

# School Strategic Plan 2020-2023

Auburn High School (7526)



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<p><b>School vision</b></p>	<p>Auburn High School's vision is to be a high performing school where all students feel challenged and engaged by high quality teaching and learning and are provided with experiences that allow them to develop the skills necessary to become successful global citizens.</p> <p>We value our reputation as offering evidence based, high quality teaching and learning that drives young people to not only be successful in their own lives, but in the way they contribute to global society that they live in.</p>
<p><b>School values</b></p>	<p>Auburn High School's DARE values of Diversity, Aspiration, Respect and Excellence underpin all that we do and help create the positive and welcoming culture our school enjoys. We have developed a learning culture where effort, persistence and aspiration are valued as well as aiming for excellence. We value high expectations, achievement and respectful relationships.</p> <p>Our DARE values mean that:</p> <p>We strive for Diversity, which means understanding that each individual is unique, and recognizing and celebrating our individual differences.</p> <p>We strive for Aspiration, which means aiming for personal advancement and development</p> <p>We Respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us, and our broader community.</p> <p>We strive for Excellence, which means trying our hardest and doing our best in all endeavours.</p>
<p><b>Context challenges</b></p>	<p><b>Location and history</b> Auburn High School is a co-educational Year 7 to 12 School, located in Hawthorn East, serving the communities of Boroondara and Stonnington. The school opened in January 2014.</p> <p><b>School facilities</b> The school facilities comprises general classroom spaces along with facilities for supporting a number of specialisms and programs.</p> <p><b>Enrolments</b> The February 2019 school enrolment was 480. Enrolments increased from 300 in 2016.</p> <p><b>SFO and SFOE</b> The 2019 Student Family Occupation Education (SFOE) index was 0.29.</p> <p><b>Staff profile</b> The school staffing profile comprises 35.5 full time equivalent (FTE) teaching staff and 12.0 FTE education support staff. This consists of two Principal Class Officers and four Leading Teachers with responsibility for Curriculum, Instructional Practice, Student Voice, Agency Leadership, and Data Informed Practice.</p> <p><b>Curriculum</b> The school's Year 7-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. At Years 10-12, the school provides the accredited Victorian Certificate of Education (VCE) senior secondary qualification.</p>

	<p>Additional information Auburn High School offers a bilingual and bi-national French program. The French program is internationally recognised and has been designed to meet the requirements of both the Victorian and French Authorities .</p> <p>In addition to the French Bi National program, the school has Select Entry Accelerated Learning (SEAL), Science, Technology, Engineering, and Mathematics (STEM), the Arts and Physical Education and Sport programs. There is also a sport and extracurricular activities program offered along with opportunities for student leadership.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Intent: Based on discussions and the PRSE the panel highlighted the following as performance strengths to be celebrated and to be built on:</p> <ul style="list-style-type: none"> <li>- NAPLAN Trends – Proportions of students in top two NAP Bands</li> <li>o Proportions of students at or below NMS</li> <li>o Trends in learning gain data</li> <li>- Teacher assessment Trends</li> <li>o Increasing proportions of students above age expected level (Reading stable)</li> <li>o Decreasing proportions of students below age expected level</li> <li>- VCE trends</li> </ul> <p>Rationale:</p> <p>The panel also highlighted the following as student learning focuses for the new SSP.</p> <ul style="list-style-type: none"> <li>- NAPLAN Percentage of Year 9 students</li> <li>o in top two NAP Bands compared with the percentages when the same cohorts were in Year 7</li> <li>o in top two NAP Bands for Writing</li> <li>o at and below the National Minimum Standards (NMS) when compared with the Reading and Numeracy percentages for the same cohorts.</li> </ul> <p>Prioritise : The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>- the learning growth of every student</li> <li>- learners who</li> <li>o act as autonomous agents for their own learning</li> <li>o are socially and emotionally connected in their school community</li> <li>- student writing at all year levels and in all learning areas</li> <li>- the use of assessment to inform and differentiate teaching practice and student learning</li> <li>- leadership that guides, supports, directs the improvement of teaching practice and student learning</li> <li>- whole-school approaches to</li> </ul>

