative, supporting students with significant learning needs. Next year we will also begin a four year National Partnership Low SES School Communities Program which will be designed specifically for our school.



It is true that educational programs and directions are constantly being reviewed, revised and changed. However, you will find that Auburn is still a special place just as it has always been and will continue to be into the future. There is a strong sense of identity and friendship which permeates throughout the school. To all ex pupils and staff I extend a warm “welcome back” to the school. You will find changes but you will always be a part of our extended family and it is wonderful you could join us at this special milestone in Auburn Public School’s history.

It is an honour and a privilege to be the Principal of this magnificent school in its 125th year. Thank you to everyone who has assisted in making this celebration one to remember. I know the school’s vibrant and rich heritage will serve it well as it moves forward into the future.

Lisa Borg Markey
Principal

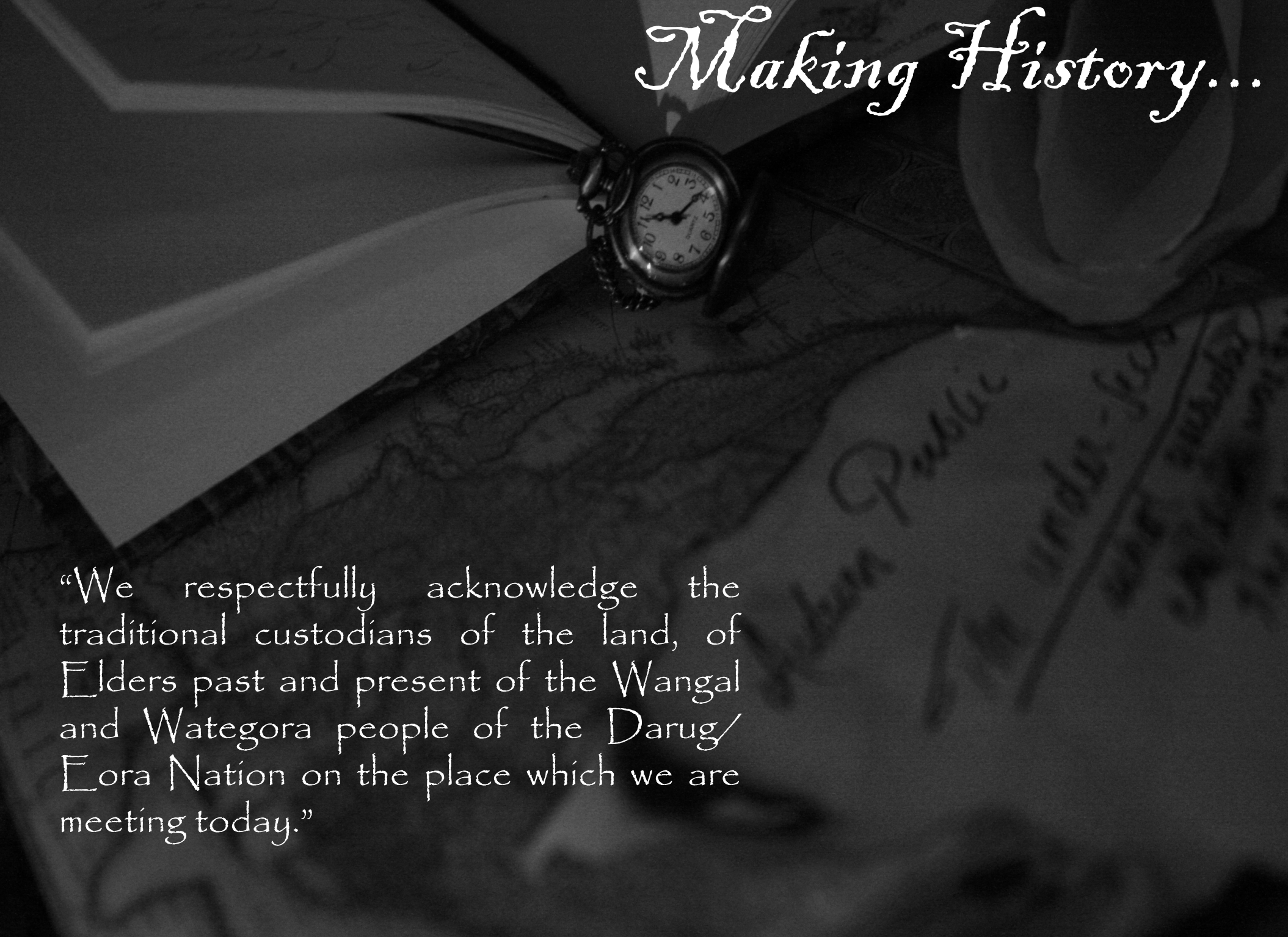
School Captains

Hi! We are the School Captains for 2011. Our names are Harizo and Erman. Auburn Public School has always been an exciting, fun place to us. We have learned to read and write, play sport, use computers, design and create artworks, dance, solve problems and be kind to each other during our time at this great school. It is hard to comprehend that this school has been educating children in the Auburn area for 125 years and will continue to do so for at least another 125 years. Looking back the school was a very different place in 1886 to what it is now and we wonder what it will be like 2136! Whatever it will be like we know it will always be a special place with teachers who care and where you can make friends that will last a lifetime. Happy Birthday Auburn Public School you deserve a great celebration!

Harizo and Erman



Making History...



"We respectfully acknowledge the traditional custodians of the land, of Elders past and present of the Wangal and Wategora people of the Darug/Eora Nation on the place which we are meeting today."

Traditional Owners

The original Aboriginal inhabitants of the Auburn area are the Darug people. The Darug nation (also spelt Dharuk, Dharug and Daruk) is a language group of Aboriginal Australians who are the traditional custodians of much of modern day Sydney. The territory that was indisputably Darug Lore (Darug Boorooberongal-Warmuli) was the Cumberland Plain area. The Darug nation was divided up into a number of clans who each tended to live in a certain geographic area.

The traditional Aboriginal clans of the Auburn region are the Wangal and Wategoro (Duck River) clans of the Darug tribe. Both groups used to live and hunt in this area. The Wangal were Eora people. Members of the Wangal clan spoke the coastal or Eora dialect of the Darug language. The clan's country or territory was known as Wanne and it originally extended from the suburbs of Birchgrove and Balmain in the east, to Silverwater and Auburn in the west. The northern boundary was the Parramatta River but the southern boundary is unknown.

The two main known tribes who inhabited the Auburn area before the arrival of Europeans were Darug and Eora. However Auburn was also used by Aboriginal people as one of the meeting places for the four main tribes of the Sydney area - Darug, Gandangara, Eora and Tharawal (also called Dharawal). Darug and Gandangara are the inland people whilst Eora and Tharawal are coastal people. The area around Duck River was a place where sea people met forest people and exchanges took place.

Bennelong, one of the most famous Aborigines of the time, was a member of the Wangal, along with his wife, Barangaroo. Another member of the clan was Pemulwuy, who organised tribes to resist the white settlement of the Sydney region from 1790 to 1802.

The Wategoro is the Duck River clan. Other known Darug clans included: Kurrajong, Boorooberongal, Cattai, Bidjigal, Gommerigal,



National Library of Australia

nla.pic-an2962715-s13-v

*Lycett, Joseph, 1817, Family of Aborigines taking shelter during a storm.
Courtesy NLA.*

Mulgoa, Cannemegal, Bool-bain-ora, Cabrigal and Muringong. Each tribe lived within a defined area and came together only for special ceremonies.

Evidence points to the use of the Auburn region as a “Law Place” for ceremonies, a market place for the exchange of goods and as the site for ritual battles. They lived in open campsites and sheltered under temporary gunyahs (huts). There are many sites around the Sydney region which provide evidence for the way of life of Aboriginal people before European settlement. They only used what they needed and ceremonies were conducted to encourage regeneration of their resources. Traditional Aboriginal knowledge such as history, laws and the intimate knowledge of the land and environment were passed on to each generation through story and song.

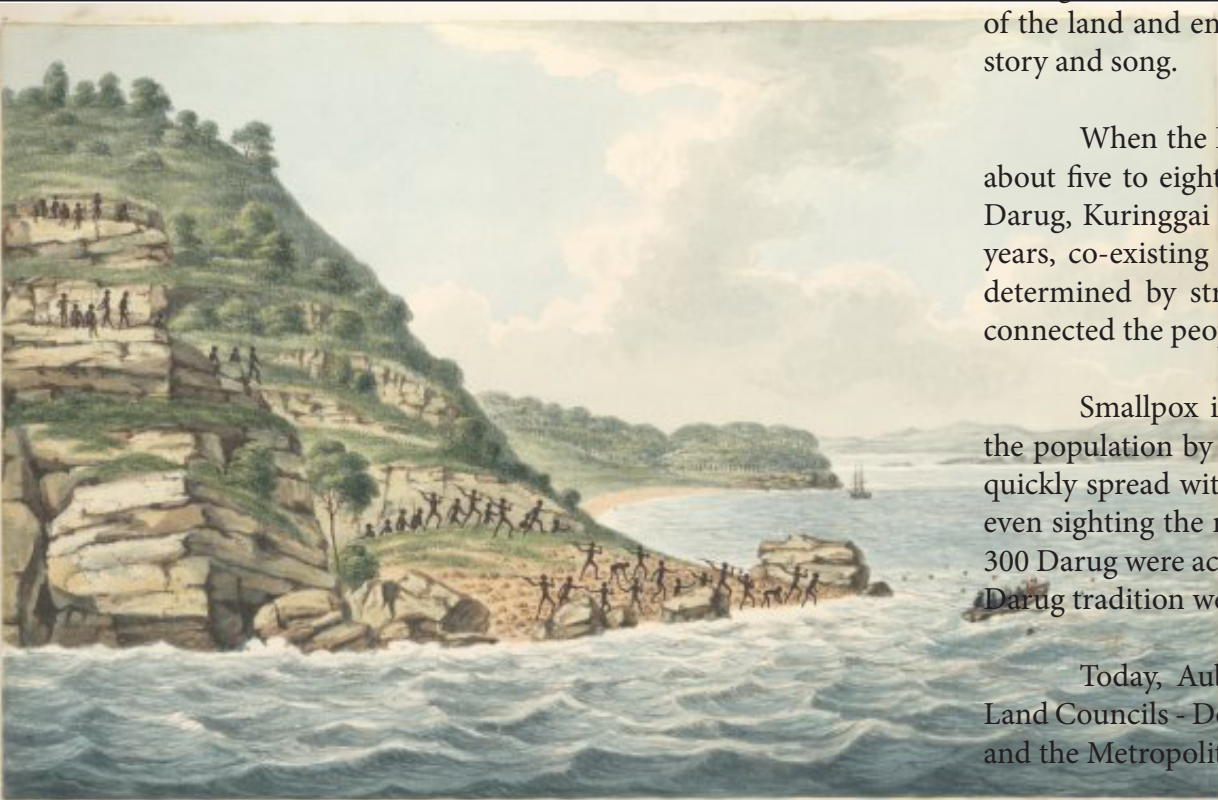
When the First Fleet arrived in 1788, an Aboriginal population of about five to eight thousand people lived across the Sydney region. The Darug, Kuringgai and Dharawal tribes had lived here for at least 30,000 years, co-existing in harmony with their environment. Their lives were determined by strict adherence to lore and a special relationship that connected the people with their country and each other.

Smallpox introduced in 1789 by the British colonists decimated the population by as much as 90% in some areas. The devastating effects quickly spread with many Darug and neighbouring nations dying before even sighting the newcomers who bore these diseases. By 1840, less than 300 Darug were accounted for in the Sydney region. Thousands of years of Darug tradition were destroyed within a few years of British settlement.

Today, Auburn straddles the borders between three Aboriginal Land Councils - Deebubbin to the northwest, Gandangara to the southwest and the Metropolitan Land Council to the east.

Auburn City Council

*Lycett, Joseph, 1817, Aborigines with spears attacking Europeans in a rowing boat.
Courtesy NLA*



Terra Australis Incognita

New Holland

Abel Tasman was the first known European explorer to reach the Islands of Van Diemen's Land, now known as Tasmania. He also charted parts of the north, south and west coasts of Australia.

1789

The capture and attempted English education of Bennelong by Governor Macquarie

60, 000

The land bridge between Indonesia and Australia allowed the first humans to settle in Australia.

1606

Willem Jansz captained the first European vessel to make landfall on the West coast of Australia in the Dutch vessel, the *Duyfken* 'Little Dove'. They were the first to chart their observations of the land known as *Terra Australis Incognita* and to meet with the Aboriginal people.

Between 1606 and 1770 there were about 54 European ships which were making contact with the Australian Coast.

1770

Lieutenant James Cook charted the Australian east coast in his ship the *HM Barque Endeavour*. The Lieutenant claimed the east coast under instruction from King George III of England. The coast of Australia was then mapped in detail by Bass and Flinders (English mariners and navigators) and the French mariner, Baudin. A nearly completed map of the coastline was published by Flinders in 1814.

The First Fleet was comprised of 11 ships and around 1,350 people.

1788

Captain Arthur Phillip and the First Fleet arrived at Botany Bay between the 18th and the 20th of January 1788. On the 26th, the settlement was moved north to Port Jackson, landing at Cape Cove.

The young colony soon realised that the soil around Sydney Cove was poor so they relied heavily upon the development of farms around Parramatta and trading food with local Aboriginal clans.

In the colony, there were about 4 men for every woman.

1790

The Second Fleet arrives in poor health and in need of food and supplies.

Cape Cove was known as 'cadi' to the Cadigal People.

. B.3.
C8771, C46

Duck River & two girls about 1903. Courtesy Auburn City Council Library, LGA photograph 836.

When first surveyed, there were no roads laid out between each of the grants.

1800

A grant of 80 acres was given to Issac Archer on the 20th of August and named 'Archerfield'. Archer was a marine in the First Fleet.

The first land transaction in Auburn

According to the records, Richard Atkins, the deputy Judge Advocate of the Colony at the time, leased an area of 9 acres on the 20th of June 1800. The lease was to last 14 years and the land was located on the north side of the Sydney Road. The area is described in official records as:

Laying between the Duck River and a small Creek to the eastward and bounded on the south by a public road, allowing 50 feet from the present path.

1797

Newington on the 1st of June
Although not within the boundaries of Auburn, land grants of historic interest were given at Newington.

A grant of 25 acres was made to Captain Henry Waterhouse, originally a Lieutenant on the "Sirius" one of the First Fleet vessels. It was named 'Waterhouse Farm'.

A grant of 25 acres was made to Lieutenant John Shortland, discoverer of the Hunter River (known as Hunter's River or the Coal River). It was named 'Shortland Farm' and it adjoined Waterhouse Farm.

1806

The first land grants were made to Thomas Bates (50 acres), Thomas Francis (100 acres) and Samuel Haslam as early as the 1st of January. A later grant was made to Haslam on the eastern side of the creek which now bears its name.

Conditions of Land Grants

The grantee was usually required to clear and cultivate "A Stated Area" which varied with the size of the grant. The crown reserved the right to take any timber considered useful for roads or naval purposes and it also reserved the right to build roads through the grants.

In the case of 50 to 60 acre grants, the grantees were required to clear and cultivate 16 acres within 5 years and they also undertook not to sell their land within the same period. At the expiration of the 5 years, a Quit Rent became payable. The sum varied from a minimum of 5 shillings for small grants to a much greater sum for large grants. Where the grants were large, some special conditions were usually stated.

Large Land Grants carried special conditions. James Chisholm was granted some 600 acres of land and he undertook to clear and cultivate 50 acres. As condition of the grant he also maintained 6 convicts who were to remain until the completion of their sentences. McIntosh undertook to clear and cultivate 30 acres and to maintain 2 convicts.

Newington house, built between 1829 and 1832, is situated on the northern bank of the Parramatta River. The house and chapel now fall within the grounds of the Silverwater Correctional Centre.

Auburn Railway Station from Rawson Street (date unknown). Courtesy Auburn City Council Library, LGA photograph 293.

1838 - SAMUEL MORSE INVENTS MORSE CODE

1861-65 - AMERICAN CIVIL WAR

1876 - ALEXANDER GRAHAM BELL PATENTS THE TELEPHONE

1807

John Blaxland

After arriving in NSW, John Blaxland was granted 1290 acres across the whole area known as Silverwater and Newington. The Grant Records state that provision was to be made to give access to the grants of Waterhouse, Shortland and Archer. The grant eventually encompassed the lands of these farms and other grants.

