
Auburn Primary School
2948

2008 Annual Report to the
School Community



School Overview

Auburn Primary School sees students and their learning as its prime focus. We want our students to be the best they can be, and we aim to provide opportunities and guidance to assist them to be happy, well rounded, confident members of their community. Our students achieve highly in literacy and numeracy as is evidenced by outstanding results in the national testing (NAPLAN). The school's focus, over the 2008 school year, was chiefly on ensuring that the best possible curriculum was available to all students. Much time and effort was contributed by staff in reviewing current practice, examining what was going well, and identifying how to continue to improve teacher practice in order to engage and challenge students.

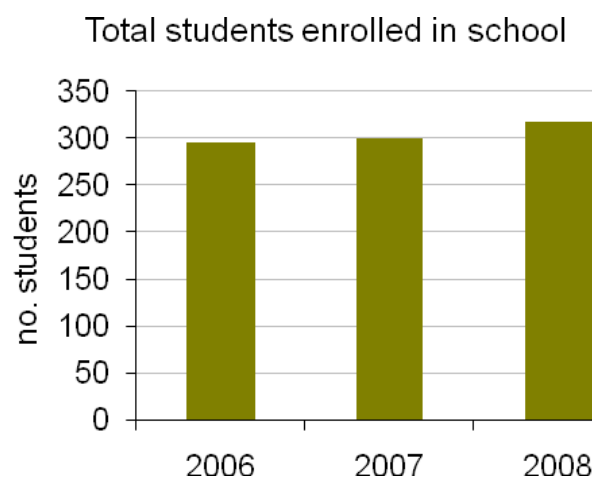
Our school enjoys wonderful community participation and support. Parent helpers are often seen in our classrooms, and parental expertise is readily available for a wide range of projects, from facilities development to arts performances and helping with the vegetable gardens. The high level of support from our community is highly valued and an aspect of the school which stands it apart from others.

Our students achieve highly across a wide range of measures. Academically our students perform very highly, supported by skilled and targeted teaching. ICT tools are an integral part of the way the curriculum is delivered, and student input is actively sought, to ensure that learning is relevant and interesting.

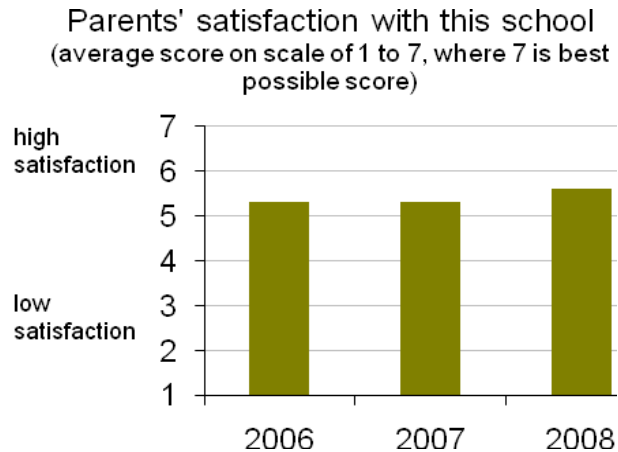
Our facilities have been vastly improved over the past twelve months. The most notable project was the completion and official opening of our newly refurbished hall. In addition, all student and staff toilets were refurbished; all classroom spaces are now air conditioned, two areas of synthetic turf have been laid, to enhance the amenity of both the PE facilities and play options, a designated piano practice room has been refurbished and the last of the classrooms was fully refurbished.

It has been a very successful year at Auburn Primary School and our aim is to continue that success in 2009.

Student enrolments – Enrolments continue to show a steady, but manageable increase. As the smaller cohorts, currently in Years 5 and 6, move through the school, our facilities will come under increased pressure, with our average Prep enrolment being 55 students per year over the last four years.



Parent Satisfaction – Parent satisfaction for the 2008 school year is trending positively, with increased satisfaction recorded for all variables. Anecdotally, parents are generally very happy with the school, with prospective parents invariably mentioning the strong reputation the school holds in the local community.



