

# 2016 Annual Report to the School Community



School Name: Auburn High School

School Number: 7526



Name of School Principal:

Maria Karvouni

Name of School Council President:

Sue Kapourelakos

Date of Endorsement:

20<sup>th</sup> April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training





## About Our School

### School Context

Auburn High School opened in January 2014 in Hawthorn East. Since then it has increased its student enrolments. It now has an SFO of 0.39 (high socio economic profile) and a student population of around 360. It has 56 staff including the principal, an assistant principal, three leading teachers, 34 teaching staff and 17 Education Support staff.

There is a clear vision for the school to become the school of choice in its community. The work carried out over the past three years has focused on improving teacher practice, building leadership capacity, providing challenging and engaging programs to students, offering areas of specialisation and promoting the new school.

Auburn High School is the only Victorian government secondary school to offer a Binational French program. It also has a Select Entry Accelerated Learning (SEAL) program and a Science Technology Engineering and Mathematics (STEM) focus. The curriculum specialisations specific to the school have been very successful and have attracted students from outside the area. There is also a large and successful International Student Program operating in Years 10 –12.

The great work that has begun to deliver challenging learning to all students needs to continue and has been outlined in the School's Strategic Plan. This involves a focus on building teacher instructional practice, and using evidence-based research strategies and data extensively to inform our practice. We aim to maximise individual student learning growth and improve VCE outcomes. The VCE mean study score has steadily increased over the past three years and we are working towards further improvement. The progress of students in the Program with Students with Disability (PSD) is monitored through regular support group meetings, the development and review of Individual Learning Plans (ILP's) and via teacher feedback.

In terms of improving student engagement, the school focuses on creating a stimulating environment where students are given increased opportunities for challenging, independent and deep thinking, and self-directed inquiry in their learning. Our wellbeing goal is to foster a safe and supportive environment and culture that promotes positive relationships, values diversity and supports the development of students' social and emotional skills so they are well placed for success. Non-attendance measures that have been introduced include parent SMS alerts, parent initiated Compass absence / lateness approvals, Tutor group teachers following up after three days of absence and VCE students on six weekly attendance reviews.

Auburn High School runs an extensive extracurricular program involving lunchtime clubs and after school sports and activities. Student leadership programs and the school's DARE (Diversity, Aspiration, Respect and Excellence) values are developing a culture at the school that is positive, welcoming and values learning.

### Framework for Improving Student Outcomes (FISO)

The first FISO initiative of the school is "Building Practice Excellence". It has three Key Improvement Strategies:

- Enable all teachers to consistently implement the agreed Auburn High School Instructional / Teaching and Learning model (GANAG) across Years 7-12.
- Further enhance teacher capacity to effectively analyse and use a broad range of data and evidence to ensure the curriculum is differentiated across all Learning Areas and levels to better cater for individual student learning needs and also to measure the impact their teaching is having on student learning.
- Further build teacher capacity for making more consistent and accurate assessment judgements and for giving and receiving feedback.

The second FISO initiative is "Building Leadership Teams". The Key Improvement Strategy is :

- Within a distributed leadership model continue to build the instructional capacity of leaders and teachers.

Both these initiatives focus on building teacher capacity by using evidence-based research strategies and using data extensively to inform our practice. The important work we have begun on establishing the GANAG instructional model has proven to be effective as shown by the improved NAPLAN results. A new continuous reporting model using common assessment tasks will be fully implemented in 2017. We are working within the University of Melbourne Network of Schools (UMNOS), where teachers work in teams and sharing their professional practice and provide feedback to each other on progress.



**Achievement**

Auburn High School continues to demonstrate remarkable achievement in student learning growth.

Teacher Judgement of student achievement against the Victorian Curriculum Standards indicate that the percentage of students in Years 7 to 10 with a grade of C (at the expected level) or above in English and Mathematics is higher than the median of all Victorian government secondary year levels. This is particularly the case in mathematics and ‘similar’ to most schools based on the background characteristics of the students. At Auburn High School teacher judgements of student achievement are rigorously determined through common instructional rubrics and moderation across all year levels.