1876

The Sydney Rail Company was authorised to erect a platform at Auburn, which was completed and opened the following year.

1877

The First Road in Auburn.



Auburn Railway Station, circa 1884. Courtesy Auburn City Council Library, LGA photograph 278.

Early Auburn

For many years two well marked tracks led through the scrub and formed a short-cut from Sydney Road to Woodville Road. The first track diverged from Sydney Road at the 11 mile stone near Haslam's Creek, and the second ran parallel to Duck River. Eventually the two joined, headed west and reached Woodville Road.

The first road survey was conducted by Surveyor W.H. Brinstead who marked out a road between Parramatta Road and Liverpool Road. This was in preparation for the first sub-division.

On the 20th of June 1877, the Works Department was asked to construct the first length of road to provide access to Auburn platform. This portion is now known as Macquarie Road and the route follows Auburn Road to Helena Street, along Helena Street to Park Road and on to Liverpool Road.

The whole of the route was confirmed and opened by notification in the Government Gazette on the 14th January, 1881.

Establishment of the School

Letter requesting urgent attention as to the purchase of a suitable site for Auburn Public School.

Urgent. Chief Inspector.

Auburn. As to Purchase of Site.

The sites proposed by Messrs. Thompson and Hookins are, I find, not sufficiently central. After several visits of inspection, and a long and careful inquiry, and much consideration, I have received an offer of 10 allotments from Messrs. Hardie and Gorman, for the sum of £800, being at the rate of £2 per foot. The allotments form a rectangular block, having 200 feet frontage to Auburn Road, and 300 feet to Susan Street, with a depth of 330 feet. The land is convenient to the

The land is convenient to the railway station, on the high ground south of the line, and commands a good view of the surrounding country. I think the position is best that could be selected for School purposes, being central, high, dry, level, and healthy, with good facilities for drainage. The price is reasonable, indeed it's really cheap.

I would recommend that the offer be accepted as early as practicable, within the next few days.

W. McIntyre

20 OCT 1884

28952

21 OCT 84

1883

In April 1883, forty inhabitants of the rising township of Auburn petitioned the Department for Public Instruction to establish a school for their children. They claimed there were between 50 and 60 children of school age living within a mile of Auburn Railway Station.

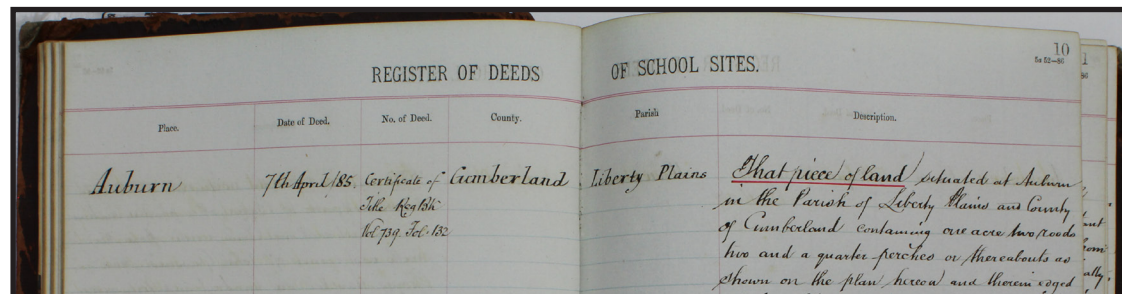
An application form did not arrive until the following year. It was signed by 55 parents who undertook to send 120 children to the proposed school. Five men volunteered to take responsibility for the school – William Gibbons, a gentleman of no occupation who organised the petition; Allan Gee, member of the District School board appointed by the Department and manager of a meatworks; John Buchanan, a lime merchant; Frederick Coleman, a railway employee; and Charles Burl, about whom not much is known.

Inspector Thomson visited the district in 1884 to enquire into the merits of the application and was wholeheartedly in favour of it. He found that the landowners and, mechanics and labourers concerned were permanently settled in the locality, the prospective enrolment was 120 and considerable settlement of families in the vicinity was occurring at the time. Thompson also noted that the population was likely to increase further when "Mr Ritchie's new works" was in operation. By the Department's

two mile rule of thumb, most of the children could attend Rookwood or Granville Schools but Thompson noted that several children lived more than two miles from Rookwood or Granville and the railway timetables were not convenient. Nor did either of those schools have enough space to accommodate all the Auburn children. The want of a school was also shown by the existence of a private school at Auburn with some 30 children in attendance. While he was in the area Thompson looked for a good site; he chose a block in the area suggested by the parents in Queen Street near Alice Street. Although the proposal was endorsed by the District Inspector, financial difficulties facing the Department after the first four years of its building program deferred the program until 1885. After some delay, another inspector decided on the school's current site, as it was cheaper being further from the railway. District Inspector McIntyre in October 1884 chose 10 allotments totalling just over 1.5 acres, fronting Auburn Road and Beatrice Street.

The land is convenient to the railway station, on the high ground south of the line, and commands a good view of the surrounding country. I think the position is best that could be selected for School purposes, being central, high, dry, level and healthy, with good facilities for drainage. The price is reasonable, indeed it's really cheap.

Deed of Auburn Public School site including location and description. SRNSW: NRS 3829 [5/14720] Auburn Public School, 1884-1906



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The Early Years

1889 - THE EIFFEL TOWER IS
INAUGURATED IN PARIS

By the end of 1886, enrolment
was 380 children, with an
average attendance of 267.

1886

The School Buildings

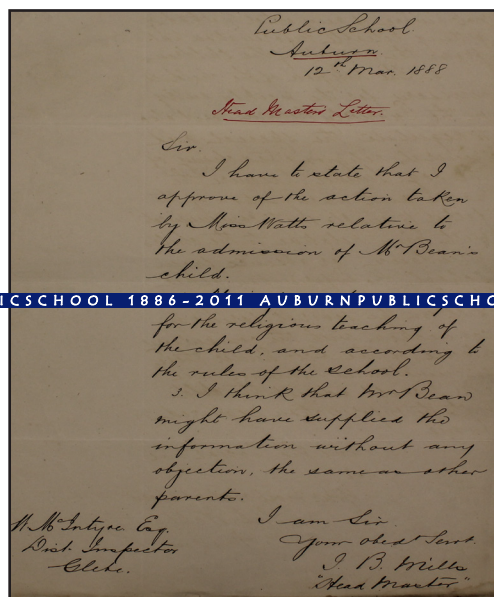
What made Auburn's building unusual was its Gothic appearance, reminiscent of the schools built before 1880 and unlike the Classic style of many of Kemp's schools. Another unusual feature was the tiled roof. The Department made a deliberate decision to experiment with tiles rather than the standard slate roof after receiving a letter from the Sherwood Drain Tile Works, near Parramatta, offering to supply them.

Some 200 children turned up on the first day at Auburn Public School. The accommodation was barely sufficient for that number and the enrolment was sure to grow. Edwin Johnson, the Department's Under-Secretary, was present at the opening and the following day he obtained the minister's approval for the erection of another building so an Infants Department could be created. He recommended "a temporary wooden building" (temporary substitutes for brick or stone buildings). The plans were quickly prepared and the infants' building, containing two classrooms and a teachers' room, a verandah across the front and a lean-to weathershed at each end, was completed in October 1886 for about £550.

At the end of 1888, when Auburn's enrolment was about 420 and the average attendance was about 300, both the Primary and Infants Departments had one assistant teacher and two pupil-teachers in addition to Mr Mills or Miss Watts. Auburn's numbers were fairly stable in the early years rising to 524 in 1890 but then falling again in 1891 after the opening of Auburn North Public School, and hovering just over 400 for the nineties.

The parents of Auburn do not appear in the school's records very often. There was one exception in 1888, when Sarah Watts refused to admit a five-year-old as the parents had failed to provide such details as the father's name and occupation, and the boy's religion. A newspaper named the Australian Star took up the case as if it were a major breach of religious freedom, but the fuss died away when the Minister ordered the child's admission.

Photograph of Auburn Public School circa. 1886. SRNSW: NRS 15051, Auburn Public School, 1894-1968



Letter from Headmaster
Mills to the Chief
Inspector concerning
Miss Watts. SRNSW:
NRS 3829 [5/14720]
Auburn Public School,
1884-1906

A Concert at Auburn

The only thing unrelated to accommodation which appears in the records for 1886 was Mills' successful request for permission to hold a concert at the end of the year to raise funds for the school cricket club and the prize fund.

The Australian Star (9 March 1888) "A Test Act at the Auburn Public School", article reporting on the incident with Mistress Watts. SRNSW: NRS 3829 [5/14720] Auburn Public School, 1884-1906

Auburn's First Teacher and Headmaster

Auburn's first teacher was John Mills, a man in his late thirties who had begun teaching in 1868 and whose father had taught in N.S.W. government schools on and off since 1857. Mills was appointed at the end of February but did not actually open the school until Monday the 15th of March. The delay was caused by the desire of Andrew McCulloch MP to organise an 'entertainment' at the school to celebrate the opening, and the concern at the form this would take.

McCulloch's reply that all children would be given afternoon tea and there would be a 'social' in the evening aroused even more alarm. Finally, the Minister approved the proposal, provided it was distinctly understood that the 'social' must not include dancing. By the time McCulloch had been informed that the school was ready for opening, he complained that it was too late to organise the festivities, so the big event was put off until 15th March.

Almost nothing remains in the records about the day-to-day running of the school in its first few years. In addition to Mills, there would have been several other staff, but the first name recorded is that of Sarah Watts who became Auburn's first Infants' Mistress in January 1887.

IS THERE A TEST ACT IN NEW SOUTH WALES?

THE ASSUMPTION by the mistress of the Auburn public school of a right to deny the privileges of education to a child whose parents object to state in what sect their child is to be classified, appears to be utterly antagonistic to the spirit of the law. Such a denial of access to the benefits of the educational advantages provided by the State, and for which all taxpayers contribute without distinction, is equivalent to the imposition of a Test Act. The religion which a man professes is a matter which concerns himself and his own conscience exclusively in a country like ours, where there is no State religion, and where dissent in any of its varieties involves no deprivation of civil rights. There is not one word in the Act which countenances the position that a parent shall be compelled to declare to what sect he belongs, under penalty of losing the privilege of education for his offspring. The demand of the Auburn school-mistress is probably attributable to ignorance, and in part, perhaps, to some departmental formalities which have in her eyes the force of law. As a matter of fact we have no doubt but that the parent, in this instance, could, on application, obtain a *mandamus* of the Supreme Court to compel this school-mistress to receive his child without any more nonsense, and that she would be cast in the costs of the application. We commend the correspondence which we publish to-day to the consideration of the Legislature. If a confession of faith be a preliminary to be exacted from all parents desirous of sending their children to the public schools, there must be a law to that effect. No school-marm has a right to institute enactments on her own motion, nor has any Minister or Department a right so repugnant to the spirit of our institutions.

THE AUSTRALIAN STAR.

FRIDAY, MARCH 9, 1888.

A TEST ACT AT THE AUBURN PUBLIC SCHOOL.

THE correspondence which we print below expresses a peculiar attempt to deprive of the benefits of the Public Instruction Act the children of such parents as object to make a confession of faith, or to classify their offspring by sectarian distinctions. The position assumed by the mistress is totally preposterous, and unwarranted by law, and should not be tolerated for one moment. If the Minister does not at once intervene and bring the schoolmistress at Auburn to a sense of her mistake, the Supreme Court should be appealed to for a *mandamus* to compel her to admit the child without any question as to the sect to which it may belong.

From the Public school mistress, Auburn, to the mother of the child:—

Dear Madam,—Kindly let me know at once all particulars concerning father's name and occupation; also age and religion of your little boy. School fee, "threepence."

S. A. WATTS.

From the father of the child to the public school mistress, Auburn:—

Madam,—My son's name is James Henry Bean, aged five years. As regards anything else I don't know the Education Act requires to know my antecedents, but if it does, if you will call on me I shall be very happy to give you any information you require.—Yours,

J. H. BEAN,
Silver Water.

From the public school mistress, Auburn, to the father of the child:—

Sir,—I cannot admit your child until you send me the information I asked you for, concerning his age, religion, and father's name and occupation.—Yours,

S. A. WATTS,
Mistress.

Public School, Auburn, March 5.

A 19th Century Education

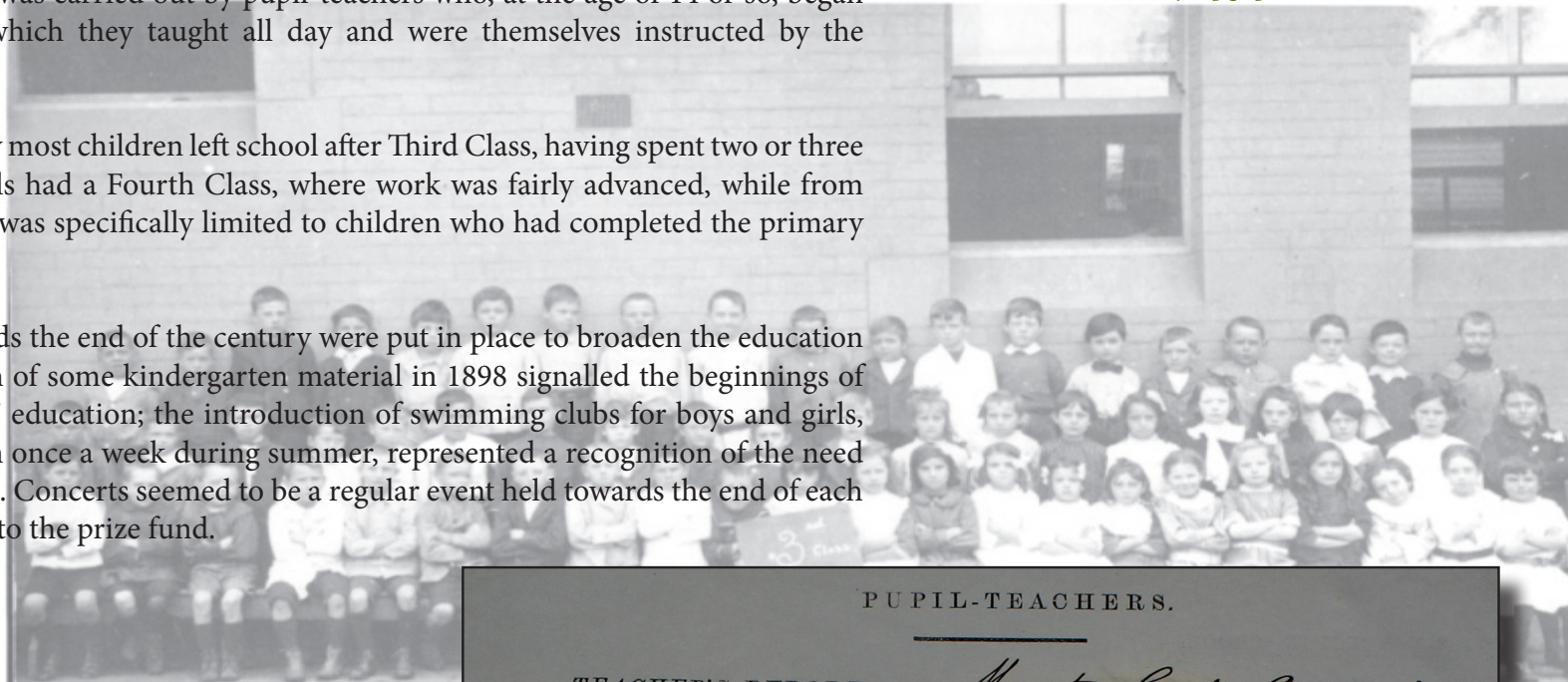
Compared to modern standards, education at this time was dull and restricted. The design and furniture of the rooms reflected the prevailing educational philosophy that children were to be drilled until they could read, write neatly and do their sums, and had some knowledge of scripture, English literature, history and geography. The teachers and textbooks were the sources of all knowledge, and the children played an almost entirely passive role in their own education.

Much of the instruction was carried out by pupil-teachers who, at the age of 14 or so, began a four-year apprenticeship in which they taught all day and were themselves instructed by the headmaster or mistress.