Commonwealth Requirements

- **Teacher Satisfaction** - Over 70% of teachers report that they take pride in their school. Almost 60% of teachers felt that morale was high, a pleasing outcome given the unsettledness attributable to a significant change process in train at the time.
- **Teacher Absence** - The average number of days absent per teacher was 4.1 days. Two teachers were absent for almost two terms, on long term sick leave.
- **Teacher Retention** - Of the 28 teaching staff at Auburn Primary School at June 2007 (including those on leave without pay), 21 or 75% were still at the school at June 2008. This figure across all Government schools was 84%. Many teachers who had been on leave without pay for an extended period resolved their career choices during the period.
- **Teacher participation in professional learning** – All teaching staff have participated in professional learning throughout the year, including the Teacher Professional Leave Program, Australian Government Quality Teacher Program and the Induction / Mentoring for Beginning program for teachers, as well as other professional learning opportunities. The School Council has generously supported teacher professional learning through significant financial resourcing.
- **Teacher Qualifications** –All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

2008 was a busy year, with many facilities projects coming to fruition. The completion of the Auburn Hall refurbishment was the culmination of many years of fundraising and school community effort, and the facility is now much improved and very well utilised. 2008 also saw the school successfully apply for Performance and Development Culture accreditation. There was a lot of preparation required to be ready for this application, and many of the processes agreed to during this time have become embedded as part of our daily practice.

Our curriculum focus was mainly on inquiry learning, ensuring that children had input into what they wanted to find out, and have an action (or 'So What') at its completion. We also revamped our curriculum cycle to ensure we were covering the breadth of the prescribed curriculum. The next step in this process is, as much as possible, embedding English and Mathematics into the inquiries. We have also embarked on a strong focus on differentiation, working together to personalise the learning path for students and ensuring that each individual is challenged to produce their best at all times.

Teachers commenced peer observations and feedback cycles, in line with enhancing our movement towards embedding a performance and development culture across the school. Coaching was provided via the teaching and learning coach, and feedback was targeted to improve practise. Professional learning teams were used to give teachers a forum for dialogue and input, as well as providing a focus for professional learning. Teacher Professional Leave and other grants enabled us to put considerable resources into teachers' professional learning opportunities and there are clear advantages in this approach in terms of teachers' professional growth and currency of practice.

A great deal of energy was put towards using ICT resources to motivate students and to begin to individualise learning pathways for them. The introduction of a new style web page and the use of wikis for the 5/6 students were part of this journey. This will be an ongoing process, with enormous energies and focus put towards differentiating the curriculum and personalising learning in 2009 and beyond.

Engaging students in exciting, relevant programs was a key driver. To this end events such as the Auburn Film Festival and forums to celebrate learning achievements were held each term, proving very popular with parents. It was pleasing to note an increase in the engagement part of the Student Attitudes to School survey, as a result of this focus.

We are looking forward to the challenges of the year ahead!

Marcia Lane

School Council President's Report

2008 was another successful year for Auburn Primary School. Curricula underwent review and renewal, teachers undertook professional development, classrooms were enhanced with digital upgrades, the renovated School Hall was officially opened, synthetic grass appeared, camps and trips and excursions were undertaken, and we became the proud owners of a pair of chickens! Collectively, these initiatives added significantly to the learning environment of our children.

We welcomed new teachers and said goodbye to staff who left to pursue new opportunities. Our principal Marcia Lane has led with distinction, ably assisted by her Assistant Principal Elise Byrne. They are both to be congratulated for their efforts, particularly in successfully applying for several grants which have enhanced the School and contributed to our healthy financial position.

I would like to thank all the staff of the School for their diligence and dedication in 2008. Thank you also to all School Council members for their commitment, especially those who completed their terms at the end of 2008. Special mention should be made of Janette Ahmling who has served on Council and its subcommittees for many years.

Finally, on a personal note, I leave the School after a 10 year association, including 6 years on School Council. It has been a privilege to serve on School Council and I thank the School community for that opportunity. Our sons are thriving at secondary school, in large part due to the strong foundations laid during their time at Auburn. I wish the School every success and will watch with interest as it goes from strength to strength in the years ahead.