Higher teacher judgements are reinforced by NAPLAN data. Reading and Numeracy outcome measures for students in the top 3 bands of testing in NAPLAN at Year 7 and Year 9 are above the middle 60% of all Victorian government schools. Our Year 9 students performed higher in Reading and Numeracy than students with similar background characteristics in other schools. [NOTE: both measures rated ‘lower’ in 2015]

Compared to all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior), the learning gain of our students from Year 7 to Year 9 (comparing 2015 and 2016) significantly increased in reading, writing, numeracy and grammar and punctuation. There was also a marked decrease in the percentage of students recording a ‘Low’ learning gain, particularly in reading, writing and numeracy. In 2016, more than 80% of ‘similar’ students achieved a ‘medium’ or ‘high’ learning gain in reading, numeracy and spelling.

The mean study score of all VCE subjects undertaken by students at this school continues to rise; from 24.1 in 2014 to 27.5 in 2016. In our pursuit of VCE excellence, we have implemented strategies to support students to improve their study skills, provide more detailed and constructive and timely performance feedback, and targeted monitoring of student attendance.

**Curriculum Framework implemented in 2016**

(please mark the relevant box with an X by double clicking in the box)

- |   |                                  |  |   |
|---|----------------------------------|--|---|
| <input type="checkbox"/> Victorian Early Years Learning and Development Framework | <input type="checkbox"/> AusVELS | <input checked="" type="checkbox"/> Victorian Curriculum | <input type="checkbox"/> A Combination of these |
|---|----------------------------------|--|---|

**Engagement**

Communication and consultation with the local community continues to be highly valued at Auburn High School and a number of opportunities to facilitate this are offered throughout the year. These have included parent and student focus groups, regular parent information evenings including our *Teaching and Learning at AHS* and *Meet the Tutor Group Teacher* evenings.

Increasing opportunities for student voice and agency continues to be a priority for the school. The *Teach the Teacher* program conducted by the Victorian Student Representative Council (VicSRC) initiated in 2016 has been very successful and has enabled students to work constructively with their teachers to discuss ways to improve teacher – student feedback. This work has been very powerful in the implementation of Auburn High School’s common instructional model, which uses Marzano’s High Yield Strategies to maximise student engagement and achievement. Students will select another area of focus for 2017.

The broad extra-curricular program is continually refined to reflect areas of student interest. Our student leadership program continues to grow and members of the team are taking increasing levels of responsibility for running community-based projects such as fundraising for *State School’s Relief* and other local charities. Auburn High School took part in the Relay for Life for the first time in 2017, an inclusive community-based philanthropic event held on our school oval. The



event provided students with another set of leadership opportunities. Travel and exchange opportunities (such as the exchange with our sister-school in Paris, the *China Young Leaders Program* and the *Victorian School for Student Leadership*) have proven very popular and successful. The *City Project* and *Work Experience* programs continue to grow, as has the highly engaging mock job interview experience operated with support from the Rotary Club.

Auburn High School was found to be at the state and regional average for 'Teacher Empathy' in the *Attitudes to School Survey*. The same survey found the school to be at the state and regional average for 'Student Motivation'. Information on the distribution of data is not available to confirm whether these results are statistically significant. For both indicators, the school's goal is to exceed and build on its achievement and to be above the regional average.

## Wellbeing

Auburn High School's goal is to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and supports the development of students' social and emotional skills so that they are well placed for success now and beyond school.

The 'School Connectedness' results are similar to the results of other government schools even when taken as a four-year average. The school's DARE values are actively promoted and demonstrated. The school's 'Student Perceptions of Safety' results are also similar to those of other government schools. The school's *Essentials for Life* program (E4L) continues to support student learning in positive online behaviours and positive relationships. Auburn High School is now an Alannah and Madeline Foundation e-Smart School and a member of the Safe Schools Coalition Victoria.

Student attendance figures are improving across the school, the result of close work with the small number of students and families for whom chronic absenteeism is an ongoing pattern. The embedding of the Tutor Group system has enabled closer monitoring of student attendance and positive reinforcement rewards excellent individual attendance levels. Our experienced and dedicated Wellbeing team meets regularly, is highly proactive and links to outside resources. A range of wellbeing programs, guest speakers and activities are offered to support students and foster a positive school culture and environment.