In the nineteenth century most children left school after Third Class, having spent two or three years in each class. Large schools had a Fourth Class, where work was fairly advanced, while from the 1880s until 1904 Fifth Class was specifically limited to children who had completed the primary course of instruction.

A few innovations towards the end of the century were put in place to broaden the education of Auburn's pupils. The despatch of some kindergarten material in 1898 signalled the beginnings of long overdue changes in infants' education; the introduction of swimming clubs for boys and girls, visiting Parramatta Baths at 3pm once a week during summer, represented a recognition of the need for physical education in schools. Concerts seemed to be a regular event held towards the end of each year, the proceeds usually going to the prize fund.

Photograph of 3rd class at Auburn Public School circa. 1894. SRNSW: NRS 15051, Auburn Public School, 1894-1968



Example of a teacher's report of pupil-teacher, Master G. W. Carpenter, at Auburn Public School. SRNSW: NRS 3829 [5/14720] Auburn Public School, 1884-1906

PUPIL-TEACHERS.

TEACHER'S REPORT upon Master G. W. Carpenter.

Probated Pupil-Teacher now in Class _____ employed in the Public School

at Auburn

Arbor Day

Certificate of a child being "Sufficiently Educated" as required by the Department of Public Instruction, 1897. Courtesy of Roslyn Hewson.

CERTIFICATE OF A CHILD BEING SUFFICIENTLY EDUCATED.

I HEREBY certify that Edgar Hewson North Melbourne has been educated up to the standard of education required by the "Public Instruction Act of 1880."

DATED at Sydney the 6 day of September A.D. 1897.

Wm. Dwyer
Inspector.

Arbor Day Grants

In the enclosed cases, the maximum subsidy is applied for when the greater portion of the local contributions has been spent in refreshments, toys etc. I should be glad to receive instructions as to how to pass these cases.

On 6th inst. a teacher seeking information as to how the local subscriptions should be laid out, was informed that there "must be at least an equal amount to the Government grant spent on the ground" [Hewson's minute]. Although this decision is somewhat apropos to the cases enclosed, it would perhaps be as well to have them specifically dealt with - Enclosed find circular as to grants, submitted -

Submittal of what the Govt subsidy is only granted when the local contributions have been expended on trees planted and sown to ground. 28.9.91

affo JWB 30.9.91

File 1007.92

JWB

In 1890 there was an outbreak of enthusiasm in the Department and its schools for everything to do with using and beautifying school sites. Arbor Day was inaugurated, gardening and experimental gardening plots were encouraged and, perhaps necessarily, many school sites were enlarged.

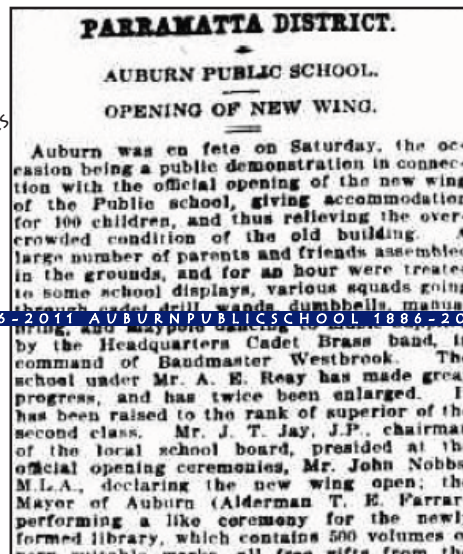
The first Arbor Day was celebrated at Auburn on 25th July 1890, and organised by the secretary of the District School Board, Mr W. Matthews; the chairman, Robert Ritchie MP, took charge of entertaining the children. Local efforts raised £12 which was matched by the Department; the funds were spent not only on cakes and sweets for the children but also on two truckloads of sheep manure from Homebush, and on trenching and preparing the grounds for planting.

Soon afterward, the Board decided that the playground needed enlarging, partly because it had been much curtailed by the considerable area planted with trees. The land between Mr Ritchie's house on the corner of Auburn Rd and Beatrice Street was vacant, and Matthews urged the Department to buy it. His successor as secretary of the Board in 1891 was Isabella Thomas, a rare honour for her in a period when men monopolised most positions. She too urged the Department to act and in 1891 the two lots were purchased for £264.

Letter concerning Arbor Day Grants based on a circular sent to all teachers, 1891. SRNSW: NRS 3829 [5/14720] Auburn Public School, 1884-1906

The First 10 Years of Federation

1903 - WRIGHT BROTHERS INVENT FIRST GAS
MOTORED, MANNED AEROPLANE



1905 - ALBERT EINSTEIN PUBLISHES
THEORY OF RELATIVITY $E=MC^2$

1901

In 1901 Mills and Albert Reay, Headmaster of Canley Vale Public School, asked the Department if they could exchange schools. Canley Vale was smaller than Auburn, while Reay had a higher classification than Mills, so the Department had no objection. Reay was to remain in charge of Auburn for 10 years. He was an energetic man who demanded high standards. He was partly responsible for the increase in the school's enrolment from about 400 in 1901 to around 550 in 1903 and mainly responsible for the development of evening and secondary education.

When Auburn was inspected in August 1903, there were 318 pupils present in the primary department, including 30 in Fourth Class and 28 in Fifth Class which had only been formed that year. This was sufficient to entitle Auburn to be a Superior Public School, officially providing secondary as well as primary education, and Inspector Lobban's recommendation to this effect was approved in November 1903. Auburn was not to be without secondary education until the 1960s.

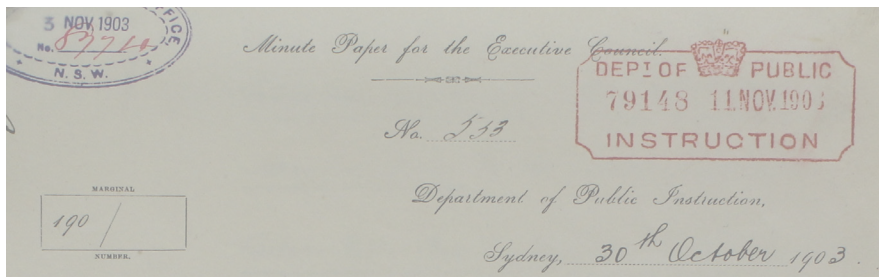
One day in July 1900, by a rather suspicious coincidence, Mills, John Nobbs MP, the Cumberland Argus and the Sydney Morning Herald all wrote about overcrowding at Auburn Public School. A new classroom at the front of the building was approved the following month, but the work

was deferred, awaiting funds. Plans were drawn up for a room 40 feet by 25, tenders were called again, and the work was completed in November 1902 for £595. Shortly afterwards Reay also succeeded in having the 1886 classroom "modernised" by the removal of the gallery and the installation of desks.

The 1902 installations were insufficient for Auburn's needs even as they were being built, for the enrolment that year passed 500 and was to reach 600 in 1904 before stabilising again. Plans were therefore drawn up in 1903 for another wing like the 1902 one, but they were deferred for want of funds. The new schoolroom was finally completed in September 1904, along with a back verandah on the infants' building and various repairs. In 1904 and again in 1905, Reay and the School Board sought the formation of a girls' department at Auburn. The number of girls enrolled was markedly below the number of boys, and it was argued that the older girls in particular needed female supervision, presumably many girls were attending private schools.

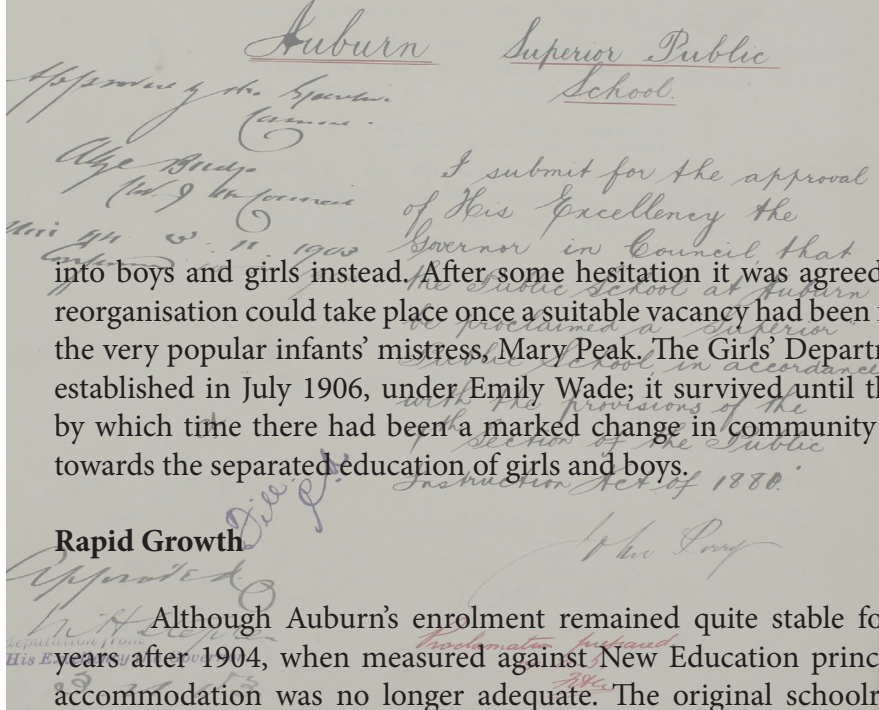
Auburn was not yet big enough for three departments, but although the usual division in a medium-sized school was primary and infants, the Department had allowed a number of schools to be divided

Official opening of the new
wing at Auburn Public School,
special guests in attendance
included the Mayor of Auburn
(Alderman T. E. Farrar).
The Sydney Morning Herald
(NSW: 1842-1954), Monday 31
October 1904, page 3



The application of Auburn Public School to be classified as a "Superior Public School" was approved. Minute paper of the Executive Council, Department of Public Instruction, 30th October, 1903. SRNSW: NRS 3829 [5/14720] Auburn Public School, 1884-1906

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Rapid Growth

Although Auburn's enrolment remained quite stable for several years after 1904, when measured against New Education principles, the accommodation was no longer adequate. The original schoolroom, for example, had been designed for 160 pupils. Divided into two classrooms by a movable partition, with old windows enlarged and new ones added, the floor levelled and dual desks installed, the space would accommodate 114. Similar reductions would take place in altering the other rooms.

The New Schoolroom

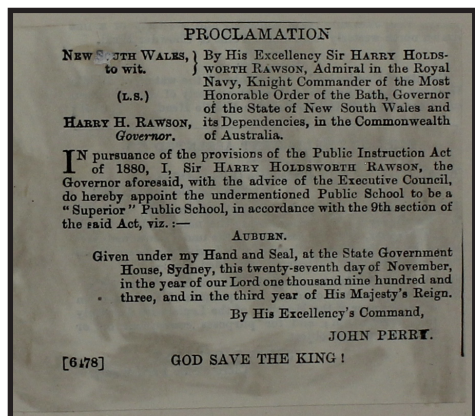
Sketch plans for remodelling and enlarging the buildings were prepared in 1907. The 1886, 1902 and 1904 schoolrooms would each

become two classrooms while the infants' rooms remaining classroom would become a stair hall and hat lobby, with a two storey addition behind it containing two classrooms on each floor. A manual training room would be formed on the back verandah of the infants' building, and teachers' rooms and storerooms would be constructed in various places. The plans were deferred in 1908 because many schools were waiting for similar work and cheaper schemes such as wooden buildings were considered, but finally in 1909 it was decided to go ahead with the more expensive plan.

The official opening ceremony was performed by John Nobbs, and the Education Gazette noted that pleasing displays by the pupils and part singing by the school choir contributed to a memorable afternoon's entertainment.

Official proclamation of 'Superior' status by His Excellency Sir Harry Holdsworth Rawson. Government Gazette, 8 December, 1903

1910



1910-1919

1910



1911 - ROALD ADUNDSON FIRST REACHES THE SOUTH POLE

Auburn Public School, 4th Class, 1916. SRNSW: NRS 15051, Auburn Public School, 1894-1968

The 'New Education'

Auburn was unfortunate that its latest additions in the period 1900-1910 had been planned just before the N.S.W. education system was subjected to the far-reaching reforms embodied in the name "the New Education". It included the application of new psychological knowledge to teaching, a new interest in the physical welfare of students, attempts to make education more practical, realistic and interesting and an emphasis on the social and moral aspects of instruction.

The new syllabus of 1905 combined new subjects and stressed new, more pupil-centred ways of teaching:

- the pupil-teacher system was phased out
- school design was revolutionised by the abandonment of the huge old schoolrooms with their long desks and forms on platforms and the introduction of rooms designed for one class and one teacher, with the dual desks and much improved light and ventilation
- primary school fees were abolished in 1906
- there was a new interest in excursions, gardening and many other outdoor lively activities.

Changes in secondary education were foreshadowed, but many came into effect some years later.

The school had to be closed for a few weeks at the beginning of 1910 while much of the remodelling was done, and the work was not completed until November that year. Despite the huge demand on the furniture workshops, the required dual desks for 572 pupils also arrived by November. Auburn Public School was now completely refurbished.

Just as the 1910 additions were completed there was the beginning of a period of rapid growth which would take Auburn's enrolment from 573 in 1909 to 1043 by the end of 1913. This influx of pupils and the need for extra space dominates much of the historical record during this time. Extra land, rented halls, portable rooms and permanent buildings that were inadequate before they were finished, became the main features of the school records.

The first sign of things to come was Inspector Murray's memo in October 1911, drawing attention to the fact that the infants' enrolment was generally over 200, that the district was growing rapidly and the school "should show a considerable increase during the next 12 months" and that "the absence of a special guiding hand in infant school work" should be remedied by the appointment of an Infants' Mistress. The Infants' Department was re-established the same month and Frances Beeby was in charge until her retirement in 1931.

The problems experienced at Auburn were common throughout the metropolitan area at this period, as population growth quite outstripped the Department's resources. Unable to erect enough permanent buildings, the Department adopted the cheap and quick to erect portable classroom in 1911 and the pavilion classroom in 1913.

1914 - BEGINNING OF WORLD
WAR II

The official opening on the 16th September 1910 was performed by Peter Board, the Under-Secretary. The festivities included a display of cadets from Auburn and nearby schools: the cadet movement was one of Reay's major interests and he was the major in charge of the 4th Battalion of the Corps.

By June 1912 Murray was aware that the school was facing serious problems: "The population around Auburn is growing rapidly and the school, more particularly the infants' section is feeling pressure of increased attendance. In this manufacturing centre it is difficult to estimate requirements even 3 years in advance. It is not two years since the accommodation was significantly increased and already work is carried on under difficulties by reason of deficient space. I fully expect that within the next 3 years, accommodation will be required for fully 40% more pupils."

Murray recommended not only a new infants' building to accommodate 300 but also the acquisition of the land between the school and Beatrice Street to provide extra space for the extra pupils and buildings. After a visit by the Inspector the following month, it was decided to buy four allotments on the corner of Auburn Road and Beatrice Street diagonally opposite the Ritchie property. The purchases were finalised during 1913 at a cost of £1200. Full plans for a building of 8 classrooms were called for in June 1913 but the plans were not complete until April 1914.

The protests of Nobbs and the Municipal Council about the crowding and the obvious delay before the new building could be erected, forced the Department to adopt further temporary measures in 1913. As

Inspector Blumer remarked "children are literally packed into every corner including lobbies". Tenders for the new building on the new site were called for in May 1914, a few weeks after the plans were ready. A newspaper article headed "NOT FIT FOR PIGS" reporting a demand by the Auburn Progress Association that the Mayor convene a public meeting about conditions at the school, may have hurried things along. In July the work was awarded to the Public Works Department whose price was better than those of the private tenderers.



Auburn railway station from Rawson Street, 1912. Courtesy of Auburn City Council Library, LG.A photo 620.

The Great War

AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011

Not long afterwards, the Great War began and all building work was deferred. But at Auburn, the enrolment was now nearing 1300 so something had to be done. “Emergency to be met with temporary buildings”, minuted Peter Board. Plans had already been prepared for one double and two single portables to serve temporarily while the new building was being erected and they were hastily erected in late 1914. They went on to the new site which, it had now been decided, should be devoted to the Boys’ Department rather than the Infants’. At the same time toilets, a weathershed and fences were erected so, at the beginning of 1915, a sizable part of the Boys’ Department moved to the new site.

