



2022 Annual Report to the School Community

School Name: Auburn High School (7526)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

About Our School

School context

Auburn High School opened in January 2014 in Hawthorn East, Melbourne. Since then, it has increased in student enrolments from 280 to 680. In 2022 there will be 65 staff including the Principal, 2 Assistant Principals, 5 leading teachers, 58 teaching staff and 14 Education Support staff. Auburn High School is a high performing government school of choice in the community. The school provides a stimulating environment where students are given a wide range of opportunities to be challenged and engage in self-directed inquiry in their learning. Each week, extensive professional learning for all teachers focuses on improving instructional practice, building leadership capacity, and in providing challenging and engaging programs to students. Auburn High School is a system leader in student voice and agency. Students provide feedback to teachers which guides professional practice. The emphasis on using data to inform teacher practice and putting in place models and structures that increase collective efficacy in all classrooms. 2022 was the third year of the school's current 2020-23 School Strategic Plan cycle. Many of the key measures for success have already been met, and the staff and students will continue to work towards further improvement and reaching the unattained goals.

Our goal is to continue to challenge and improve the learning growth of every student. The VCE mean study score has steadily increased over the past seven years and like in 2021, our 2022 cohort exceeded the state median. Student NAPLAN data indicates that a large percentage of our students are academically capable and can engage in an aspirational program. The retention of students in the top 2 bands from Year 7 to Year 9 is pleasing. Following DET regional direction, Auburn High School took measures in late 2022 to have a higher focus on Numeracy in 2023.

Our engagement and wellbeing goals are "To create empowered learners who act as autonomous agents for their own learning" and "To develop students who feel socially and emotionally connected (and flourish) in their school community. We have introduced the Auburn Learner Qualities and Year Level statements to encourage the development of specific skills and attributes in our students and increase connectedness. We have reduced absences by implementing several non-attendance measures including parent SMS alerts; parent initiated Compass absence/lateness approvals; Tutor group teachers following up after three days of absence and six weekly attendance reviews conducted by Year Level Leaders and Assistant Principals. Our experienced wellbeing staff identify students with additional needs and target their interventions and support in an individualised manner.

The creation of positive classroom environments is essential in engaging students requiring additional support. For example, the progress of students in the Program for Students with Disability (PSD) continues to be monitored through regular student support group meetings, the development and review of Individual Education Plans (IEPs) and use of teacher feedback in both the remote and onsite learning environments. The IEP development process is now fully documented on the school learning management system, and the IT based templates created have made the process much more efficient and effective.

Each term Auburn High School runs an extensive extracurricular program involving lunchtime clubs, after school sports and numerous house and year level based activities. Student leadership and voice are highly valued at Auburn High School and the high profile within the school community is reflected in the number of successful projects completed by students in areas of philanthropy, social, and sustainability. We allocate a Leading Teacher to oversee this area and have multiple Positions of Responsibility leading programs.

Framework for Improving Student Outcomes (FISO)

The school's FISO initiatives in 2022 under Excellence in Teaching and learning were focused on "Building Practice Excellence" and "Curriculum Planning and Assessment". The 3 Key Improvement Strategies were:

- Build staff capacity to implement a school wide approach to student writing at all year levels and in all learning areas
- Develop and embed a consistent approach, through Professional Learning Communities, to the use of assessment to inform and differentiate teaching practice and student learning
- Develop and consistently embed a whole school approach to desired student learning characteristics dispositions

The school's FISO initiatives in 2022 under Professional Leadership were focused on "Instructional and Shared Leadership". The Key Improvement Strategy was: Sustain leadership that guides, supports, directs the improvement of teaching practice and student learning.

The school's FISO initiatives in 2022 under Positive Climate for Learning were focused on "Empowering Students and Building School Pride".

The 3 Key Improvement Strategies were:

- Develop tools that enable students to track and measure their learning growth.
- Consistently embed the whole school approach to student safety, resilience, health, and wellbeing.
- Developing a statement for each year level community that outlines their purpose and identity within our school.

