

2020 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 2020 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*.

Attested on 30 April 2021 at 02:46 PM by Kristie Satilmis (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 02:54 PM by Sue HARALAMBOPOULOS (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Auburn High School opened in January 2014 in Hawthorn East, Melbourne. Since then it has increased in student enrolments. It now has an SFOE of 0.19 and a student population of around 600. There are 65 staff including the Principal, 2 Assistant Principals, 5 leading teachers, 43 teaching staff and 14 Education Support staff.

Auburn High School is the only Victorian government secondary school to offer an accredited Binational French program in Years 7-9. It also has a Select Entry Accelerated Learning (SEAL) program and a Science Technology Engineering and Mathematics (STEM) focus. The curriculum specialisations the school is offering have been very successful, as is the International Student Program operating in Years 10 –12. In addition, the school is now working towards the introduction of the IB Diploma Program in 2023.

Auburn High School is a high performing government school of choice in the community. The school focuses on creating a stimulating environment where students are given increased opportunities to be challenged and engage in self-directed inquiry in their learning. There is extensive professional learning for all teachers focused on improving instructional practice, building leadership capacity, and in providing challenging and engaging programs to students. The DET School Performance Report has designated Auburn High School as an Influence School for the past three years. An Influence School is a school that has scored highly or very highly across seven domains consistently over three years. This is an affirmation of the work the school has embarked on with a major emphasis on using data to inform teacher practice and putting in place models and structures that increase consistency of practice in all classrooms.

2020 was the first year of the school's current 2020-23 School Strategic Plan cycle. 2020 was a challenging year as the COVID pandemic disrupted schooling and learning was remote for a long period of time. Despite this, Auburn High School successfully continued the focus on building teacher instructional practice, using evidence-based research strategies and data extensively to inform teaching and learning practice. 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 in 2020 we exceeded the state median. The progress of students in the Program for Students with Disability (PSD) continued to be monitored through regular 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.

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. 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.

Auburn High School runs an extensive extracurricular program involving lunchtime clubs and after school sports and activities. Student leadership and voice are highly valued at Auburn High School and are led by a leading teacher. The school's DARE (Diversity, Aspiration, Respect and Excellence) values are embedded in the life of the school and play an important part in developing a culture at the school that is positive, inclusive and esteems learning growth and achievement.

Framework for Improving Student Outcomes (FISO)

The school's new FISO initiatives in 2020 under Excellence in Teaching and learning was 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 2020 under Professional Leadership was 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 2020 under Positive Climate for Learning was 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 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 as best as we could during this COVID challenging year. The instructional model, which is embedded in our practice, ensured that remote learning was structured for our students and a familiar and positive experience. We adjusted our assessment practices during remote learning where all teachers were checking in on students weekly in relation to their academic progress and also conducting wellbeing checks. Student and parent feedback during the extensive remote learning periods was very positive. In 2020 we achieved our highest VCE median study score of 31, which is above State. Our Common Assessment Task (CAT) data team continued to conduct the quality assurance on Common Assessment Tasks and we are further refining this work in 2021. We began some work on Professional Learning Communities (PLCs) but needed to postpone this due to remote learning. Much of the work we are focusing on in 2021 will further develop effective PLCs with our teaching teams, further supported by sharing practices with other PLC schools. We are approached often to present and share best practice with schools across the state.

Achievement

Auburn High School has sustained its high student achievement levels compared to previous years despite the extended Victorian Lockdown in 2020.

The teacher judgement data from 2020 shows the percentage of students in Years 7 to 10 achieving 'At or Above the expected level in English and Mathematics' is again higher than the median of all Victorian government secondary year levels. The School Comparison data shows that these results are 'Above' other schools with similar student backgrounds and characteristics in Mathematics and 'Similar' in English achievement.

NAPLAN was not conducted in 2020 due to the extended Victorian Lockdown.

In pursuit of outstanding VCE outcomes, our school community came together to provide students with a supportive learning environment in the midst of the challenges presented by remote learning. Our staff continually supported each other and collaborated effectively. This involved weekly formative assessments and feedback to follow up on student learning. Summative assessment tasks were modified to allow students to demonstrate key learning outcomes. Teachers conducted a combination of 1:1 and group based feedback lessons each fortnight through remote learning platforms to provide students access to teacher feedback in lieu of face-to-face feedback provided in class. Teachers used a combination of pre-recorded and live lessons during the course of the year to support students with their learning. Students in Year 10, 11 had an opportunity to sit an internal examination at the end of the year. They received feedback from their teachers on areas of strength and improvement to assist them in their preparation for the following year.