The 1915 building was only half-finished when the local Inspector Blumer, Principal Senior Inspector Lawford and the Architect made a detailed examination of the situation at Auburn. It was clear by then that the new building would hardly make a dent in Auburn’s accommodation crisis, and that facilities were sadly deficient in almost every respect. There were nearly 1300 pupils in 26 classes and only 10 good classrooms in the main building plus a variety of “temporary” wooden rooms. Finally the place was “going ahead by leaps and bounds” and the building under construction could not meet its needs. Arising out of this examination came a number of decisions in relation to the sites and buildings. Action was taken immediately to buy two allotments fronting Auburn Road south of the new boys’ site.

The war impinged on Auburn School in a number of ways besides delaying its new buildings and dislocating staffing. Within a week of

Australia’s Declaration of War in August 1914 the Headmaster wanted to know if there was any objection to the teachers collecting and making articles for use by the soldiers and collecting money from the children to be used for the purpose of material. Not only was there no objection, the trickle of articles sewn and knitted and otherwise put together in schools soon became a flood, and schools were also to be involved in a very large number of fund-raising activities and special days. At Auburn these included “Belgian Day”, the “Mothers’ Thirty Thousand” and “Allies’ Day”.

For the children and teachers at Auburn the period from early 1915 to late 1920, when the enrolment rose from 1300 to 1900, was difficult and depressing. It was probably no comfort to them when their Headmaster claimed in 1916 that Lidcombe and Auburn North Schools were even more overcrowded. All sorts of steps were taken to enable the school to cope. Early in 1916 the admission of children under six was forbidden. A bit later the small infants’ weathershed was enclosed to make it a classroom. In July a girls’ class occupied the Church of Christ hall again.

Things were no better in the Girls’ Department at the beginning of 1919. Third Class for example consisted of over 100 girls in one room, three or even four to a desk. To relieve this situation the girls took over a portable on the boys’ site and a boys’ class moved into the Good Templars’ hall in Harrow Road in March 1919. By this time Miss Beeby had been forced to exclude 6 1/2 year old children and, largely because of the situation in the Infants’ Department, a double portable was installed in September 1919.



*Auburn Public
School, 6th Class, 1919.
SRNSW: NRS 15051,
Auburn Public School,
1894-1968*

It was not enough, so, early in 1920, the Department leased the School of Arts as well and two boys' classes moved in there.

In October 1919 the Minister at last authorised the calling of tenders for the girls' building. Inspector Walker summarised the situation one last time. The school then had 33 classes but only 18 brick and two wooden rooms, plus all the portables and makeshifts. The new building would only bring the total to 28 permanent rooms. He recommended against providing permanent rooms for all Auburn's classes, believing that the temporary rooms should be retained until a Central School was established. In practice it meant the prolonged continuation of unsatisfactory conditions at Auburn as the Department did not establish any such central continuation schools until 1923.

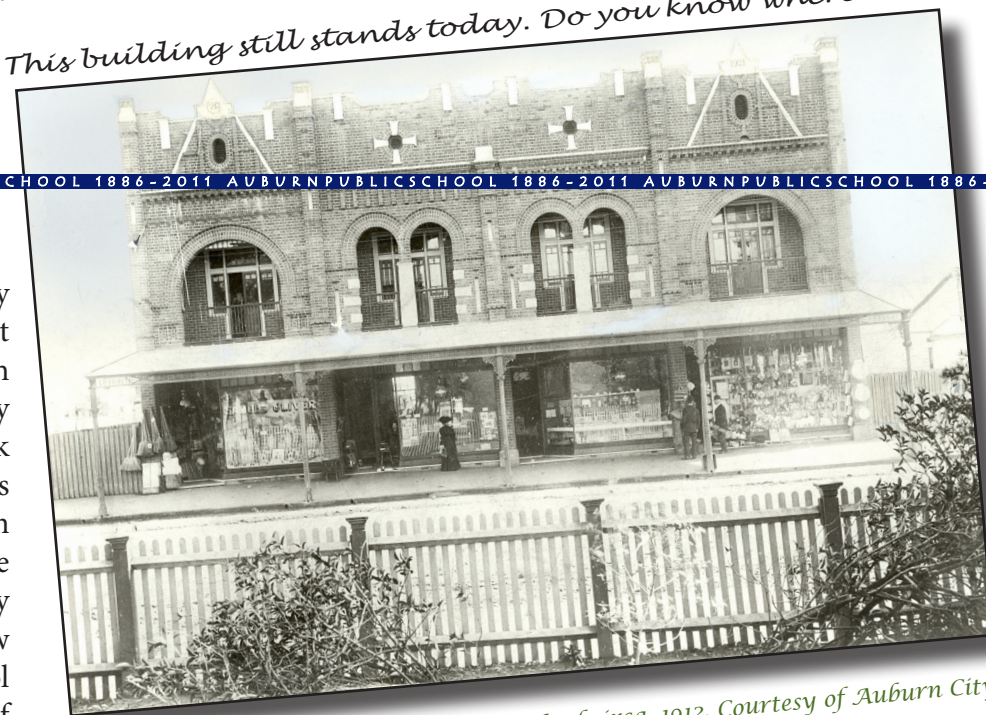
The large first floor balcony (63 feet by 26), instead of being left open, was enclosed with sliding windows, a staffroom was formed out of part of it and the remainder was partitioned so it could be used by two classes. The Public Works Department started the building at the beginning of 1920 and was completed that November.

The Minister for Education officially opened both the building and an exhibition of school work. The organisation of the exhibition serves as a reminder that all kinds of educational activities went on at Auburn, even though the records are overwhelmingly dominated by building files and teachers' applications for sick leave. The records are almost silent about the day-to-day teaching and learning at the school, but they do contain references to occasional special events. Taking 1920 as an example, the school participated in the Auburn and District Chamber of Commerce Industrial Exhibition; the school was closed for half a day at the request of the State Treasurer, Jack Lang, in connection with the exhibition's opening by the Premier.

During the war the traditional end of year concert at Auburn Town Hall to raise funds for school equipment seems to have been dispensed with but the tradition was revived by all three departments in 1920. The popular boys' and girls' program included the representation of "The Christmas Fairies", songs, instrumental music and a "Pickwick Drama". The Infant's concert was also a great success, and enabled the purchase of a piano for

Secondary Education at Auburn

This building still stands today. Do you know where it is?



The Towers, Auburn Rd, to west from School circa. 1912. Courtesy of Auburn City Library, LGA photo 370

The development of secondary education at Auburn was a relatively slow process which contributed little to the accommodation crisis at first. Auburn Superior Public School was typical of scores of others which in January 1913 were given specific courses to teach and some specially trained staff to do so. From that date Auburn's secondary boys undertook a junior technical course and the girls, a domestic science one. Statistics are not readily available, but it is known that there were only 10 boys in Sixth Class in 1913 and that, when Seventh Class was added in 1914, the total was 26. The number of girls in Sixth and Seventh Classes was 27. By 1919 Auburn had 96 Seventh Class boys and 26 Eighth Class boys. The new Headmaster, John Faulks, was eager to develop this section of his school and at the beginning of 1920 he took advantage of the recent extension of junior technical work by establishing a Ninth Class at Auburn. The Junior Technical section grew rapidly until in 1923 there were 443 boys enrolled; the Domestic Science section developed more slowly to an enrolment of 231 in 1923.

Auburn Evening Continuation (Junior Technical) school opened in March 1914 after gaslights were specifically installed. The Principal was Ernest Clarke, First Assistant or Deputy Principal in the Boys' Department of the Superior Public School from 1912 until his enlistment in 1915; he returned to the day and evening schools in 1920. The evening school had languished during the war, with an enrolment of only 15 in 1919, but by 1922 Clarke and his assistants had 100 students and electric lights were installed in the boys' building to improve the facilities. Domestic science classes were finally added to the Evening Continuation School in 1924.

Secondary Education

Between 1910 and 1913 the Department greatly expanded the provision of secondary education in N.S.W. The Intermediate and Leaving Certificate examinations were introduced, the number of High Schools greatly increases and Intermediate High Schools were created to meet with the demand for places. There was also another set of schools, Junior Technical, Domestic Science and Commercial, whose purpose was to prepare students not only for university and the professions but for the trades, home-making and business. The whole system was divided by sex, by the assumed eventual occupation of the student and, inevitably, by status. The Department created the so-called "vocational" schools by revamping the old Superior Public schools. Commercial schools were less common and tended to be converted into Intermediate High Schools within a few years.

1918 - END OF WORLD WAR I

1919 - TREATY OF VERSAILLES

P&C Association

The first mention of Auburn Parents and Citizens Association in the records occurs in October, 1914 when the President and Secretary wrote to J.T. Lang MP, urging him to get the building erected.

By this time the financial panic induced by the war had abated and in December, the Department authorised work at Auburn to proceed. Then, the two-storey building, containing eight classrooms, Headmaster's and staff rooms and other facilities, cost £5306, was occupied in July 1915. A much relieved staff as well as the pupils immediately vacated the church hall and old residence. The double portable on the new site became the long awaited manual training room, the single portable became a science room and the remaining portable was handed over to the still overcrowded Girls' Department. There was also a rearrangement of rooms between the infants and girls on the old site.

1919



Auburn Public School, Class 1C, 1918

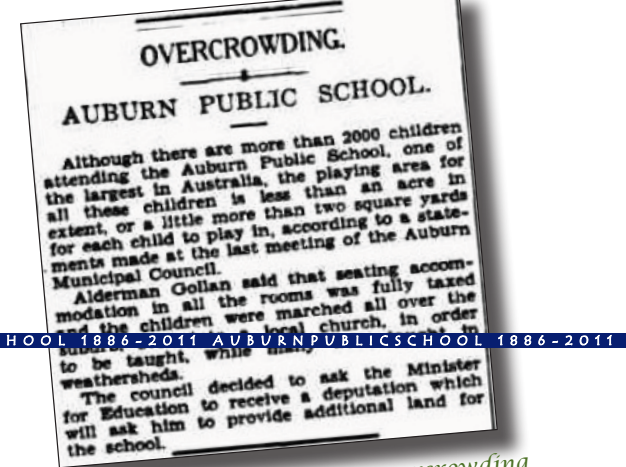
The Roaring 20s

1921 - ARTIFICIAL LIFE BEGINS,
FIRST ROBOT BUILT

1920



Auburn Railway Station, boys in hats on platform to west, 1920. Courtesy Auburn City Library, LGA Photo. 620



Article reporting the serious overcrowding at Auburn Public School by 1924. The Sydney Morning Herald (NSW : 1842-1954), Tuesday 4 June 1929, page 4

After the opening the new building in November 1920 and the re-organisation of rooms between the Infants' and Girls' Departments, Miss Beeby's wish was granted – the Kindergarten was re-opened for the first time since April 1886 and two rooms were equipped with the appropriate tables and chairs. The girls vacated the Church of Christ hall, but both the Good Templars' hall and the School of Arts were retained. The continued growth in enrolments, however, caused the Church of Christ hall to be reoccupied in March 1921; two weathersheds and a corridor were also turned into "classrooms" and another portable was ordered which arrived late that year.

The land and cottage adjoining the boys' block was purchased at the end of 1921 and the Headmaster was very anxious to have the house converted into facilities for the rapidly growing Junior Technical School. After being deferred several times, the building was turned into manual training and science rooms at the end of 1922. Soon afterwards, work finally began on the conversion of the old Headmaster's residence into special rooms for the Domestic Science School, eventually completed in September 1923.

In 1923, a deputation from Auburn saw the Minister to urge the establishment of a new primary school on land at Auburn North known

as the Gibbon's Estate of "Gibbon's Paddock". They were eloquent enough about conditions to convince the Minister that a thorough investigation was needed, and Inspector Dennis was instructed to carry it out. The report of August 1923 contained a stark picture of the school:

"The school at Auburn proper is a huge installation, far too big and unwieldy for efficient control and supervision. In reality it consists of 5 distinct schools or departments:

- *Infants, with 716 pupils, sufficient for 14 classes*
- *Boys' primary, with 534 pupils, sufficient for 11 classes*
- *Girls' primary, with 582 pupils, sufficient for 12 classes*
- *Junior Technical, with 443 pupils, sufficient for 11 classes*
- *Domestic Science, with 231 pupils, sufficient for 6 classes*
- *[TOTAL 2,506]"*

The enrolment given is for the June quarter, which may be considered as the average quarter. The actual number of classes is only 47 because for want of accommodation the rooms are overcrowded with classes of from 60 to 70 pupils. Over the next 3 years, as the overcrowding increased, more halls were taken over.

Auburn Public School, 3rd Class, 1924.

1922 was the year when action really began to solve the fundamental problems of education at Auburn and district. Similar major steps were occurring elsewhere in the State, for in 1922 the Government agreed to grant £500,000 in addition to the usual £200,000 building vote so that a start could be made on the huge backlog in the education building program.



Auburn Public School, 2nd Class, 1920.

The additions at Auburn were officially opened by the Minister in May 1925. Auburn was the largest school in the State, its enrolment of 2514 for the first quarter outstripping the next largest, Hurstville, by 14 pupils. The total number of staff was 63. The enrolment was divided as follows:

<i>Infants</i>	<i>662</i>
<i>Boys primary</i>	<i>504</i>
<i>Boys secondary</i>	<i>523</i>
<i>Girls primary</i>	<i>537</i>
<i>Girls secondary</i>	<i>288</i>

TOTAL: 2514

The progressive completion of the additional six classrooms at Auburn in 1925 enabled the school to vacate all five of its rented halls between March and June. The departure of all the secondary boys virtually ended the overcrowding at Auburn, and enabled the most unsatisfactory temporary accommodation, like the cottage and weathershed on the boys' site to be vacated. The primary and infants enrolment was still growing,

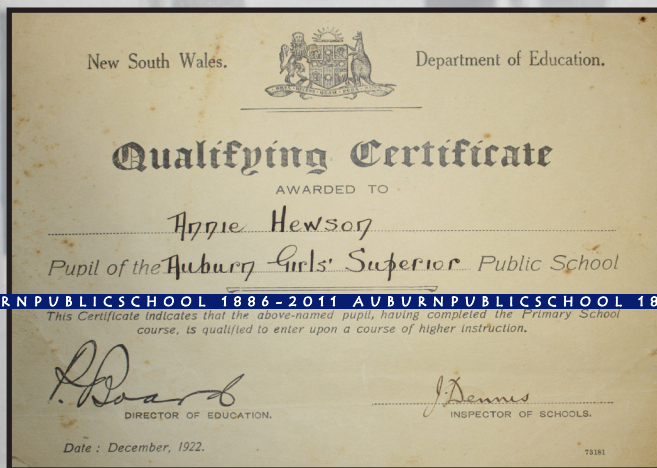
however, and in 1927 it became necessary to fix a boundary between Auburn and Berala schools.

The Mothers' Club associated with the Girls' Department had been active in getting the evening Domestic Science classes established in 1924 and in raising funds for the purchase of such "extras" as typewriters.

The old Parents and Citizens Association had collapsed many years before, but the association was re-established in 1926 and was very active. Amongst its early achievements was the installation of a telephone at the school in 1926 or 1927; the Association also paid the accounts until the Great Depression of the early thirties dried up its funds and the phone had to be disconnected; the Association had it reconnected in 1935.

The main method of fund-raising adopted by the P&C was the annual "Continental", held each year from 1926. There seemed to be no Infants' Mothers' Club associated with the school until 1933.

Sketch showing frontages of school and adjoining properties, 1928. SRNSW: NRS 3829 [5/14720] Auburn Public School, 1929-1979



*Qualifying Certificate awarded
to a student of the Auburn Girls'
Superior Public School, 1922.
Courtesy of Roslyn Hewson.*

Auburn Public School Girls' Department, 1926



One such visit, to the Queen's Theatre, Auburn, late in 1928, led to a court case. While the children were crossing the street a man motored past and attempted to drive through the lines. One of the teachers stood in front of the car and was pushed along with it, the motorist calling out rudely and continuously blowing the horn. Not surprisingly a few of the children panicked, but no-one was hurt. A few months later, at Parramatta Court, the impatient motorist was convicted of dangerous driving.