Mark Hargreaves

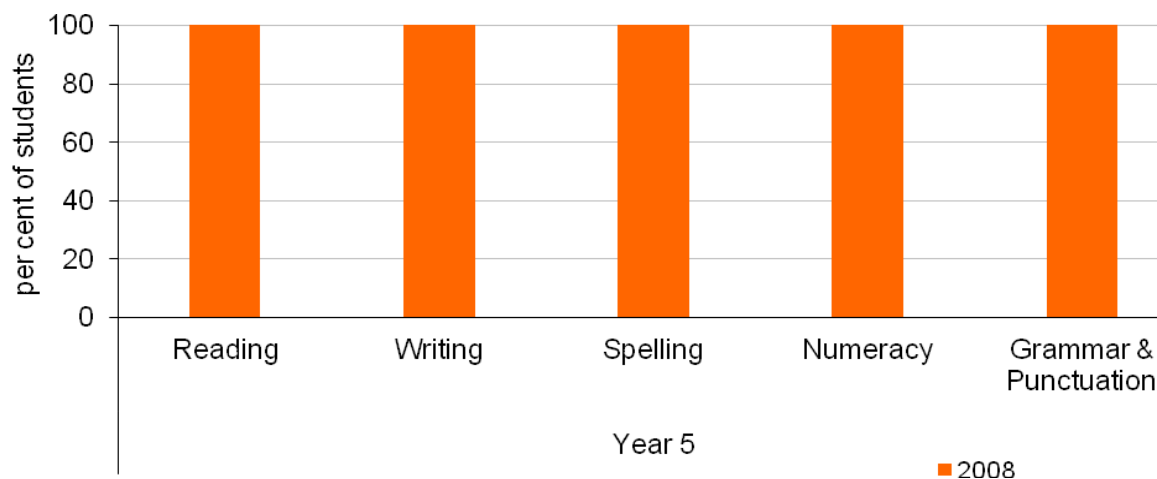
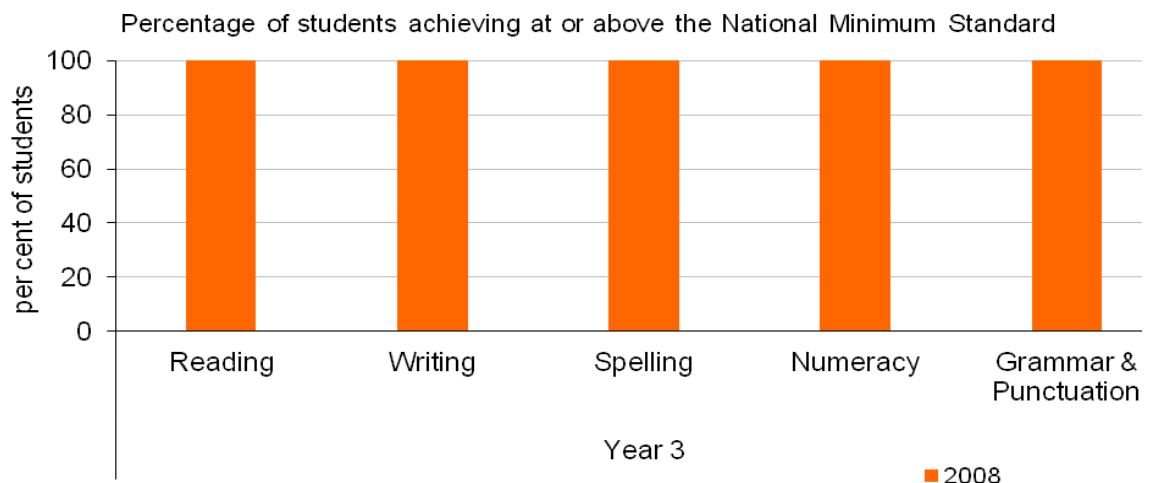
Student Progress & Achievements

Student Learning

Our students achieve highly and we would expect 100% of students to achieve above the National minimum standard. In the NAPLAN tests over 50% of our Years 3 and 5 students achieved above the expected level reading and Mathematics.