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 students at this school continued to increase. The median Study Score over the past four years has increased from 27 in 2017 to 31 in 2020, which reflects our school's continued focus on high quality teaching and learning. Almost 9% of VCE Study Scores across the school in 2020 were above 40. In English, our median Study Score was 33, while 28.6% of students achieved 37+. Our mean Study Score and four-year average across all subjects are higher than respective State scores.

Engagement

Auburn High School promotes personalised pathway planning that occurs with individual students each year. In particular Year 9 & 10 students participated in a series of career sessions to support them in planning their 3 year senior school pathway. In 2020, this included the introduction of the Morrisby testing to support students in understanding their strengths and dispositions in their decision making. Almost all Year 10 students were enrolled in at least one Unit 1 Victorian Certificate of Education subject in 2020, whilst some have elected to move to other educational settings that offer vocational learning options beyond the VCE.

Authentic opportunities for student voice and learner agency are esteemed at Auburn High School. The Student Leadership Team includes 25 formally appointed positions across Year 7 to 12. Students continued to work in action groups, using data to make decisions and work toward improving the school experience for our community in areas such as wellbeing and communication, which were particularly important during online learning. The frequency of Year Level Assemblies was increased to fortnightly and were co-led by students as a way to foster connectedness and community. Teachers were encouraged to highlight positive achievements and behaviours by students throughout online learning through our DARE template as a way to communicate these to families.

While the Student Attitudes to School (SASS) survey was not conducted in 2020, initiatives such as focus groups and open forums were held demonstrating our commitment to student voice. The student PIVOT survey was also conducted. The Auburn Learner Qualities (ALQs) were co-constructed with students and staff which has resulted in a shared understanding of the learning characteristics that are valued at Auburn High School.

Students co-led a forum supporting teachers to understand the importance of having a conversation with their students about their PIVOT feedback throughout the year. Teachers discussed the data from the survey in their classes, aiming to gain further insight into the actions that will further support their students. While no formal Teach the Teacher programs were run by students in 2020, students were encouraged to participate in focus groups that allowed them to share their feedback and ideas about online learning and the needs of their year level communities.

Wellbeing

In 2020, Auburn High School recorded half the number of absent days compared with similar schools, indicating a steady and positive trajectory as a result of close monitoring by the Sub-School / Wellbeing Team. This team continues to meet regularly and employ a range of strategies to engage with individual students and families, as well as identifying and addressing Year level trends. In 2020, continued high expectations of academic progress and student conduct throughout remote learning were reinforced. There was diligent roll marking and monitoring of attendance through weekly attendance/ engagement review meetings with Sub-School Managers and Student Wellbeing Coordinator. The relationship between high levels of school attendance with enhanced learning outcomes is clearly communicated to students and families. Parents are encouraged to access live attendance data for their child via the Compass Parent Portal.

In 2021, Year Level Leader roles were introduced to continue a targeted focus on setting expectations with each year level and enhancing their leadership within our School Community. There was a strong focus on maintaining connectedness to community throughout the remote learning period, using technologies including Microsoft Teams to facilitate extra-curricular activities and maintain regular communication with students. The Wellbeing team maintained a program of remote student counselling throughout the year.

The PIVOT student feedback survey continued to be implemented in 2020. This supports the school in tracking and analysing year level trends in teaching and learning; as well as subject Learning Area trends in our online learning environment. A Wellbeing & Connectedness section was added to surveys in Term 2 and 3, enabling the school to

have feedback about students' experiences online (feeling part of a learning community and connections with their teachers about their learning). A professional learning session was held in Term 3 with a focus on student wellbeing, targeting the 2019 SASS data of teacher concern and advocate for school.

Financial performance and position

Auburn High School completed 2020 in a positive financial position. The school had a salaries deficit of \$456,987; however, this was offset with parent payments made to the French Binational program for Year 7-9 of \$71,606 and Overseas Students disbursement of \$464,634 for our International Students. The school met all of its financial compliance and ratified all actions at regular school council meetings.