Excursions of various kinds were popular in the twenties, but they relied a great deal on the initiative of individual teachers. In the first half of 1928, one young teacher in the Girls' Department took 20 girls from her Seventh Class on a day trip to Waterfall during the Easter vacation; many of the class also went on a visit to the Botanic Gardens and most of them went to a performance of "The Tempest" a little later. Outings to moving picture theatres, so long as the films were "educational", also became relatively common.

Participation in organised sport, and especially cricket, football, tennis and athletics for the boys was another popular activity in the late twenties. The Headmaster, Frederick Berman, had found when he came to the school in 1926 that Auburn had not taken part in competitive sport for many years, and he set out to change this state of affairs, mainly by participation in the regular PSSA meetings at Parramatta.



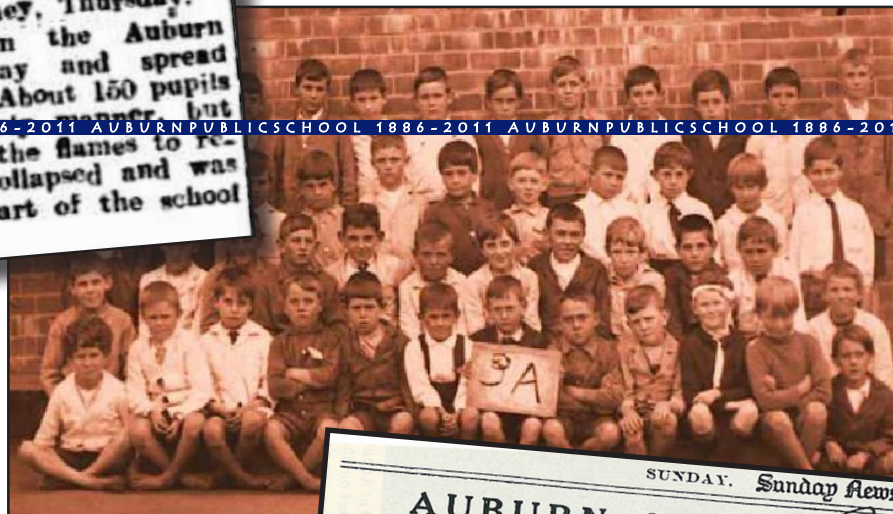
Report of a fire at Auburn Public School in 1929.
Barrier Miner (Broken Hill, NSW : 1888-1954),
Thursday 24 October 1929,
page 3

FIRE AT AUBURN SCHOOL

BUILDING PARTLY DESTROYED

Sydney, Thursday.
A fire broke out in the Auburn Public School yesterday and spread with great rapidity. About 150 pupils marched out in an orderly manner, but one boy dashed into the flames to recover a ruler. He collapsed and was carried to safety. Part of the school was destroyed.

Auburn Public School, Class 3A, 1922



1929 - BEGINNING OF THE GREAT DEPRESSION

1929



Miss Hilda Jones, school teacher at Auburn for about four years. Locket in ribbon worn was a Christmas present from class.

SUNDAY. *Sunday News* MAY 31, 1925

AUBURN SCHOOL IS THE LARGEST

HOLDS RECORD FOR SIZE proposed to demolish part of the old infants' school, and sell the Auburn-road premises, thus ensuring greater quietness. Other plans include the resumption of a block of land next to the boys' school, and the erection of a commodious building to accommodate the boys, making the present buildings available for other classes. Incidentally this will give the children more playing space—a great boon in a crowded area such as Auburn.

SOUTH OF THE LINE—MORE Then 2500 SCHOLARS—GIRLS' COOKING DELIGHTS MR. BRUNTNELL—BOYS' SUCCESS IN TENNIS — DECENTRALISATION MOVE BEGUN.

With an enrolment of 2514, and an average of 2108 for the first quarter of this year, Auburn Junior Technical School is the largest in the State, and probably in the Southern Hemisphere. Hurstville, with only 14 less in enrolment and 9 less in attendance, runs a close second.

But developments are in progress that will materially reduce the unwieldy size of Auburn. Preparations are being made to establish a Junior Technical training centre at Granville. This will take away 520 of the older boys. The department also has in view the building of a central Domestic Science School on part of the Gibbons Estate, at Auburn that it purchased recently. This would relieve the girls' department of the Auburn School of about 200 of the older girls. Both these are receiving technical and domestic science education at Auburn.

The rapid growth of the district was responsible for the attendance at the school leaping so high, and for a long time conditions were very cramped.

Mr. C. BLUMER, Headmaster.

Auburn School began to grow rapidly soon after it had been opened by Sir Arthur Renwick, as Minister for Education, on March 15, 1886.

Miss F. Beeby, J.B., is the head of the infants. Under her this department has reached a high standard of efficiency.

RECORD STAFF The full staff of the school, including regular and visiting teachers, now numbers 70—a record for the State.

The high accomplishments of the boys undergoing the Junior Technical course was revealed last year in an exhibition of their work, which was greatly admired. The display included specimens of woodwork and cardboard work, mechanical drawing, and metal work.

WON TENNIS SHIELD. In sport the boys have excelled in tennis. They held the N.S. Wales Lawn Tennis Shield for Public Schools; but lack of a playing ground caused a lessening of interest in cricket and football last year. This year, however, they have taken up keenly engaged in the schools' competitions.

Mr. Cripps has charge of the sports of the Technical School section.

For this the girls provide material. The girls have done well in examinations, securing 90 per cent in the Q.O. and leaving only exams: last year. But in sports have been handicapped by the under private courts in the locality. Miss Ward, are showing improvement in their play. have also recently taken up vig.

TEMPERANCE EXAMS. The girls distinguished themselves greatly in the examinations held year for the first time in temperance subjects. The exams. followed the publication throughout of special articles in the *Gazette*. The Rechabite Lodge prizes for those successful. They secured 67 certificates and 11 prizes.

An enthusiastic Mothers' Club.

The Auburn Public School.

With an enrolment at 2514 in 1925, Auburn Public School is named the largest in the state, as recorded in the 'Sunday News', 31 May, 1925.

The 1930s - Depression and War

1933 - END OF THE GREAT DEPRESSION

1934 - ADOLF HITLER BECOMES FUHRER OF GERMANY

1930

The Great Depression obviously had severe effects in the Auburn district, but the school's records contain few references. There was occasional comment, like that of the Girls' Mistress Katherine Drummond in 1931, that "many of the parents are desperately poor". At first glance it seems surprising that nearly £1700 was spent on renovating the school buildings in 1932, but such work was a feature of the time because it was mainly funded from unemployment relief grants.

The infants and primary enrolment at Auburn began to fall after 1930 because the district's population was steadily aging after the earlier building booms. The opening of Auburn West Public School late in 1934 took a considerable number of pupils away, so that the total enrolment (including the 300 or so secondary girls) was 1711 in 1935, compared to 2211 in 1930. The fall in numbers enabled the school to dispense with the Church of Christ hall at the end of 1934. Another improvement in conditions during the thirties was the enclosing of the assembly and verandah areas which had long been used as "classrooms" in the boys' and girls' buildings. This reduced the draughts, noise and distraction which had been such a problem, but it also semi-permanently removed the flexible spaces with which the buildings had been designed.

The grounds still contained some space for gardening and both the Infants' and Girls' Departments devoted a lot of time and effort to their gardens and to extra touches, such as a bird-bath. The P&C continued to organise a large number of fund-raising activities, including "frolics", fairs and Christmas parties and much of the proceeds went to two of the major educational developments of this time, libraries and "visual education": the P&C purchased the necessary film projectors and the library books.



Auburn Public School, 6th class, 1932.

Auburn Public School, Observation Book 1926-1937. School Records.

A great improvement in conditions came about in 1937 when the school was connected to the metropolitan sewerage system.

1939 - BEGINNING OF WORLD WAR II

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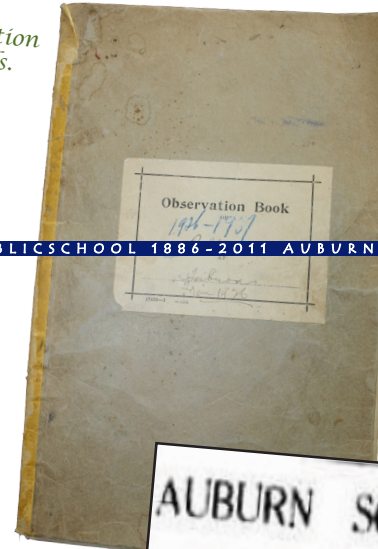
Auburn School Jubilee

The 50th anniversary of the Auburn Public School was celebrated on Saturday, the 14th of September 1935 at the town hall, Auburn by members of the Old Boys' and Old Girls' Unions. The 443 men and women present attended the school either during the headmastership of Mr J. B. Mills or of Mr A. E. Reay. All were on the school roll between 1885 and 1909. The President of the Old Boys' Union (Mr J. C. Clay) and Mr Reay spoke, the latter mentioning some of the former pupils of the school who had gained prominent positions. Miss Swan, Miss Crouch and Miss McMannis, who were teachers during the 1885-1909 period were also present.

The Sydney Morning Herald



Auburn Public School, P.E. circa. 1930s



AUBURN SCHOOL JUBILEE.

The 50th anniversary of the Auburn public school was celebrated on Saturday at the town hall, Auburn, by members of the Old Boys' and Old Girls' Unions. The 443 men and women present attended the school either during the headmastership of the late Mr. J. B. Mills or of Mr. A. E. Reay. All were on the school roll between 1885 and 1909. The president of the Old Boys' Union (Mr. J. C. Clay) and Mr. Reay spoke, the latter mentioning some of the former pupils of the school who had gained prominent positions. Miss Swan, Miss Crouch, and Miss McMannis, who were teachers during the 1885-1909 period, were present.

Article recounting the 50th anniversary of Auburn Public School, 14 September, 1935. *The Sydney Morning Herald* (NSW: 1842 - 1954), Monday 16 September 1935, page 6

Roll No.	Name	Address	Age	Remarks
1	John Thomas	12 Smith St. Newcastle	12	
2	John Thomas	12 Smith St. Newcastle	12	
3	John Thomas	12 Smith St. Newcastle	12	
4	John Thomas	12 Smith St. Newcastle	12	
5	John Thomas	12 Smith St. Newcastle	12	
6	John Thomas	12 Smith St. Newcastle	12	
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27	John Thomas	12 Smith St. Newcastle	12	
28	John Thomas	12 Smith St. Newcastle	12	
29	John Thomas	12 Smith St. Newcastle	12	
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34	John Thomas	12 Smith St. Newcastle	12	
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39	John Thomas	12 Smith St. Newcastle	12	
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41	John Thomas	12 Smith St. Newcastle	12	
42	John Thomas	12 Smith St. Newcastle	12	
43	John Thomas	12 Smith St. Newcastle	12	
44	John Thomas	12 Smith St. Newcastle	12	
45	John Thomas	12 Smith St. Newcastle	12	
46	John Thomas	12 Smith St. Newcastle	12	
47	John Thomas	12 Smith St. Newcastle	12	
48	John Thomas	12 Smith St. Newcastle	12	
49	John Thomas	12 Smith St. Newcastle	12	
50	John Thomas	12 Smith St. Newcastle	12	

Administration register of the Girls' department at Auburn Public School, 1937. School Records.

The 1940s - War and Immigration

1941 - BEGINNING OF THE
HOLOCAUST. BOMBING OF
PEARL HARBOUR

1940

Auburn Public School class 1D, 1946.



Food and clothing were strictly rationed during this period and could be purchased only in limited supply through the use of coupons.



*Ration books for food and clothing.
Courtesy Australian War Memorial 042770.*



Auburn Public School, 2nd class, 1949.

1945 - END OF WORLD WAR II AND
THE HOLOCAUST. CREATION
OF THE ATOMIC BOMB.

1946 - FIRST IMAGES OF THE EARTH
TAKEN FROM SPACE

1947 - MOBILE PHONES FIRST
INVENTED

AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011

In 1940, Auburn was a school of some 1600 pupils, including about 400 secondary girls. The girls continued to be part of the school until 1960 when the new Auburn Girls' High School buildings on the site acquired in 1925 were finally completed.

From 1944, or possibly a year or two earlier, until 1958 the school also had between 100 and 200 secondary boys enrolled. Oddly enough, the Department continued to refer to the school as a Home Science School and to ignore these boys, though, in other contexts, the school was classified as a Central School until the departure of the secondary girls in 1960.

School life in the 1940s was strongly influenced by the events of World War II. Students at Auburn would remember their efforts to raise money to help the "War Effort". Girls were encouraged to knit garments for the soldiers who were fighting in Europe. These knitting sessions produced such items as scarves, gloves and balaclavas.

During these grim years, air trenches were dug in the school grounds, thus taking valuable playing area away from the children. Trench drill was given regularly, with time checks in how long it took the teachers and students to clear the school and reach the safety of the shelters.

Schools had to struggle with what equipment they had. Books and paper were in extremely short supply. The 1940s and 1950s were decades of little change in the education system. The detailed Departmental records for this period are not readily available and in any case local records and reminiscences are usually more informative.



Auburn Public School, 1949.



Auburn Public School, 4th class, 1949.

The 1950's

1952 - DETONATION OF THE HYDROGEN BOMB. QUEEN ELIZABETH II BECOMES MONARCH OF THE COMMONWEALTH REALMS. POTATO HEAD PATENTED.

1953 - DISCOVERY OF DNA. FIRST ASCENT OF MOUNT EVEREST.

Auburn Public School, 1959.

1950



Auburn Public School, 1950.

Empire Day was still widely celebrated each year with a half-day holiday but was to decline in importance as the Fifties progressed.

All the children were given a free, one-third-pint bottle of milk each day. This practice was maintained until the early seventies.

Folk dancing was regularly performed to instructions given over the radio and, in 1956, the introduction of black and white television had a great influence on the education of future generations of children.

Post-war immigration saw a wave of migrants arriving in Australia and this certainly boosted enrolments at Auburn.



Auburn Public School, 1954.



Auburn Public School, 1951



Auburn Public School, 1955.



Auburn Public School, 1959.



Auburn Public School, 1956.



Auburn Public School, 1956.

The 1960's

1960 -

FIRST MANNED DESCENT TO THE MARIANA TRENCH. CONSTRUCTION OF THE FIRST LASER. WORLD POPULATION REACHES 3 BILLION.

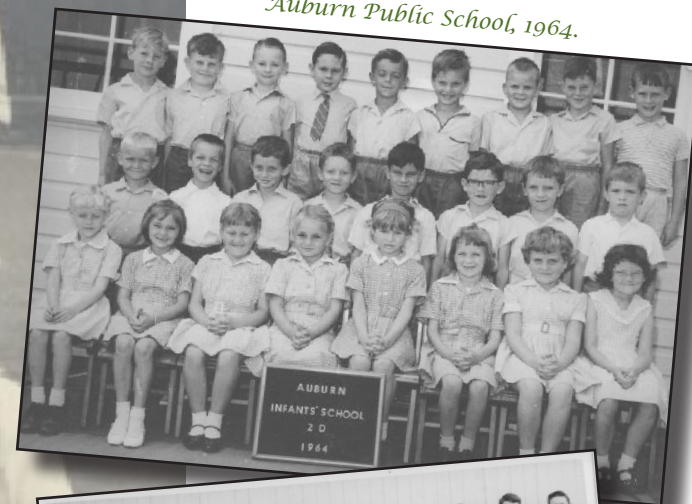
1962 - THE BEATLES' FIRST RECORD

1963 - MARTIN LUTHER KING DELIVERS HIS "I HAVE A DREAM SPEECH". ASSASSINATION OF JOHN F. KENNEDY. LAUNCH OF THE FIRST GEOSTATIONARY SATELLITE.

1960

The steady influx of migrants in the Sixties began to change the way of life. This was the beginning of the processes which were to turn Auburn into the multicultural school and the suburb it is today. The separate Girls' and Boys' Departments which had existed for many years at Auburn were to disappear with the introduction of co-educational classes.

Auburn Public School, 1964.



Auburn Public School, 1960.



Auburn Public School, Year 1 school concert, 1960.



Auburn Public School, 1962.



Auburn Public School.
 Top: 1968 girls
 Middle: 1968 girls
 Bottom: 1962, the year primary
 became co-ed.



Auburn Public School, Girls Primary, class 4D, 1960.