This trend is reflected to some extent in teacher judgement data in relation to student achievement, however, similar to other schools in the Boroondara network, there is a significant gap between student achievement in national testing results and student achievement as judged by teachers, especially for highly achieving students. Addressing this gap, where student achievement is judged appreciably lower by teachers than as shown by national testing outcomes, is one of the current, targeted areas for improvement.

We intend to address this issue in two ways. The first is through an ongoing and specific focus on moderation, where teachers justify and validate their judgement of student work with their peers from within and beyond the school. The second is through a strong expectation that the curriculum is differentiated through planning, implementation and assessment, leading to personalised learning pathways being established. This will be heavily supported by ongoing professional learning opportunities and a significant focus in the next strategic plan.



Student Engagement and Wellbeing

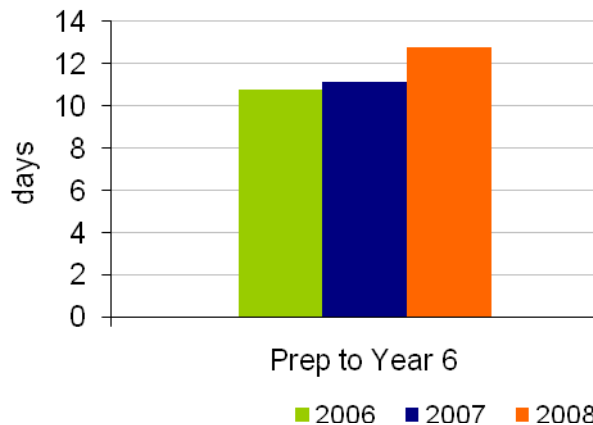
Average number of absent days per student 2006 - 10.7, 2007 - 11.1, 2008 - 12.7

Children enjoy coming to school here and almost all absences are readily accounted for by illness or holidays. In term 4 we enrolled one student who subsequently only attended for a couple of days, due to some personal issues. This has clearly affected the attendance data.

It is not uncommon for students at Auburn PS to have the advantage of travelling overseas, or within Australia, for extended periods of time. This also obviously impacts on attendance data, which, although marginally higher than in the previous two years, remains below the state benchmark. The advantages and learning that occurs on such holidays clearly outweigh the negative impact of missing school.

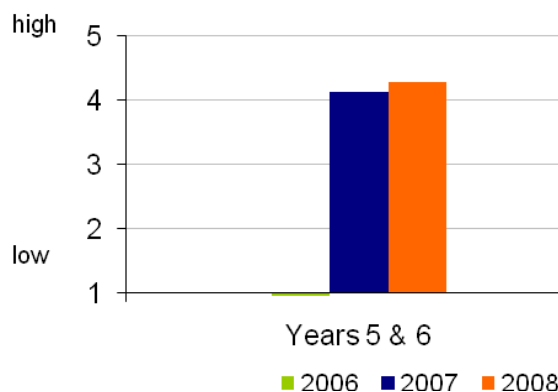
Ongoing reinforcement of the school's values, regular reminders about the underlying tenets of the Bounce Back program and a proactive approach to dealing with any issues of bullying have all combined to ensure that students and parents view the school as a safe environment in which children thrive.

Average number of absent days per student



Students' school connectedness –Connectedness data from the Student Attitudes to School Survey. 2007 – 4.12 2008 – 4.27 has only been collected for two years. There was a significant and ongoing focus on improving student engagement and connectedness following the 2007 survey, and this has clearly paid dividends. Giving students 'voice,' in terms of their input into their learning, will continue, as will the integration of tools such as ICT to further engage students in the learning process.

Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



Student Pathways and Transitions

The transitions aspect of the parent opinion survey has risen from 5.13 in 2007 to 5.53 in 2008. This is a significant increase, where 6 is the highest achievable score.