AHS continued to increase enrolments in 2020 to 527, up from 431 in 2019

The balance of income came from parents' voluntary contributions, school fees, donations to building and library funds and bank interest. Covid 19 significantly impacted our income from locally raised funds in 2020 as we had limited facilities hire and canteen rent. The budget for Essential Learning items was set at 80%, and we achieved 71%.

The school received Equity funding of \$36,292, which was used towards staff, professional development and student support. We received \$2810 for CSEF.

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 582 students were enrolled at this school in 2020, 214 female and 368 male.

23 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

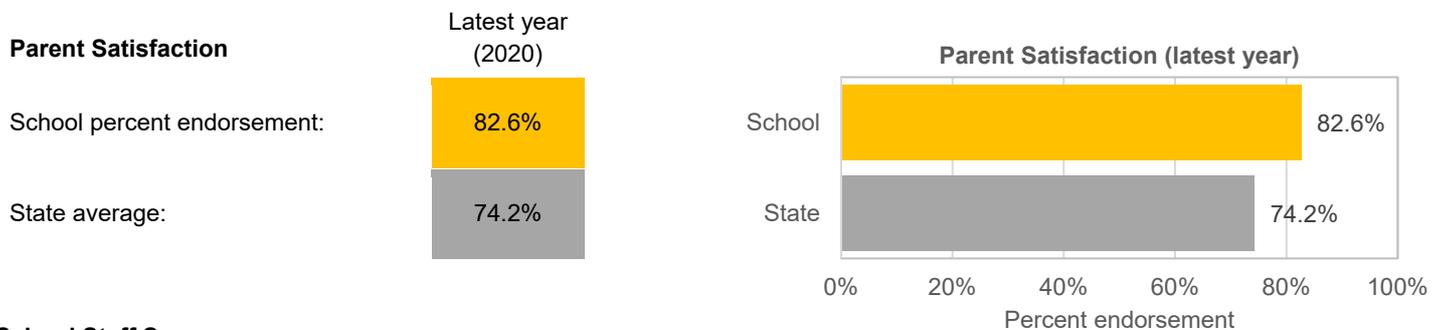
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

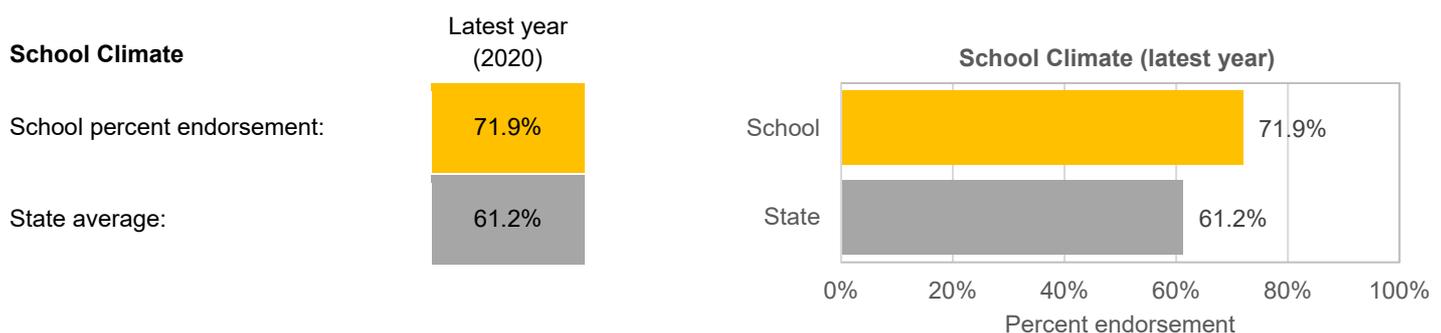


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

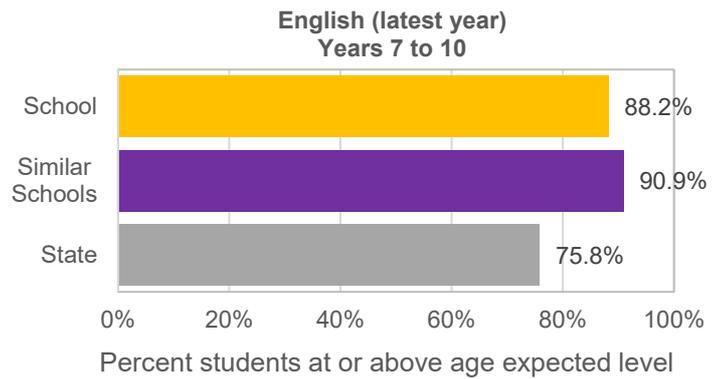
88.2%

Similar Schools average:

90.9%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

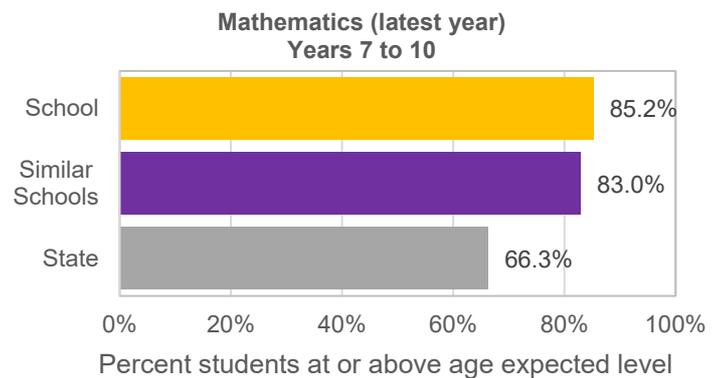
85.2%

Similar Schools average:

83.0%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

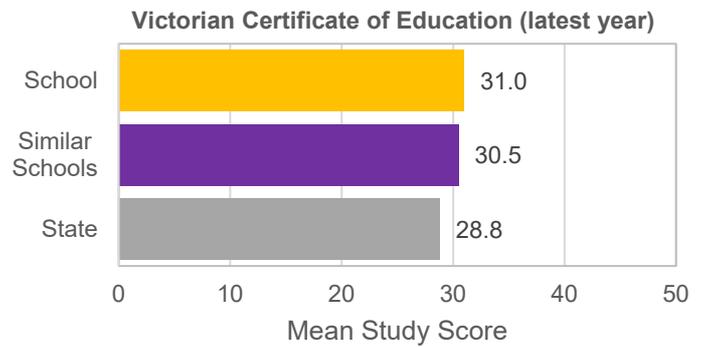
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	31.0	29.8
Similar Schools average:	30.5	30.5
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

10%

VET units of competence satisfactorily completed in 2020:

78%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

NDA

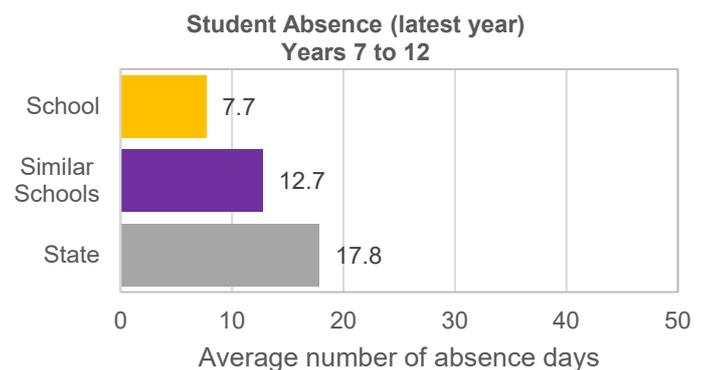
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	7.7	12.5
Similar Schools average:	12.7	14.8
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

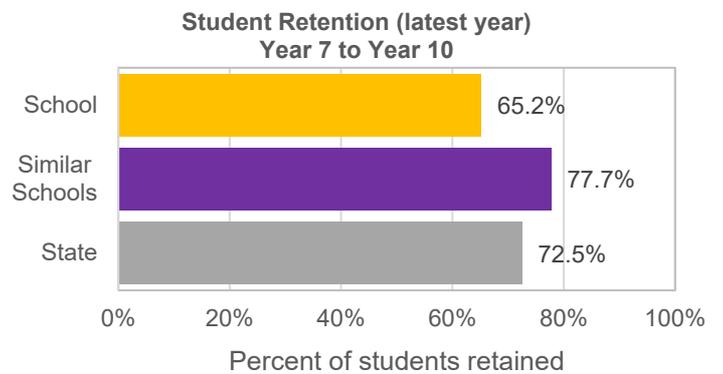
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	97%	95%	96%	95%	97%	97%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	65.2%	52.3%
Similar Schools average:	77.7%	77.3%
State average:	72.5%	72.9%