1969 - MOON LANDINGS

1969

Ball-point pens began to take over from the steel nib and messy inkwell of former years. Movable desks and individual chairs replaced the antiquated, wooden and cast-iron desks which were fixed to the floor. Lessons became less structured and children were invited to participate more freely in discussion.

Australia was changing to decimal currency and the Department of Education produced curricula in Mathematics, Social Studies, Handwriting and Spelling. Reading laboratories were used to improve the students' reading skills and the Library became the focal point of the school.

The 1970s

1970 - MAIDEN FLIGHT OF THE
BOEING 747

1974 - DISCOVERY OF "LUCY" IN THE AWASH
VALLEY OF ETHIOPIA. WORLD
POPULATION REACHES 4 BILLION.

1975 - END OF THE VIETNAM WAR
Auburn Public School, 1972.

AUBURNPUBLICSCHOOL 1886-2011 AUBURNPUBLICSCHOOL 1886-2011 AUBURNPUBLICSCHOOL 1886-2011 AUBURNPUBLICSCHOOL 1886-2011 AUBURNPUBLICSCHOOL 1886-2011 AUBURNPUBLICSCHOOL 1886-2011

Auburn Public School, 1978.



1970

These years saw a big change in education. Mostly effected by the huge social and economic changes happening in Australia at the time, the next 20 years saw a shift towards equality of opportunity for students and teachers and the provision of a diverse and innovative educational style which ultimately improved educational outcomes. Since the 1960s, there was an increase across the N.S.W. education system of montioring and assessment, professional learning teams, intervention and special assistance as well as home, school and community partnerships.

After the wave of post-war immigration to Australia, many migrants moved into the Auburn area. This caused an increase in enrolment during the 1970s.

Auburn Public School, 1973 and 1975.





School at Auburn

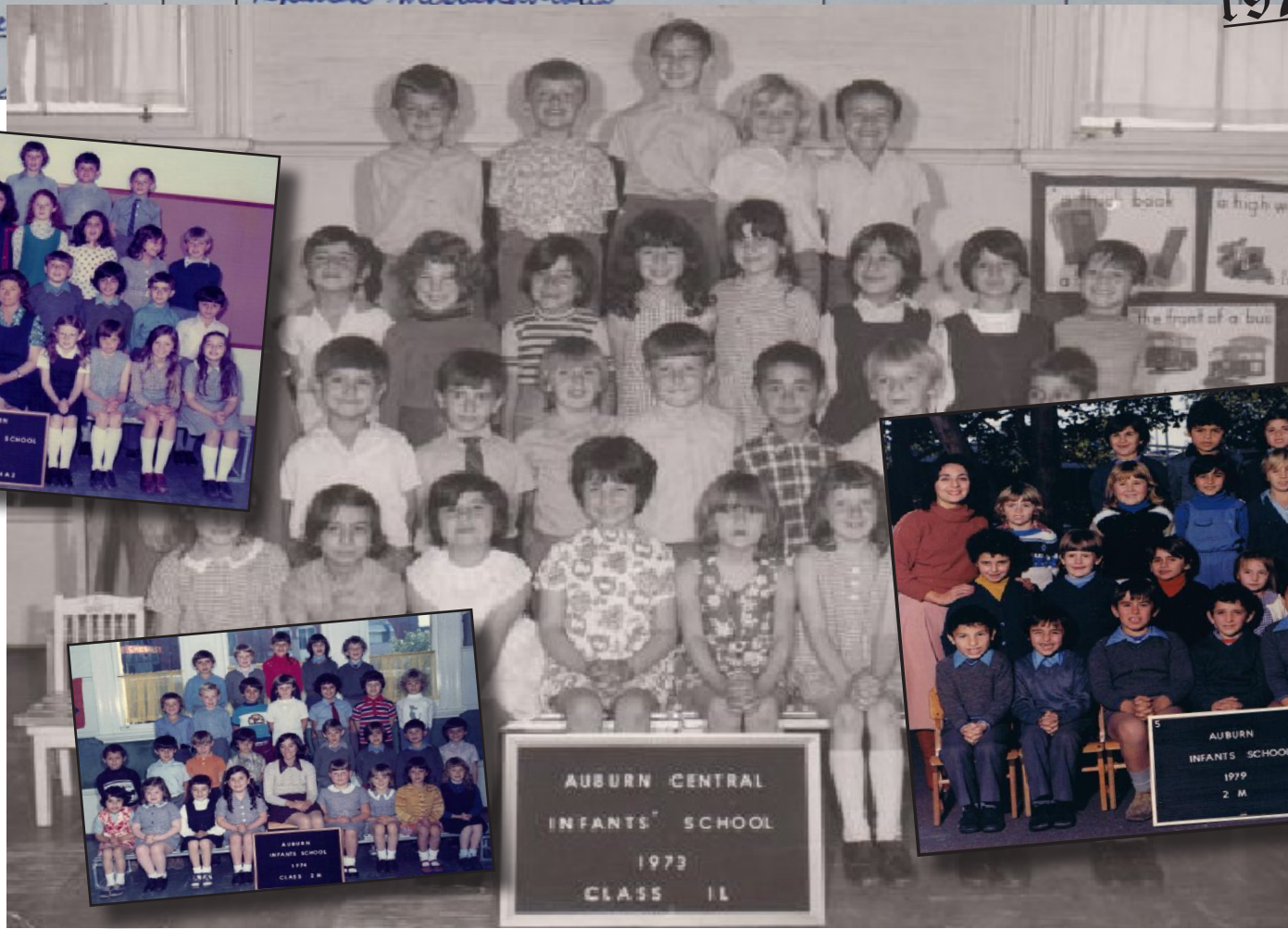
Auburn Public School, Punishment Book, 1979. School Records.

Age	Nature of offence	Amount of punishment	By whom sent	Date of punishment	By whom administered
10	Continual disobedience during Music lesson	1	Self	5.3.79	J. Corner
7	Continual disobedience during class	2	Mr. Knowles	9.3.79	J. Corner
9	Writing obscenities reading to class	2	Self	19.4.79	J. Corner
8	Bullying, hitting classmates in playground Repeated misbehaviour	1	Mrs. Dalgleish	24.4.79	J. Corner

1979



Auburn Public School, 1974, 1976, 1977, 1978 and 1979



The 1980s

1984 - INVENTION OF THE CD-ROM

1985 - MICROSOFT INVENTS WINDOWS

1980

Aufest was an annual school and community event which began in the 1980s and continued for about 20 years. It was a celebration of our school's multicultural community where every student performed in an outdoor evening event with professional lighting and sound. It included both cultural dances and items from every grade in the school. There were also many multicultural dinners for parents and various external groups performed there.

The 1980s Principal, Jim Waters, founded the Auburn Review Citizenship Awards which is an annual event which still continues today. It now involves over 30 primary and secondary schools throughout the area (both private and public).

The Jump Rope for Heart skipping program was developed in the late 1980s/early 1990s. A demonstration team from our school visited many city and country areas. It is the National Heart Foundation fundraising and heart health program for schools.

Cultural exchange programs form part of the school's focus in the 1980s and 90s with Hornsby Heights Public School and saw teachers from Canada and Japan travelling to Auburn Public School.



1986

School Centenary Celebrations, 1986. Street Parade, dancing and performance, period dress, re-enactments of school life. School Records.

1986 - CHALLENGER AND CHERNOBYL
DISASTERS

How our school celebrated the Centenary...



Re-enactments of school life





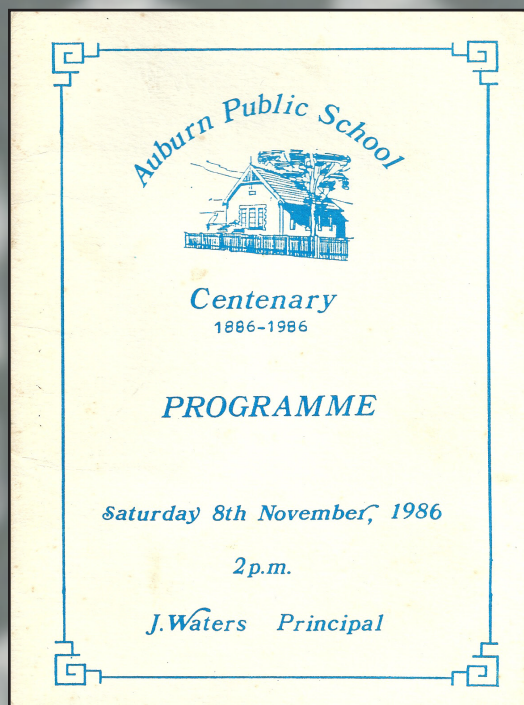
American teachers visit

1989 - COLLAPSE OF
COMMUNISM
IN EUROPE

AUBURNPUBLICSCHOOL 1886-2011 AUBURNPUBLICSCHOOL 1886-2011 AUBURNPUBLICSCHOOL 1886-2011 AUBURNPUBLICSCHOOL 1886-2011 AUBURNPUBLICSCHOOL 1886-2011 AUBURNPUBLICSCHOOL 1886-2011

1989

The Commonwealth launched a
national Aboriginal and Torres
Strait Islander Education Policy.



*See how far we've
come..*



*This page: Auburn Road to north from
Beatrice Street, circa 1910. Courtesy
Auburn City Library, LGA photo 352.*

*Opposite page: Auburn Public
School, 1980 (2) and 1984; Centenary
celebrations programme; Title from
Teacher's Review Pictorial, 13 August
1986, Auburn played host to some
visiting group of American educators.*

The 1990's

INVENTION OF THE WORLD WIDE
1990 - WEB. LAUNCH OF THE HUBBLE SPACE
TELESCOPE.

1992 - MAASTRICHT TREATY CREATES THE
EUROPEAN UNION



1990



Auburn Public School, 1992, 1994, 1996, 1997. Opening of the James Waters Hall, Library, Classroom Block and Facilities, 17 October, 1997. School Records.

1996 - "DOLLY THE SHEEP" BECOMES THE FIRST SUCCESSFUL CLONED ANIMAL

1997 - DIANA, PRINCESS OF WALES IS KILLED IN A CAR ACCIDENT IN PARIS

1999 - WORLD POPULATION REACHES 6 BILLION

AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011 AUBURN PUBLIC SCHOOL 1886-2011

Major building works were the main feature of the official records during this period. During the years 1995-1997, a joint State and Federal project saw the removal of demountables on the 3-6 site. A new canteen, library, a double-storey building with 8 classroom spaces, gymnasium/hall, COLA and Tiered Learning Area were built. Also, the refurbishment of Block J including the administration area downstairs and 4 new classrooms and one wet area upstairs, was completed.

1999



Auburn Public School, 1992. Aufest dancing, 1992. School Records

The 2000s

2001 - 9/11 ATTACKS

2002 - BALI BOMBINGS

2003 - TOYOTA INVENTS FIRST HYBRID CAR

2004 - BOXING DAY TSUNAMI OCCURS IN INDIAN OCEAN

2005 - HURRICANE KATRINA HITS GULF OF MEXICO KILLING NEARLY 2000 PEOPLE. YOUTUBE INVENTED.

2008 - THE LARGE HADRON COLLIDER WENT ONLINE

2000

Auburn Public School, 2000 and 2006.



Some Kindergarten buildings were gutted by fire in 2003 and these were replaced by 2 Kindergarten classrooms and new canteen building, opened in 2005.

In 2009-2010 The Building Education Revolution project and National School Pride programs refurbished Blocks A and B classroom areas, a multi-purpose kitchen was outfitted, a rubber soft-fall soccer field was laid, Block T (one classroom and a special purpose room) was constructed at a cost of \$3million.

A cultural exchange program for Stage 2 Gray's Point Public School was a focus in 2005-6.

Other recent events include: Easter Hat Parade; Book Week; Multi-Cultural Days; Excursions (Chinatown, Planetarium, The Farm, Shopping); Sports Carnivals; Swimming Lessons; visits by the Fire Brigade and Police Departments.



Buildings gutted by fire.



2010 - A 7.0 MAGNITUDE EARTHQUAKE HITS HAITI, KILLING 230,000 PEOPLE. FLOODING IN PAKISTAN KILLS NEARLY 2000 AND LEAVES A MILLION HOMELESS. THE LARGEST OIL SPILL OCCURS IN THE GULF OF MEXICO. WIKILEAKS RELEASES THOUSANDS OF CLASSIFIED US DOCUMENTS. APPLE INVENTS THE IPAD.



Auburn Public School
2003.

Photographs from
School Records.

ARABIC HINDI MON TAGALOG
BENGALI HUNGARIAN NEPALI
BOSNIAN INDONESIAN NUER TIBETAN
BURMESE ITALIAN ORIYA THAI
CANTONESE JAPANESE PASHTO
DARI KOREAN PERSIAN TONGAN
FARSI HURDI RUSSIAN TURKISH
FIJIAN MALAYALAM SAMOAN URDU
GUJARATI MANDARIN SOMALI UYGUR
HARARI MAORI SWAHILI VIETNAMESE

125 Years and counting...

*What's it like today at Auburn
Public School?*

Our School

Auburn Public School is a large primary school located in Sydney's south western suburbs and has been part of the community for over 120 years. It provides high quality educational programs with a strong emphasis on Literacy, Numeracy, Student Welfare and Technology. It nurtures the similarities and diversity of its highly multicultural community. The school community recognises education as a vital means to future success and strongly supports the school's teaching and learning programs. A positive culture of collaboration and continuous improvement is clearly evident within the school.

Multicultural Education

The various cultural backgrounds reflect the diversity within the community and 98% of students are bilingual, speaking English as a second language. There are over 35 languages spoken by our children and their families.

The largest cultural groups within the school are from China, Turkey, Afghanistan, Lebanon, Iraq, Somalia and The Pacific Islands. Auburn celebrates these rich and diverse cultural backgrounds through dance groups, art activities and visiting performers, as well as engaging in Harmony Day events each year. Auburn provides its Second Language Learners with translation services, multilingual parent courses, meetings and special events, community language programs, ESL professional learning for teachers, a community room for parents and a homework centre for students.

Auburn continues to provide a range of programs designed to educate all students about Aboriginal history and culture. Our school continues to embrace acknowledgement of Country and Elders past, present and future.

Supporting Students with Special Needs

Auburn prides itself on being an inclusive and caring school that caters to the various needs of its students. The school works closely with

the parents, external agencies and other areas of the DET for the successful inclusion of students with disabilities in mainstream classes. Auburn provides a Special Education Unit, where the dedicated staff are trained to provide an Individual Education Program to each student, identifying their learning goals and providing them the opportunity to achieve their maximum potential.

School Priority Areas

Auburn is participating in many Government initiatives including:

- National Partnerships (literacy and numeracy)
- Successful Language Learners (ESL project)
- Priority Schools Program (PSP).

The Priority Schools Program (PSP) supports quality teaching and learning, classroom and school organisation and school culture as well as home, school and community partnerships.

Over the last three years, Auburn Public School has developed strategies towards achieving higher learning outcomes for its students across three priority areas:

- Student Engagement
- Literacy
- Numeracy.

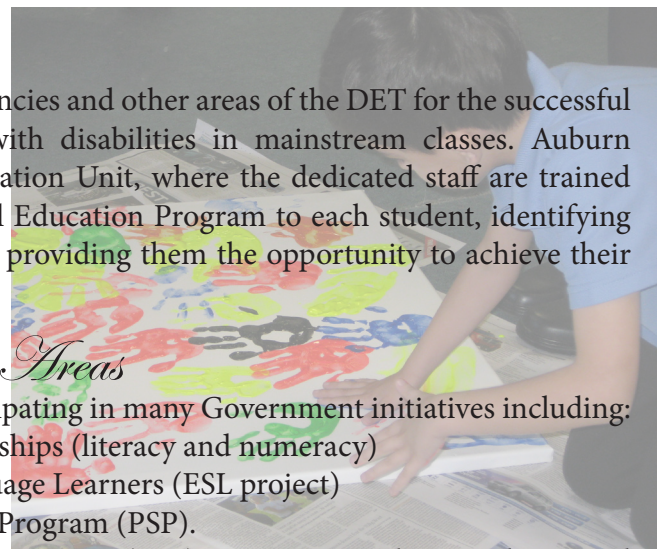
Action Plans have been written to support these priority areas and the strategies for improving them.