Our Pre-school to Prep transition program has had very positive, anecdotal feedback from parents. There is an intention to collect more objective data in relation to this program at the end of this year. Students who are involved in this program settle quickly and happily into school, and their parents report positively on the program and its outcomes.

Our Year 6-7 transition program is entirely driven by the school, apart from the single orientation day held by secondary schools. This program has been enhanced over the last year to include some resilience training, in addition to the visits from former students, that was already in place. Again, anecdotally, parents report that students have generally settled into school well, with few issues. Many parents comment that their children are 'well prepared' for secondary schooling.

Our 'between levels' transition program was a focus in both 2007 and 2008. As it took place in early December, it's impact would not be reflected in the 2008 data. Students visited their new 'areas three times, prior to visiting their new classes and meeting their new teachers. After the completion of this program, data was gathered to inform improvements to be implemented at the end of 2009.

Future Directions

As has been clearly outlined, our major focus will be on ensuring that curriculum programs are differentiated at each of the planning, implementation and assessment phases, with the aim of establishing personalised learning pathways for each child. Classroom teachers started this journey last year, and specialist teachers have taken their first steps on this path. The strong focus on inquiry learning in 2008, combined with the outcomes of the Teacher Professional Leave project and the thorough review of the spelling program, have combined to give us ample material to continue to move forward with the differentiation process.

Bounce Back has proved to be an effective program in terms of building resilience, however staff consider that it could be enhanced by the addition of other programs that identify and promote strong character traits that are transferable to a range of learning and living situations. To that end, in term 2, we intend to commence a program called Building Learning Power. This program identifies the characteristics of good learners. It recognises the concept of 'learners' in its broadest sense, acknowledging that we all learn in a range of different situations and use transferable skills to take that learning on board, and apply it. Building Learning Power will complement Bounce Back and enhance it, and its application.

ICT continues to be a major vehicle to enhance student engagement and to individualise the curriculum offerings for students. With the addition of laptops across the school it is expected that the students' skills in this area will increase, increasing the options for ICT application as students move through the school.

Our transition program, particularly focused on transition between classes, will continue to be refined. There are also plans to increase the information flow between kindergartens and the school, to ensure we are making the best possible use of the knowledge of pre-school teachers.

2010 will see a full review of the strategic plan and the identification of areas of focus for the following period.

Financial Performance and Position

The recommended word length for this section is approximately 400 words.

In this section, schools should reflect on their financial performance and how this supported their plans for improvement.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$354,911
Commonwealth Government Grants	\$108,440
State Government Grants	0
Other	\$30,883
Locally Raised Funds	\$407,061
Total Operating Revenue	\$901,295
Expenditure	
Salaries and Allowances	\$209,906
Bank Charges	\$4,969
Consumables	\$60,482
Books and Publications	\$8,870
Communication Costs	\$12,653
Furniture and Equipment	\$69,394
Utilities	\$9,570
Property Services	\$193,329
Travel and Subsistence	\$151
Motor Vehicle Expenses	0
Administration	\$9,669
Health and Personal Development	\$1,008
Professional Development	\$26,943
Trading and Fundraising	\$36,116
Support/Service	\$121,075
Miscellaneous	\$100,604
Total Operating Expenditure	\$864,738
Net Operating Surplus/- Deficit	\$36,557
Capital Expenditure	\$70,063
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$92,503.63
Official Account	\$14,657.22
Other Bank Accounts(listed individually)	\$26,334.20
(insert)	\$7,853.06
	\$52,130.82
	\$20,690.50
(insert)	\$100,000.00
Total Funds Available	\$314,169.43
Financial Commitments	2008 Actual
School Operating Reserve	\$121,239.48
Co-operative Bank Account	\$34,187.00
Assets or Equipment Replacement < 12 months	\$62,340.00
Revenue Received in Advance	\$52,025.20
Building/Grounds including SMS < 12 months	\$10,000.00
Region /Clusters Funds/School Based Programs < 12 months	\$3,749.05
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	\$20,628.70
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	\$10,000.00
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	\$192,929.95

School Contact Information

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