All of these initiatives focused on building teacher capacity by using evidence-based research strategies and using data extensively to inform our practice. In addition, we worked closely with our Learning Area Leaders by building their leadership and instructional capacity with a targeted PDP mentoring program and extensive improvements in role clarity documentation. The Marzano GANAG instructional model, which is embedded in our practice, ensured that classroom learning was structured for our students, providing a familiar and positive experience with clear boundaries and opportunity for application tasks to be done in class. Learning Area Teaching teams invested time adjusting formative (snapshot tasks) and summative assessment practices and established reporting and feedback cycles to check in with students weekly in relation to their academic progress as well as conducting wellbeing checks. Student and parent response to this regular feedback was very positive. Student leaders provided additional activities and communications aimed at having strong year level community connections.

Auburn High School achieved the highest VCE scores in its history, with both the median and % of study scores over 40 being above State medians. Our Common Assessment Task (CAT) Data Team continued to conduct quality assurance on Common Assessment Tasks, and we trialed common formative assessment monitoring through Compass. We began the whole school roll-out of Professional Learning Communities (PLCs) and look to further develop effective PLC data cycles with our teaching teams. PLCs were asked to address a key improvement strategy from the AIP and use data to inform practice. PLC teams presented to the whole staff as a celebration of the successful interventions and the benefits to professional practice. These celebrations had a positive impact on staff agency, voice, and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

VCE: Auburn High School is incredibly proud of the effort of our students and our staff. Their efforts are recognised as the median Study Score of all VCE subjects undertaken by Auburn High School students continued to increase. The median Study Score over the past four years has increased from 27 in 2017 to 31 in 2022, this reflects our school's continued focus on high quality teaching and learning. 11% of VCE Study Scores across the school in 2022 were above 40. In English, our median Study Score was 31. Across all VCE subjects, 23% of Study Scores achieved were 37 and above. All graduating students were able to enter the post-secondary course/occupation of their choice. Following the collation of VCE data at the end of 2021, staff workshops were facilitated in 2022 to unpack trends and plan interventions to support the needs of students, further driving growth.

NAPLAN: Despite significant challenges as a result of a surge in COVID cases, NAPLAN was successfully facilitated in May 2022. Both our Year 7 and Year 9 Numeracy data was above State and National means, and strong in comparison to similar schools. Progress towards our strategic goal of improving student writing is evident in the growth of Year 9 Writing, with 30% of students in the top two bands. Year 9 Writing continues on an upwards trajectory across the five year period. Across all five Year 9 domains, our proportion of students in the top two bands outperforms both similar schools and the State. Upon receipt of NAPLAN data, staff workshops were facilitated to unpack trends and plan interventions to support the needs of students, further driving growth.

Teacher Judgement: Auburn High School has continued to sustain its high student achievement levels. Our teacher judgement data highlights that 89% of our Year 7-10 students performed 'above the expected level' in English and 85% of Year 7-10 students performed 'above the expected level' in Mathematics. This is a testament to the tireless work of our staff, who authentically collaborate in Learning Area teams, subject teaching teams and Professional Learning Communities to review teacher judgement data and plan effective interventions, maximising student learning outcomes. Furthermore, a focus on engaging with student feedback contributed to the ongoing evolution of high quality classrooms that meet the needs of each individual student cohort. Internal exams: In 2022, Year 10, 11 and 12 students sat internal mid year examinations and they were joined by Year 9 students for the internal end of year examinations. The decision to provide the Year 9s with the opportunity to complete an internal exam was to ensure that all students had been given this experience before they began secondary school, not just some groups such as the students in the French Binational program. They received feedback from their teachers on areas of strength and improvement to assist them in their preparation for the following year. Students had the opportunity to act on this feedback during our Headstart

program.

Formative assessment: Formal rollout of a school-wide approach to formative assessment occurred in 2022, with the introduction of Snapshot Tasks across Years 7-12. Subject teaching teams were supported to develop sequences of tasks that are targeted at improving the knowledge/skills required for the final summative assessment. Snapshot Tasks have a dual-purpose in both providing a measure of student classroom engagement and participation, and supporting students to understand what the next steps are in their learning, empowering them to be active and autonomous learners as per School Strategic Plan Goal 2. Consolidation of these processes will continue into 2023, as we further develop our understanding of best-practice delivery of formative feedback to students.