National Partnership on Literacy and Numeracy

Auburn Public School is proud to be part of National Partnerships. This is an initiative endorsed and funded by the Federal Government of Australia to support students in Literacy and Numeracy.

The Partnership focuses on three key areas:

- High quality teaching
- Strong leadership
- Effective use of student performance information.



Literacy

The focus for Auburn Public School is 'Guided Reading' within the context of a whole Literacy session. Every day at Auburn, each student is part of a 2 hour uninterrupted block of Literacy teaching that involves;

- Reading
- Writing
- Talking and Listening
- Handwriting
- Spelling
- Grammar

Every student participates in integrated activities that involve modelled, shared, guided and independent teaching and learning activities.

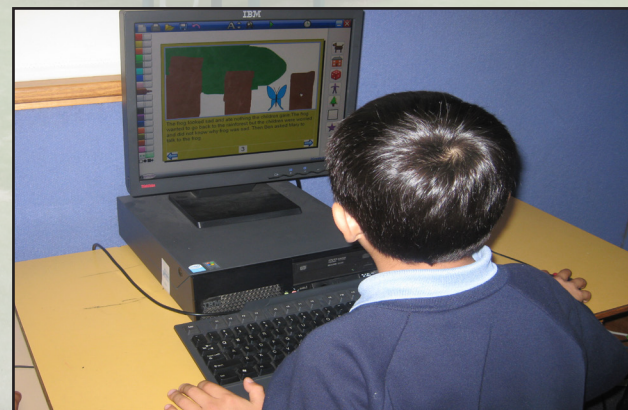
In 'Guided Reading,' students are taught explicit reading and comprehension strategies that will enable them to use, analyse and understand what they are reading.

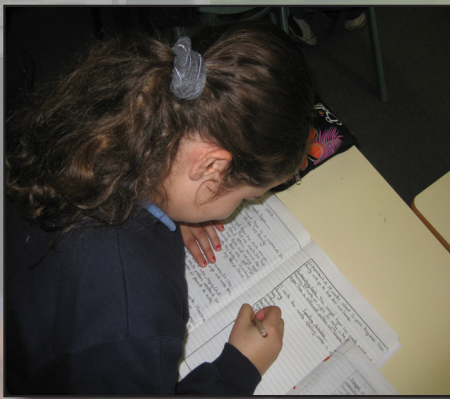
To support this focus, all staff are receiving ongoing professional development to help them cater best for our students. Robyn Wild who

is an experienced teacher and a member of E:lit – The English Teachers Association, has conducted the professional development in best practices for planning, programming and implementing reading so that quality teaching continues to occur across our school.

In addition, several staff members have become 'Literacy Mentors' and have received additional professional development from Robyn Wild. The mentors impart their knowledge to their colleagues across the school. The mentors also set up exemplar learning environments allowing strong leadership to occur across the school where our staff can observe and gain best learning and teaching strategies to use in every classroom.

New resources including big books, specific skill focus content and levelled books have also been purchased to be used in every classroom. The information gained from teachers by using these resources with the students will allow them to assess, plan and modify lessons to improve and increase our reading across the school. NAPLAN Question booklets that focus on specific reading strategies have also been created and are used in every classroom, Years 2 – 6 to support our students when this and other similar type testing occurs to enable them to achieve the best results possible. NAPLAN Writing booklets have also been created to be used in all classrooms.





Professional Learning

Teachers at Auburn are encouraged to access and participate in professional learning programs, supported by funding from the NSW DEC. Key professional learning areas include literacy, numeracy, technology, welfare, beginning teachers, career development, curriculum implementation and quality teaching. Increased teacher participation in these programs has resulted in improved levels of student engagement and motivation and in improved outcomes for all students across the Key Learning Areas.

Student Programs and Initiatives

- In-class literacy and numeracy programs tailored to suit our students needs
- NAPLAN testing for Years 3 and 5
- Transition programs for starting school, Year 2 to Year 3, and Year 6 to high school
- Community pre-school and the Best Start Program for Kindergarten
- Community room for parents
- Homework Centre and Breakfast Club
- Increased use of current technologies, including Interactive Whiteboards in many aspects of learning
- Primary Intensive English Program
- Reading Recovery Program.

Jolly Phonics

In Term 4 2009 we began to implement the Jolly Phonics and Jolly Grammar programs at Auburn Public School. The Phonics program runs over 1 year and is implemented into Kindergarten classrooms. The Grammar Program has two components spelling and grammar and with the help of consultants from Jolly Discoveries we have begun implementation into Stages 1 and 2. Stage 3 have access to a grammar / spelling scope and sequence that complements the Jolly Phonics and Grammar programs.

Jolly Phonics is a synthetic phonics program that teaches the children the alphabetical code of English. In Terms 1 and 2 the children are taught the 42 letter sounds through a multisensory method, how to blend them, to read words and how to cope with the first irregular keywords. At this point the children can attempt to read books for themselves. The Jolly Phonics program is very flexible and the teacher is guided by the ability of the children in a particular class.

There are 5 main elements to the teaching of Jolly Phonics:

1. Learning the letter sounds
2. Learning letter formation
3. Blending
4. Identifying sounds in words
5. Tricky words.



Learning the letter sounds
The main 42 sounds of English are taught - one sound at a time and in the Jolly Phonics order.

1. s a t i p n
2. c k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo oo
6. y x ch sh th th
7. qu ou oi ue er ar



A multi-sensory method is used to introduce the children to the letter sounds. Each sound has a story, action, sound sheet and song. Doing a song and the action with the sound, e.g. breathing on hand for 'h' alongside a story with the animation of a puppet mean the children have something to help them remember sounds more easily. Kindergarten children have a 'Sound Book' with all the sounds they have learnt. This forms part of their homework. Parents and older brothers and sisters help Kindergarten students to learn the sounds. In order to blend efficiently it is important to know the letter sounds fluently, so helping at home reinforces the sounds taught at school.

1. Digraphs, are represented by two letters. The children need to recognise digraphs in words eg. 'sh' in fish. The digraphs 'oo' and 'th' each have two sounds, e.g., 'book' and 'moon', 'thin' and 'that'. Children are taught that these digraphs can make two sounds.

2. Learning Letter Formation

The children are shown exactly how to form each letter correctly as the letter sounds are introduced. Initially, the children form the letters in the air or at sensory literacy centres available in the classroom. More formal handwriting is taught throughout the year and through the sound sheets being sent home.

3. Blending

As well as learning the sounds, the children need to be taught how to blend them together to hear a word. This teaching starts on the first day. The aim is for the children to hear the word when the teacher says the sounds, e.g., "Listen carefully, what word am I saying, 'd-o-g', 's-u-n', 'b-oy', 'm-ou-s'?" A few children will hear the words.

Once the children can hear the words when the sounds are said, they are ready to try and blend words for themselves. Being able to blend letter sounds fluently is the essential skill for beginning reading. Children must also be able to recognise consonant blends and digraphs in words such as 'fr-o-g' and 'f-i-sh'.

At first, one way of spelling each vowel sound is taught, e.g., 'ai' as in 'train'. The children have practice blending these spellings in words before the alternatives are introduced, e.g., 'ay' as in 'day' and 'a-e' as in 'cake'.

4. Identifying Sounds In Words

It is essential that children can hear the individual sounds in words, especially for writing. The children are asked to listen carefully and say if

they can hear a given sound in words. Teachers start with words that have three sounds in them, for example, "Is there a 's' in 'sat' ... 'house' ... 'dog'?" "If there is a 's' where does it come - the beginning, middle or end?". Then the children are encouraged to say the sounds they hear.

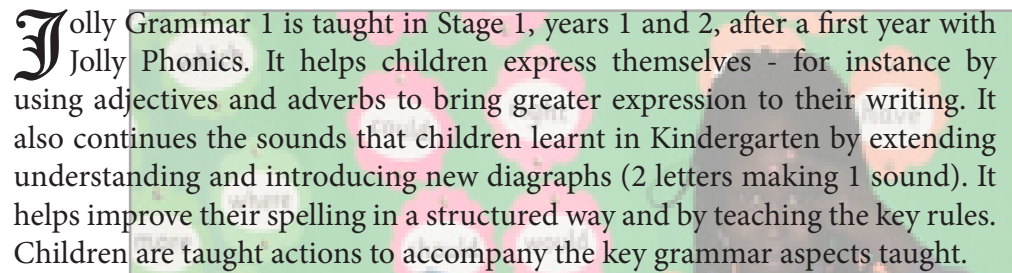
Once children can hear sounds teachers move on to simple words like 'sit'. The teacher says 'pin' and the children should respond by saying 'p-i-n'. As they say each sound they hold up a finger, 'p-i-n' three fingers, three sounds.

The teacher writes the letters on the board as the children say them. The children look at the word, say the sounds and blend them to read the word. This gives the children a good understanding of how reading and writing work. A few examples every day will help to develop and encourage this skill.

Once a child can hear the sounds in words, and knows one way of writing each sound, they can write independently. Initially, the children will not spell accurately but their work can be read. Most children, by the end of their first year, should be able to write their own news and simple stories independently. It will be exactly what they want to say, as they are not restricted by writing only the words they have learned by heart.

5. Tricky Words

After their first month at school, when the majority of the children know about 18 letter sounds and have been blending regular words as a group activity, they can begin to learn the tricky words. Tricky words are words that cannot always be worked out by blending. These will be introduced gradually using the Jolly Phonics Tricky Word Cards. All classes have these tricky words displayed and children are encouraged to use them. Teachers can explain what makes the words tricky, mostly it is because the sounds can not be sounded out in the same way as other words.



Grammar 1 is taught in Stage 1, years 1 and 2, after a first year with Phonics. It helps children express themselves - for instance by objectives and adverbs to bring greater expression to their writing. It continues the sounds that children learnt in Kindergarten by extending and introducing new diagraphs (2 letters making 1 sound). It improves their spelling in a structured way and by teaching the key rules. Children are taught actions to accompany the key grammar aspects taught.

include reading and writing, literacy based activities, as well as elements of the Grammar program.

The scope and sequence that has been developed in conjunction with our consultants from Jolly Discoveries is designed to be taught over two years (Stage 1) using Jolly Grammar 1. Together with Jolly Phonics they provide a literacy course for the first three years.

Jolly Grammar 2 is taught in Stage 2, Years 3 and 4, and continues the program through the development of more complex sentence structures, grammatical features and ideas. As the program has been introduced at Auburn Public School in 2010 we are still in the early stages of implementation for the older grades. Teachers of Stages 2 and 3 have been involved in Professional Learning and have had opportunities to observe demonstration lessons. Teachers of Stages 2 and 3 are currently using the program to access ideas and resources. We have continued to implement this program in 2011.



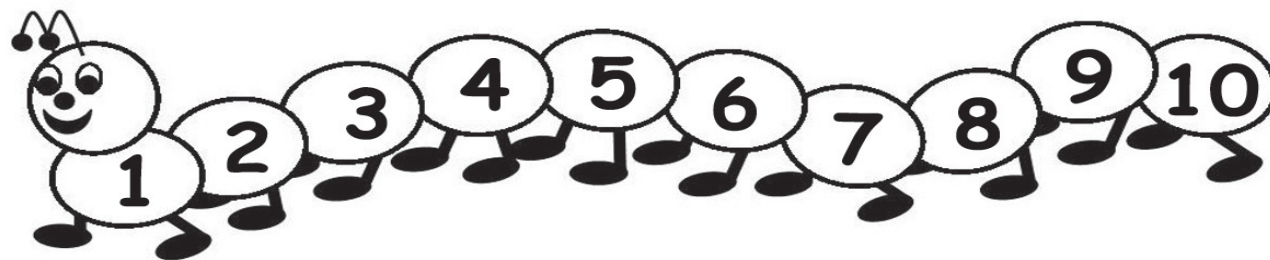
In Stage 1 we look at the practical application of grammar. Eg. dressing up and using adjectives to describe the wizard. In Stage 3 this would develop into the construction of sentences and paragraphs within their writing that include noun groups.



‘The wizard had a glittering wand.’ becomes

‘The old enchanting, mysterious wizard with the long shimmering cloak of gold waved his glittering magical wand.’

Mathematics



Mathematics is the way people use logic and creativity to solve problems that involve patterns and relationships. It is a vital component of teaching as it allows students to make informed decisions through interpreting and applying maths to a variety of contexts. In addition, Mathematics is an essential component of students' preparation for life in the 21st century.

At Auburn Public School, Mathematics is taught in accordance with the NSW Mathematics K-6 Syllabus. This syllabus outlines 5 content strands - Number, Patterns and Algebra, Data, Measurement and Space and Geometry and one process strand - Working Mathematically, which teachers must teach.

Mathematics is taught within each of the classrooms through consistent revision of covered content, units of work on new content, integration through other curriculum areas and specific mathematical programs, including Count Me In Too, Numeracy 'Metalanguage' Project, Chance and Data Days and Literacy/Numeracy Links.

Within our classrooms, Mathematics involves explicit and systematic teaching of concepts, 'hands-on' teaching activities, children working co-operatively in small groups at their own level, children talking

about how they found their answers, whole class discussions, and most importantly, both teachers and students having fun and enjoying Maths!

In our school, we believe that parents are their child's first teacher and, as a result, encourage their participation and involvement in their child's learning about Mathematics through parent information sessions, parent in-services, hands-on workshops and open classrooms. This involvement improves communication about how Mathematics is taught in classrooms, as well as parents' confidence in understanding how to help their children at home.



Learning Technology

A purpose-built technology room provides access to 31 state-of-the-art desktop computers, an interactive whiteboard, video-conferencing facilities, internet connection and a specialist teacher assigned to upskill all students K-6 as well as classroom teachers in their ICT knowledge and skills. A Laptop lab was also established with 15 laptops and an IWB in 2010.

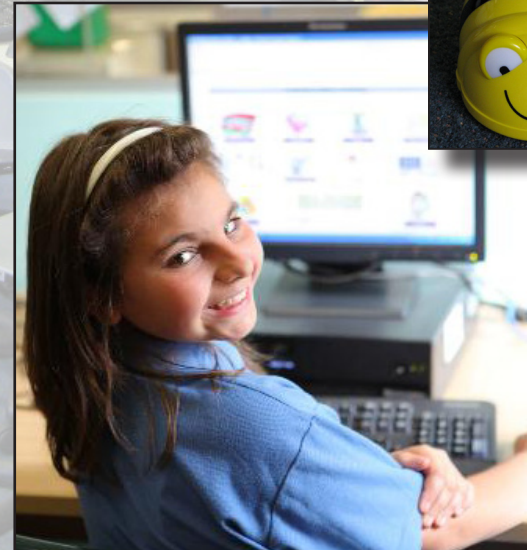
Students attend sessions every 2 weeks for an hour (2 hours for Stage 3) in a team-teaching scenario with their classroom teacher.

Available are:

- a variety of school software programs,
- internet resources and Web 2.0 tools,
- share files for both teachers and students,
- information files for teachers,
- digital cameras - 15 for students to use plus more for staff use,
- flip cameras,
- a video camera,
- mini-laptops,
- 15 Beebots, resources and computer games
- School-only 'kids website' page,
- a Teachers' Page,
- A school website.

The school has a range of other hardware including:

- 2 desktop computers in most classrooms and all rooms are networked to one of a number of colour printers,
- most classrooms have interactive whiteboards,
- the library has 10 desktop computers and an interactive whiteboard,
- a Wii, which is used mainly by our SEU students for a variety of purposes,
- 20 mini-laptops for use in group work in literacy and numeracy sessions,
- 25 Nintendo DS to support literacy groups.



Mini Laptops

The school purchased 20 mini laptops for use in classrooms during literacy and numeracy centre activities in 2011.

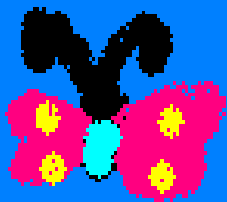
Here, students have access to a good range of software programs which allow them to practise not only their literacy and numeracy skills, but also their technology skills & knowledge in a fun, motivating and creative way.



Blogs

Many students had the opportunity to participate in blogging over the last 2 years using the DEC's blog - BlogEd.