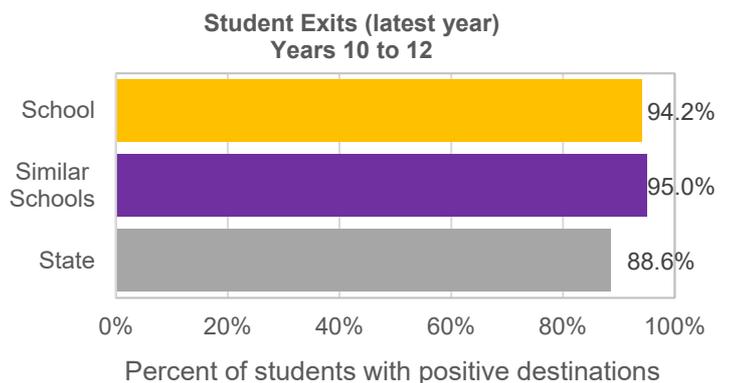
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	94.2%	91.5%
Similar Schools average:	95.0%	96.0%
State average:	88.6%	89.1%



WELLBEING

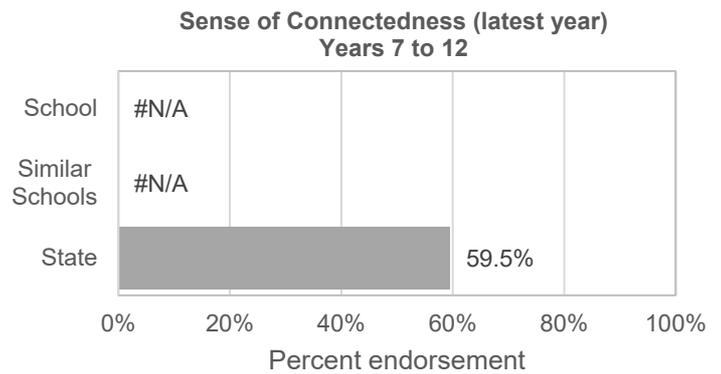
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	49.9%
Similar Schools average:	NDP	57.4%
State average:	59.5%	55.3%



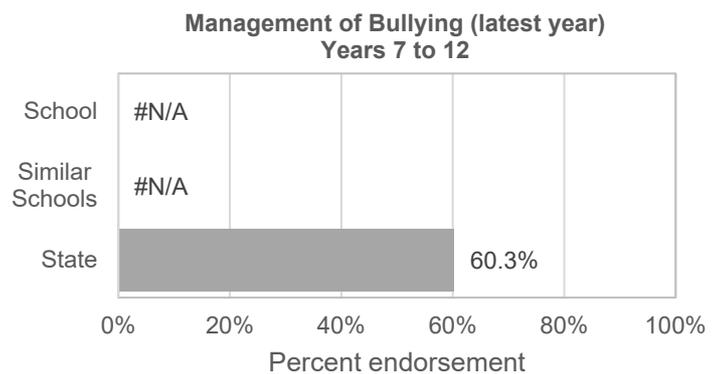
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	57.5%
Similar Schools average:	NDP	59.8%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,272,062
Government Provided DET Grants	\$1,119,415
Government Grants Commonwealth	\$3,984
Government Grants State	\$17,125
Revenue Other	\$9,898
Locally Raised Funds	\$1,581,796
Capital Grants	NDA
Total Operating Revenue	\$8,004,281

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,273
Equity (Catch Up)	\$6,072
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$31,345

Expenditure	Actual
Student Resource Package ²	\$5,728,487
Adjustments	\$22,597
Books & Publications	\$1,509
Camps/Excursions/Activities	\$39,513
Communication Costs	\$18,313
Consumables	\$350,298
Miscellaneous Expense ³	\$87,040
Professional Development	\$29,279
Equipment/Maintenance/Hire	\$216,766
Property Services	\$336,388
Salaries & Allowances ⁴	\$148,817
Support Services	\$150,926
Trading & Fundraising	\$6,411
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$1,679
Utilities	\$95,689
Total Operating Expenditure	\$7,233,712
Net Operating Surplus/-Deficit	\$770,568
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$2,031,183
Official Account	\$276,806
Other Accounts	\$142,503
Total Funds Available	\$2,450,492

Financial Commitments	Actual
Operating Reserve	\$214,537
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$465,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$1,250,000
Maintenance - Buildings/Grounds < 12 months	\$367,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,296,537

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.