Wellbeing

Auburn High School works proactively to nurture a safe, welcoming, and inclusive culture. There is an emphasis on building strong year level learning communities within our junior (7-9) and senior (10-12) sub-school structure. This work continued throughout 2022. Year Level Leaders worked collaboratively and met regularly as an Engagement Team to analyse Student Attitudes to School data, learning behaviour data and Pivot survey data as part of a professional learning and planning approach. They were supported in building their leadership capacity to mobilise a sense of collective responsibility amongst their Tutor Group teams through staff professional learning and to further embed the Year Level Statements as the foundation for their work with students. Staff were supported in this work through a suite of professional learning sessions focusing on the legislative requirements of mandatory reporting and the new child safe standards, positive classroom management and developing resilience and a growth mindset in our classrooms. Staff also had an opportunity to engage with our students and hear their voices through our 'teach the teacher' program.

Student Attitudes to School Survey data against the Sense of Connectedness measure remained very positive, with 59.5% positive endorsement, well above the state average of 48.1% and similar schools, at 51.5%. This is also endorsed through our PIVOT surveys where three of the school wide top 5 statements relate to wellbeing and relationships (This teacher respects me for who I am, This teacher believes I can succeed in school, This teacher supports me if I am confused).

Auburn High School takes a very proactive approach to anti-bullying and cybersafety, presenting explicit learning opportunities to students on a regular basis through the Education for Life (E4L) program. In addition to at least one session per term with this focus, students participate in an annual presentation from external facilitators to empower students with practical strategies. In 2022, Project Rokit facilitators led age-appropriate sessions with year level cohorts across years 7-10, followed by an evening session for parents/ guardians. In 2022, a curriculum audit of Respectful Relationships content was conducted across years 7-12 to ensure these principles are embedded via a coordinated, whole school approach.

Year Level Leaders work closely with Assistant Principals and members of the Wellbeing team to intervene quickly when instances of harassment and bullying arise. A restorative approach is employed, and behaviours discussed with the student and parent/ guardian through the lens of the school values, Respect and Diversity. Wellbeing supports are offered to further support positive long term outcomes. Student Attitudes to School Survey data for Management of Bullying at AHS is strong, with 63.2% positive endorsement compared with a state average 48.6% and 51.1% across similar schools.

The school employs a wellbeing team who liaise with external service providers to deliver small group programs and targeted interventions. Each member of the wellbeing team manages a caseload working 1 on 1 with students in addition to other responsibilities in their portfolios which may include wellbeing and mental health promotion, celebration and awareness days and liaising with external supports and families. Multiple avenues of financial assistance are available and sourced for families including CSEF, State Schools Relief, Rotary Scholarships and Education CHANCES scholarships through the Boroondara Cares Foundation.

Our staff also provide a flexible and wide ranging extra curricular program which caters to student requests as well as staff interest and expertise. This allows our students to find their tribe and connect with students across year levels who share similar interests.

Engagement

2022 provided an opportunity for Auburn High School to strengthen student engagement and communities as we returned to on-site learning.

Student attendance has remained consistent across all year levels, ranging from 89% at Year 8 to 92% at Year 11. AHS student absence days were significantly lower than the stage average, and on par with similar schools for the same period. This was due in large part to the focused work of our Engagement Team, with Year Level Leaders working closely with their Tutor Group Teachers, Assistant Principals and Wellbeing Team to ensure appropriate supports were put in place to support improved attendance in a responsive and timely manner. Parents and carers were invited to connect with their children and their education programs through Meet the Teacher evening and the City Project Presentation.

Personalised pathway planning continues to be a focus for all students as they are supported to reflect on their data to inform their decisions as part of their course counselling program. Students complete a career action plan each year and this is further supported with year 9 and 10 students undertaking a series of career sessions (including Morrisby testing and mock interviews with our local Rotary Club) to assist them in planning their 3 year Senior School pathway. The majority of AHS students undertake at least one accelerated VCE subject in year 10. The introduction of the trial of the My Learning Growth tool enabled Year 10 students to review their attendance, learning behaviour and academic data to set individualised goals.