	<ul style="list-style-type: none"><li>o desired student learning characteristics dispositions</li><li>o safety, resilience, health and wellbeing.</li></ul>
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<b>Goal 1</b>	Challenging and improving the learning growth of every student
<b>Target 1.1</b>	<p><b><u>Teacher Judgment:</u></b> For Year 7-10 students assessed against the <b>Victorian Curriculum (VC) Levels 1-10:</b></p> <ol style="list-style-type: none"><li>1. By 2023, 90 per cent of Year 10 students to be at or above their age expected <b>VC Level</b> of learning (all learning areas)</li><li>2. Each student to make at least one <b>VC Level</b> of learning progress in each school year during the SSP period with a focus on English and Mathematics (as students move from Year 7&gt;8, 8&gt;9, 9&gt;10)</li></ol>
<b>Target 1.2</b>	<p><b><u>NAPLAN</u></b></p> <ol style="list-style-type: none"><li>1. By 2023, the percentage of Year 9 students in the top two NAP Bands for Reading and Numeracy to be at a level similar to that recorded by the same cohort when in Year 7 (Year 7 2019: Reading = 58% (school), 39% (similar schools); Numeracy = 64% (school), 46% (similar schools).</li><li>2. By 2023, the percentage of Year 9 students in the top two NAP Bands for Writing to increase to 30 per cent (from an average of 18 per cent during 2016 and 2018, and an average of 20 per cent during 2017 and 2019).</li></ol>
<b>Target 1.3</b>	<p><b><u>VCE</u></b></p> <ol style="list-style-type: none"><li>1. By 2023, increase the percentage of VCE Study scores of 37 or more to <math>\geq 20\%</math></li><li>2. By 2023 the mean VCE score for English and EAL to be at or above 32 (2018 Panorama VCE English/EAL mean 31.2)</li></ol>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build staff capacity to implement a school wide approach to student writing at all year levels and in all learning areas
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Develop and embed a consistent approach, through Professional Learning Communities, to the use of assessment to inform and differentiate teaching practice and student learning
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Sustain leadership that guides, supports, directs the improvement of teaching practice and student learning
<b>Goal 2</b>	To create empowered learners who act as autonomous agents for their own learning
<b>Target 2.1</b>	<p>By 2023, the percentage of Year 7-12 students responding positively to the following measures contained in the student Attitudes to School Survey to increase:</p> <ol style="list-style-type: none"> <li>1. Learner Characteristics and Disposition domain           <ul style="list-style-type: none"> <li>• Motivation and Interest—from 61 per cent in 2019 to 70 per cent</li> <li>• Self-regulation and goal setting—from 62 per cent in 2019 to 70 per cent</li> <li>• Resilience—from 64 per cent in 2019 to 70 per cent</li> </ul> </li> <li>2. Social engagement domain           <ul style="list-style-type: none"> <li>• Student Voice and agency—from 45 per cent in 2019 to 55 per cent</li> </ul> </li> </ol>
<b>Target 2.2</b>	By the end of 2023, 80% of students will be using the documented tools and processes which track and measure their learning growth across all Learning Areas.
<b>Target 2.3</b>	By 2023, results from the final Pivot survey conducted annually will meet the following outcomes:

	<ol style="list-style-type: none"> <li>1. All Learning Areas to be at or above 3.80 across all five standards.</li> <li>2. All year levels to be at or above 3.70 across all five standards.</li> </ol>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop and consistently embed a whole school approach to desired student learning characteristics dispositions
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop tools that enable students to track and measure their learning growth.
<b>Goal 3</b>	Develop students who feel socially and emotionally connected (and flourish) in their school community
<b>Target 3.1</b>	<p>By 2023, the percentage of Year 7-12 students responding positively to the following measures contained in the student Attitudes to School Survey to increase:</p> <ol style="list-style-type: none"> <li>1. Teacher-Student Relations domain <ul style="list-style-type: none"> <li>• Teacher concern—from 64 per cent in 2019 to 70 per cent</li> </ul> </li> <li>2. Student safety domain <ul style="list-style-type: none"> <li>• Advocate at school—from 65 per cent in 2019 to 70 per cent</li> <li>• Respect for diversity—from 55 per cent in 2019 to 70 per cent</li> </ul> </li> <li>3. Social engagement domain <ul style="list-style-type: none"> <li>○ School Connectedness (Sense of belonging) - from 55 per cent in 2019 to 70 per cent</li> </ul> </li> </ol>
<b>Target 3.2</b>	By 2023, the percentage of parents responding positively to the following measure contained in the Parent Opinion Survey to increase:

	1. General satisfaction - from 86 per cent in 2019 to 88 per cent (secondary schools average in 2019 = 81 per cent)
<b>Target 3.3</b>	By 2023, the percentage of staff responding positively to the following measure contained in the Staff Opinion Survey to increase:  1. School Climate - from 65 per cent in 2019 to 70 per cent (secondary schools average in 2019 = 54 per cent)
<b>Target 3.4</b>	By 2023, the percentage of student participation in:  1. Whole school house events - 80 per cent or more  2. Extra-curricular programs - 60 per cent of students have participated in at least one activity a year
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Consistently embed the whole school approach to student safety, resilience, health and wellbeing
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Developing a statement for each year level community that outlines their purpose and identity within our school.