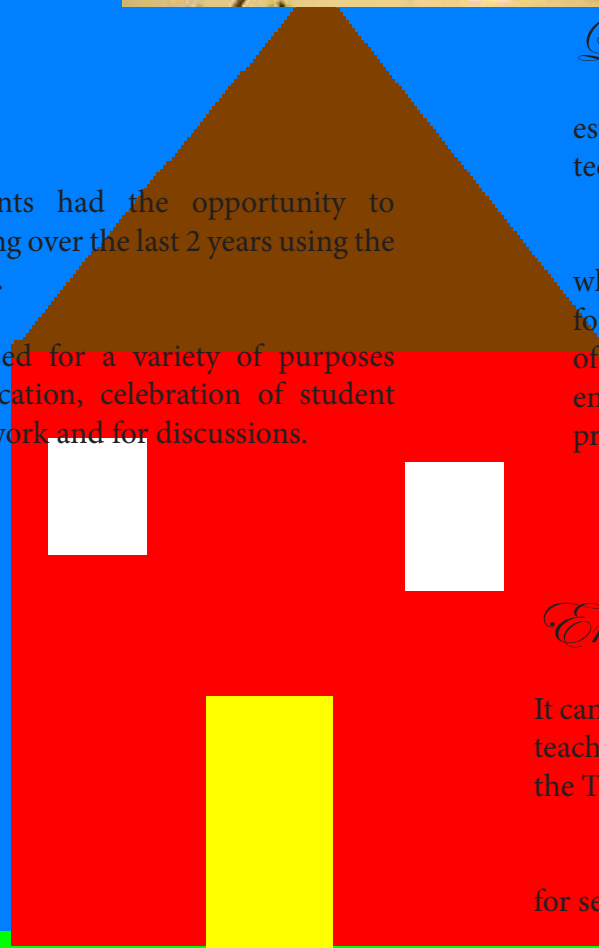
Blogs are used for a variety of purposes including communication, celebration of student achievement, homework and for discussions.



Laptop Lab

Towards the middle of Term 3 2010 our school established a second room where classes have access to technology.

In this dedicated area there is an interactive whiteboard and 16 laptops with internet connection for teachers and students to participate in a number of tasks such as online research, using Web 2.0 tools, emailing, blogging and using a many of our software programs.



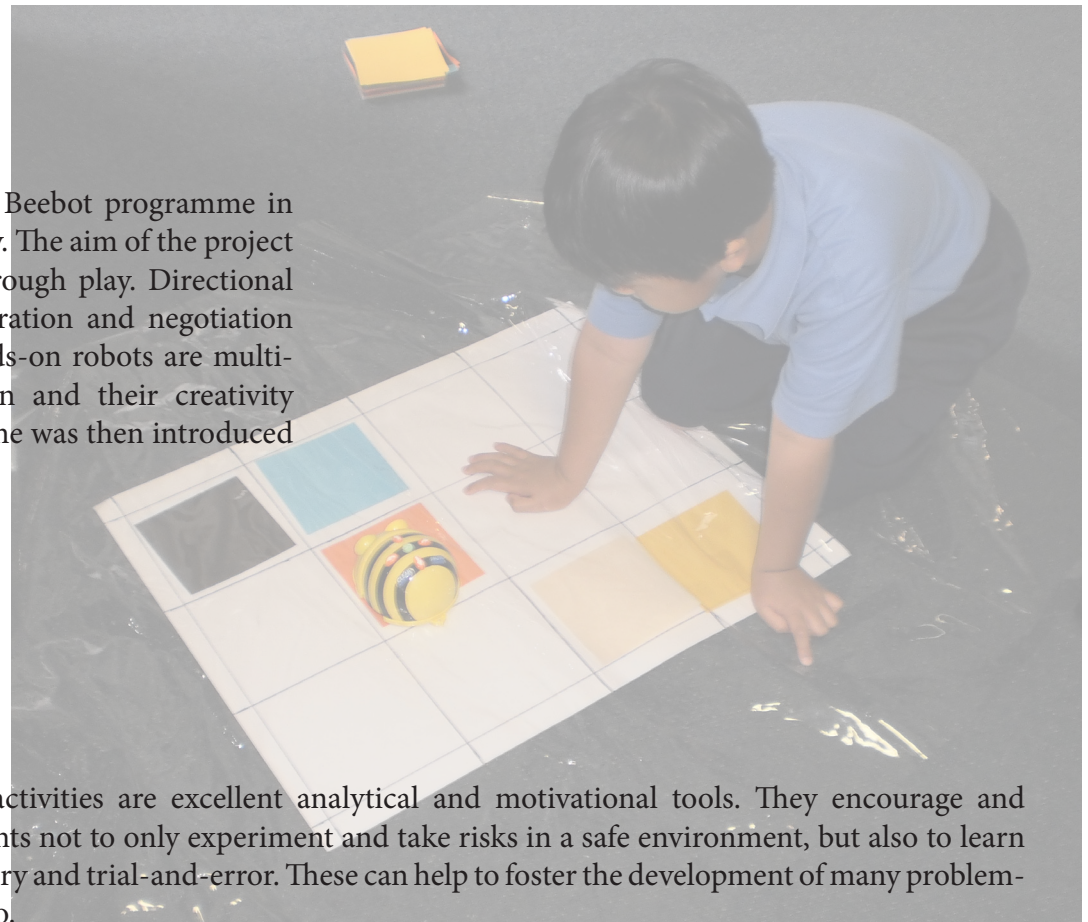
Emails

All students have access to the DEC's email system. It can be used as an effective communication tool between teachers and students. Access is available in all classrooms, the Technology Room, the Laptop Lab and from home.

Some teachers may use emails for communication, for setting homework or assignment tasks.

Beebots

In 2011 a Year 2 class was involved in a Beebot programme in conjunction with MacICT at Macquarie University. The aim of the project was to use this technology as a tool to learn through play. Directional language, Maths outcomes, cooperation, collaboration and negotiation are some of the skills students learnt. These hands-on robots are multi-sensory and stimulate the students' imagination and their creativity through exploration and discovery. The programme was then introduced to all Stage 1 and Early Stage 1 classes.



Nintendos

Games/activities are excellent analytical and motivational tools. They encourage and challenge students not to only experiment and take risks in a safe environment, but also to learn through discovery and trial-and-error. These can help to foster the development of many problem-solving skills too.

Nintendos were introduced for Stages 2 and 3 in 2010 during literacy group activities.

In the classroom students play games independently in small groups for a limited time before completing teacher-designed worksheet activities, such as dictionary work, wordfinds, question and answer, true-false tasks or specific writing tasks.

The junior school also has access to these consoles and they can learn about problem solving, or can practise skills such as talking and listening and turn-taking. During these sessions, students are also communicating and collaborating with each other.



Sports



At Auburn Public School, we have physical activity programs for children from Kindergarten to Year 2, with a focus on fundamental movement skills. Sport and physical activity is a valued and accepted part of our school's curriculum, contributing to the development of the whole child. It provides a vehicle for social, physical, emotional and moral learning and is an important expression of our culture.

The participation, enjoyment and skill development of our students is the corner-stone of the school sport/ physical activity program. All our students take part in this program.

There are also opportunities to represent our school at inter-school sports competitions. As a NSW public school we benefit from the opportunities of shared activities and competitions with other schools, co-ordinated by school sport associations.

At Auburn Public School students engage in a wide variety of games, sports and programmes for skills development and fitness.

Carnivals are held annually for Swimming, Cross Country, Athletics and Ball Games with all students aged eight and over, participating. Our

school carnivals are designed to encourage maximum student participation in a fun environment and cater for all ability levels. All students are part of a sporting house which encourages interest and sportsmanship.

Our houses are:

- Banksia (green)
- Currawong (blue)
- Koala (yellow)
- Waratah (red)

There are also opportunities for talented students to progress onto Zone, Regional and State levels.

Students also have the chance to participate in a variety of Gala Days and Round Robin Knockouts throughout the year. Each year clinics in sports such as Soccer and Netball are offered to students at school.

During the year students from Years Two to Six are encouraged to participate in an Intensive Swimming Programme (one lesson per day for two weeks) at Auburn Swimming Centre. Swimming tuition involves water safety and survival skills as well as stroke technique.



Students can unleash their creative flair through dance and drama performances, competitions, exhibitions and enrichment programs.

Students with particular interests and talents can participate in local and state-wide activities in visual arts, music, dance and drama.

Arts

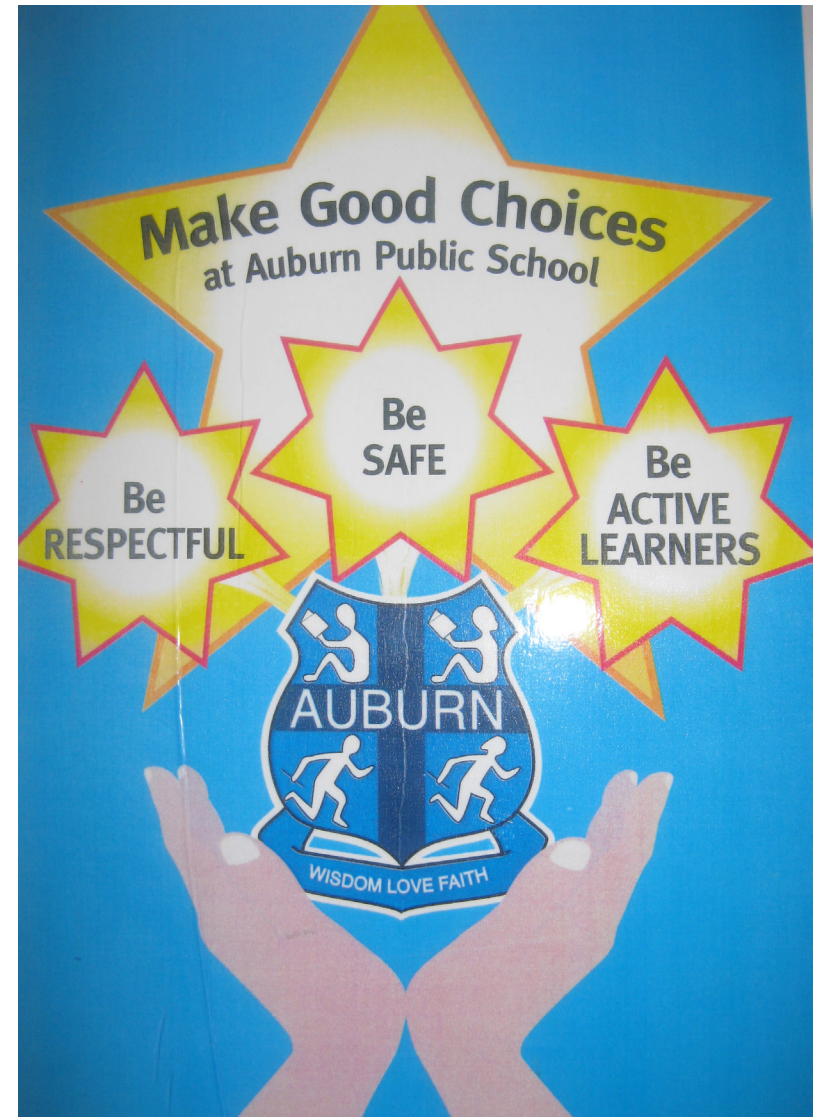
Auburn School Parents Association

The Parents and Citizens Association, known as Auburn School Parents Association (ASPA) congratulates our school on the occasion of the 125th anniversary.

During the life of this school it has moved from being predominantly monocultural as a colonial school, to a strongly multicultural school, with 98% of enrolments coming from a non-English speaking background.

From its humble beginnings, ASPA has continued to provide parents with a forum to participate in their child's education and school life. ASPA is currently a vibrant, vocal group of parents from many different countries and many of these parents do not speak English. To assist them, the school provides interpreters for the four main language groups - Arabic, Turkish, Farsi and Cantonese - to attend every ASPA meeting. Through the use of these interpreters, the parents can understand and participate in discussions, as well as communicate their ideas with the other parents, the ASPA Executive and the School Executive in a friendly and safe environment. This promotes a strong sense of community within the school and enhances the partnership between the parents and teachers, ultimately working towards a better education for their children.

ASPA has enjoyed participating in the life of the school during the past 125 years and looks forward to a wonderful future as we continue working together with the school and the community.



Student Leadership

At Auburn Public School, all students are encouraged to develop their leadership skills in a variety of areas, including within the classroom and playground, through their support for other students, or their involvement in academic, sporting, cultural or community events and projects. We are proud to have many students involved in a variety of these activities including school prefects, district and regional carnivals and debating and public speaking teams.

Each year, a Student Representative Council with representatives from each class from Year 2 to Year 6 is formed. The council provides an excellent opportunity for students to participate in decision making in the school. Representatives are voted in by their class peers and participate in a Training Day to learn about skills they will need to utilise within their leadership role. The Student Representative Council meets regularly to discuss student ideas and suggestions, with classroom meetings occurring on an ongoing basis.

The Student Representative Council has assisted in the running of many initiatives including Red Nose Day, Easter Raffles, Music and Games Night, various formal assemblies and has assisted with sports carnivals. One fabulous initiative our Student Representative Council has implemented is the Games Room. The Games Room is run each day and allows students to play their favourite board games with their friends in a quiet space during lunch time. Students don't have to be school captains or house captains to be considered as leaders. We encourage our students to be leaders in the classroom and playground, through their support for other students, or their involvement in academic, sporting, cultural or community events and projects.



Auburn Public School celebrated its 125th Birthday in Style!

Over 2 exciting days, Auburn Public School shared its 125th birthday with teachers and students (past and present), parents, members of the local community and local officials. There was a cake, sparklers and streamers, cultural dances, performances, speeches, an historic fashion parade, a memorabilia room, a petting zoo, rides, games and stalls.

Past and present teachers shared an evening meal at Parramatta RSL. Past and present students too, were delighted to see some of their faces on exhibition in the memorabilia room and more than a few shared their stories of their time as students of Auburn Public School. Parents and members of the community were welcomed into the school for guided tours of classrooms and school areas. Ringing of the original school bell every half hour by students wearing period dress demonstrated what

school might have been like in 1886. The school assembly was attended by parents, teachers, past and present students, and special guests including 5 past and present principals (Jim Waters, Denis Suttling, Glen Stelzer, Kim Fawcett and Lisa Borg Markey). The audience took a journey in time through music, dance and costumes of the last 125 years.

The School would like to thank all of these amazing people for making their journey back to Auburn to celebrate such a milestone in our history. Thank you to the event organisers, the executives, staff and students for the big effort in setting up the memorabilia room and organising all the fun! We all hope to see you again in the future and look forward to the coming years at Auburn Public School.





HAPPY
125 TH

BIRTHDAY



School Information

School status

1886-1903 Public School
1903-1931 Superior Public School
Secondary Sections from 1913
1913-1959 Domestic Science
1913-1925 Junior Technical
1960- Public School

Principals

1886	John Mills
1901	Albert Reay
1911	David Richardson
1919	John Faulks
1924	Alfred Bennett
1925	Charles Blumer
1926	Frederick Berman
1930	Ebenezer Gostelow
1932	Alfred Hall
1935	Frederick Alldis
1939	William Lowe
1953	William Edgar
1957	Richard Burns
1961	William Robinson
1963	Wallace Baker
1968	William James
1973	T. Parry
1978	R.J. Hince
1980	James Waters
1998	Denis Suttling
2005	Glen Stelzer
2007	Kim Fawcett
2011	Lisa Borg Markey

Infants Mistress

1887	Sarah Watts
1896	Helen Beaumont
1903	Mary Peak
No Infants department 1906-1911	
1911	Frances Beeby
1931-1944	Edith Pickering

Girls Mistress

1906	Emily Wade
1907	Isabel Spencer
1916	Catherine Anderson
1917	Ethel McClelland
1924	Henrietta Anderson
1924	Elsie Heuston
1928	Susan Smith
1929	Katherine Drummond
1932	Freda Colebrook
1934	Mary Kelleher
1936-1941	Frances Aston

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This plaque has been placed at the foot of a very special tree. We hope that Auburn Public School, like this tree, will continue to grow and be a part of the community for generations to come. We look forward to the coming years with great pride as we enter the next era of Auburn Public School.



Celebrating 125 years of Auburn Public School is no doubt a big achievement for our school and we hope you enjoyed being a part of the celebrations.

Thank you to all the staff, teachers and students, past and present, for coming together to help us celebrate our birthday.