School retention data is consistent from Year 7 - 10 and with the introduction of the International Baccalaureate from 2023 along with the Vocational Major in 2024 it is expected that these programs will respond to the needs of students in Year 10-12.

96.8% of students exited the Senior School to further studies or full-time employment, well above the state average and on par with similar schools.

The student Pivot survey continues to be conducted at regular intervals throughout the year, a process of empowering student voice and agency further supported by student-led Teach the Teacher seminars and year level focus groups. Students participated in the Positive Ageing Digital Storytelling Intergenerational Project (PADSIP) at Year 9, connecting them with members of our local community.

The Auburn Learner Qualities were continually embedded in 2022, with the first set of ALQ awards presented to students across all year levels biannually. Year Level Leaders and the Engagement Team have further developed the Year Level Statements drawing on this shared language to design community programs, regularly revisiting these as part of year level assemblies throughout the year.

Other highlights from the school year

During 2022, camps were held for Years 7, 8, 9 and 12. The focus of these camps were to provide social and personal growth for the students. The Year 12 study camp at Cowes, had an added academic focus to assist students to prepare for their final year. Our school production of 'You're a good man Charlie Brown' was a highlight in our extracurricular program. Over 70% of the cast and crew had not participated in a school production previously and a big thanks to Mr Luke Jedd who led this group of aspirational thespians. The Auburn High house system is gaining momentum with outstanding participation and commitment shown across the sporting, cultural and academic competitions. Students also achieved house points for DARE values being displayed during the school year. Our student leadership program also broadened to include more leaders from each year level. These students formed working groups that completed projects relating to extra-curricular, curricular, philanthropy and service. Auburn High School students benefitted from being involved in programs available due to our extensive partnerships. For example, Hawthorn Rotary, Swinburne University, City Site school, IED and French exchanges.

Building projects continued with final planning of a second building on the site closer to completion, and renovations to the existing school building being completed. Classroom re-design was also completed to cater for our increasing student enrolments.

Auburn High School held numerous assemblies and student forums celebrating student excellence. These are highlights for the whole community as we join together to acknowledge students who have progressed academically, or in their social and community contributions. It also provides a great opportunity for the reinforcement of our school values, our culture of high expectations and the strength of our community.

Financial performance

Auburn High School completed 2022 in a favourable financial position. The school had an operating deficit of \$286,539.27, mainly due to a staffing profile containing many Range 2 teachers. The school met its financial compliance and ratified all actions at regular

school council meetings. From the financial audit in July 2022, we received a 'good rating', the highest possible. AHS continues to grow in size, as enrolments increased in 2022 to 629, up from 568 in 2021.

Revenue: Most funds received in 2022 were through the Overseas Fee-Paying Students Program of \$659,370, the French Bi-National Program of \$141,680, and voluntary contributions from parents of \$220,178; additionally, AHS received government grants of \$17,904 for Shade Sail installation. We received \$2,097 for CSEF distributed to families registered with Centrelink for use for camps and excursions. In 2022, the impact of Covid restrictions were reduced, and facility hire increased (sport, classrooms, playing fields). We were able to improve our income by \$231,854. The balance of income came from the canteen lease, bank interest and donations to the building and library funds. The school received equity funding of \$35,262- and Middle-Years Literacy and Numeracy funding of \$139,099, which was used towards staffing, professional development, and student support. The Tutor Learning program funding continued in 2022 with \$144,423 providing 1:1 tutoring.

Expenditure (major) School to DET transfer \$1,284,726-\$234,726 End of year Deficit recovery payment-\$750,000 new building contribution to VSBA-\$300,000 new classroom/library configuration. Property and Equipment Services of \$445,469 was predominately spent on repairing and maintaining the school's infrastructure. Casual Relief Teaching staff expenditure of \$180,039 was partly offset against MYLNs.

Financial Commitments 2023 Total available funds as of 31st December 2022 was \$1,743,314. Auburn High School has an operating reserve of \$214,537, equivalent to 2 months' expenditure. We are committed to a repayment to DET of \$286,539.27, which will be deducted from our Term 2 and Term 4 SRP cash payments.

For more detailed information regarding our school please visit our website at
<https://www.auburnhs.vic.edu.au/>