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



## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 358 students were enrolled at this school in 2016, 132 female and 226 male. There were 29% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher judgment of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<ul style="list-style-type: none"> <li> Higher</li> <li> Lower</li> <li> Higher</li> <li> Similar</li> </ul>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>53%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>59%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>44%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>55%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>55%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	53%	27%	Numeracy	15%	59%	26%	Writing	30%	44%	26%	Spelling	23%	55%	22%	Grammar and Punctuation	15%	55%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: <b>89%</b>                      Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>18%</b>                      VET units of competence satisfactorily completed in 2016: <b>97%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: <b>0%</b></p>																										





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
 Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>

# How to read the Performance Summary

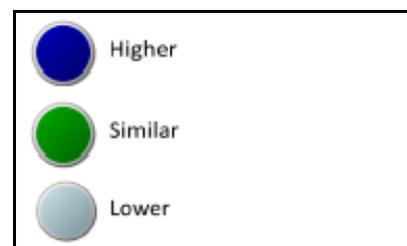
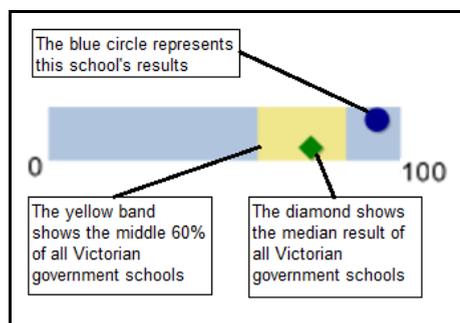
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

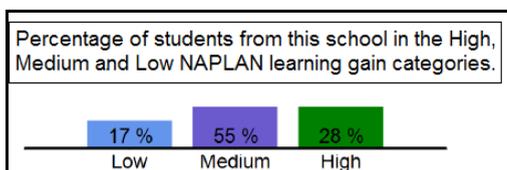
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,386,315
Government Provided DET Grants	\$993,688
Government Grants Commonwealth	\$2,841
Government Grants State	\$10,857
Revenue Other	\$50,885
Locally Raised Funds	\$935,078
<b>Total Operating Revenue</b>	<b>\$5,379,664</b>

Expenditure	
Student Resource Package	\$3,979,488
Books & Publications	\$3,569
Communication Costs	\$23,090
Consumables	\$123,453
Miscellaneous Expense	\$732,764
Professional Development	\$31,708
Property and Equipment Services	\$685,182
Salaries & Allowances	\$141,155
Trading & Fundraising	\$112,252
Travel & Subsistence	\$26,610
Utilities	\$104,672

**Total Operating Expenditure** **\$5,963,944**

**Net Operating Surplus/-Deficit** **(\$584,280)**

**Asset Acquisitions** **\$190,827**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$420,601
Official Account	\$363,630
Other Accounts	\$542,561
<b>Total Funds Available</b>	<b>\$1,326,792</b>

Financial Commitments	
Operating Reserve	\$291,866
Asset/Equipment Replacement < 12 months	\$114,290
Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$30,436
Revenue Received in Advance	\$183,704
School Based Programs	\$1,000
Repayable to DET	\$593,480
Other recurrent expenditure	\$12,015
<b>Total Financial Commitments</b>	<b>\$1,326,792</b>

The school had an operating deficit of \$584,280. This can be attributed to the school being in its initial growth stage. Auburn High School has strong enrolment numbers in the lower levels however the enrolment numbers in the higher levels remain low, therefore the staffing costs (both teaching and non-teaching) involved in providing our specialized programs are high. The number of students in the senior years will gradually increase over the next few years.

#### Revenue

The school received a large proportion of funding through the International Student Program (\$741,459.98) and an additional \$270,520 in curriculum support funding. The curriculum support funding was used to assist the school's establishment costs and additional costs associated with the French Binational, SEAL and STEM programs and also in providing VCE to a small cohort.

#### Expenditure

\$685,182 was expended on property and equipment services; a significant amount contributed to the refurbishment of the ground floor administration and student learning areas. The school had miscellaneous expenditure of \$732,764; this includes the costs associated with establishing and marketing the new school, student leadership opportunities,

