

2017 Annual Report to the School Community



School Name: Auburn High School

School Number: 7526

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.



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 0.29 (high socio economic profile) and a student population of around 420. It has 56 staff including the principal, an assistant principal, four leading teachers, 36 teaching staff and 17 Education Support staff.

There is a clear vision for the school to become the school of choice in the community. The work carried out over the past four 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. In December 2017, Auburn High School was designated as an Influence school in the DET School Performance Reports. To be rated as an Influence school, a school has to have 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 in practice in all classrooms.

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 four 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 (ILPs) 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 are led by a leading teacher, 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. We have established a common instructional model — GANAG and the deliberate use of High Yield Strategies. This has proven to be effective as shown by the improved NAPLAN and VCE results. A continuous reporting model using common assessment tasks has now been implemented and further work is being done in these. We are part of three school consortiums which allows us to lead and share best practice with school across the state. These are the GANAG, DET Professional Learning Communities (PLC's) and FISO consortiums. Our school has



been selected to be part of the DET School Improvement Program to support another school going through an improvement journey.

Achievement

Auburn High School has continued to demonstrate achievement and student learning growth significantly above state averages.

Teacher Judgement of student achievement against the Victorian Curriculum Standards are rigorously determined through common instructional rubrics and moderation across all year levels. 2017 data indicates 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 once again higher than the median of all Victorian government secondary 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 in the top 20% of all Victorian government schools. Our Year 9 students performed higher in Reading and Numeracy than students with similar background characteristics in other schools.

We are still experiencing lower than state 4-year averages for year 9 NAPLAN and VCE data. This has been anticipated given the limited opportunity for sustained impact on students' achievement prior to 2014. Additionally the marked difference in these averages compared to the very high levels of 2017 achievement are a sign of authentic and sustained improvement over the last four years.

Very high levels of learning gains have been consistently attained across all NAPLAN domains, with the majority of students experiencing medium or high growth; results higher than the state averages in all areas.

The mean study score of all VCE subjects undertaken by students at this school continues to rise; from 24.1 in 2014 to 27.6 in 2017. In our pursuit of VCE excellence, we have continued to implement strategies to support students to improve their study skills, provide more detailed and constructive and timely performance feedback, and targeted monitoring of student attendance.

Engagement

Auburn High School remains well above the state median in student attendance and is similar to like-schools in this measure. Student attendance is closely monitored by the Sub-school / Wellbeing Team and the four-year average data demonstrates continued improvement over time. This team meets regularly and employs a range of strategies to engage with individual students and families, as well as identifying and addressing trends at cohort level. The relationship between high levels of school attendance with enhanced learning outcomes is made explicit to students and families, and parents are encouraged to access live attendance data for their child via the Compass Parent Portal.

2017 is the first year retention data has been available for Auburn High School. The first cohort of year 7 students to move through the school from year 7 are now in year 10. Personalised pathways planning occurs with individual students each year. Almost all year 10 students will be enrolled in at least one Unit 1 Victorian Certificate of Education subject in 2018, 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 and an additional Leading Teacher has been employed to manage this important portfolio. The Student Leadership Team now stands at 31 formally appointed positions across year 7 to 12. The Student Leadership team led AHS's participation in the *Relay for Life* for the first time in 2017, raising more than \$10k to win the Schools Cup. The *Teach the Teacher* program has gone from strength to strength and further opportunities for student voice have been sought through the Pivot Student Survey tool, which was trialed at year 8 in 2017 and will be rolled out across the school in 2018. Student Leaders presented reports to School Council each term throughout 2017.

Wellbeing



Auburn High School 'Management of Bullying' results are similar to that of other government schools in the area. Our Attitudes to School Survey indicates that students feel supported by teachers as advocates for their learning, providing high expectations and believing in their success. Our school values of Diversity, Aspiration, Respect and Excellence are evident all around our school and students are actively acknowledged for displaying these values at our year level assemblies.

Our Essential for Life (E4L) program is being constantly refined and student feedback incorporated to ensure this program is responsive to the changing needs of our student body. Within the program, students engage in a variety of resilience and bullying awareness programs including: Project Rocket anti-bullying and online cyber safety workshops. We are an Alannah and Madeline Foundation e-Smart School and a member of the Safe Schools Coalition Victoria.

Our Attitudes to School Survey indicates that our junior school students feel proud to be a student at our school. Connectedness and involvement of the student body remains a priority for Auburn High School. A Leading Teacher has been appointed with the sole priority of building the role of student voice and agency within our school. This involves regular focus groups where student feedback is incorporated into future decision making within our school. Our extracurricular program offers a range of clubs and competitions to further engage and meet the diverse range of interests and priorities of our students.

For more detailed information regarding our school please visit our website at 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 406 students were enrolled at this school in 2017, 150 female and 256 male.</p> <p>27 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</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>NAPLAN Year 9</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>	<p>● Similar</p> <p>○ Lower</p> <p>● Similar</p> <p>○ Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 14%, Medium: 58%, High: 28%</p> <p>Numeracy Low: 21%, Medium: 51%, High: 28%</p> <p>Writing Low: 8%, Medium: 44%, High: 48%</p> <p>Spelling Low: 17%, Medium: 44%, High: 39%</p> <p>Grammar and Punctuation Low: 20%, Medium: 44%, High: 36%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 23%, Medium: 48%, High: 28%</p> <p>Numeracy Low: 18%, Medium: 52%, High: 30%</p> <p>Writing Low: 23%, Medium: 47%, High: 30%</p> <p>Spelling Low: 27%, Medium: 42%, High: 32%</p> <p>Grammar and Punctuation Low: 23%, Medium: 50%, High: 27%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students in 2017 who satisfactorily completed their VCE: 93% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 0% VET units of competence satisfactorily completed in 2017: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 0%</p>		



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>95 %</td> <td>93 %</td> <td>91 %</td> <td>89 %</td> <td>95 %</td> <td>92 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	93 %	91 %	89 %	95 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	93 %	91 %	89 %	95 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● Lower</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● Similar</p>												



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>○ Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

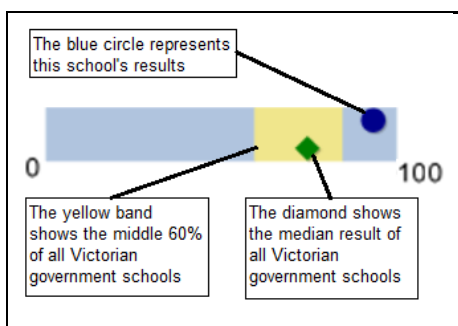
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

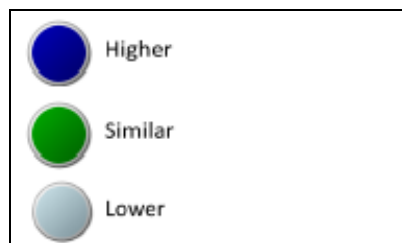


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 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, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,490,500	High Yield Investment Account	\$994,538
Government Provided DET Grants	\$1,050,056	Official Account	\$168,417
Government Grants Commonwealth	\$1,024	Other Accounts	\$45,902
Government Grants State	\$10,073	Total Funds Available	\$1,208,857
Revenue Other	\$27,042		
Locally Raised Funds	\$1,032,767		
Total Operating Revenue	\$5,611,461		
Equity¹			
Equity (Social Disadvantage)	\$23,485		
Equity (Catch Up)	\$10,924		
Equity Total	\$34,409		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,263,989	Operating Reserve	\$258,554
Books & Publications	\$5,006	Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Communication Costs	\$15,673	Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Consumables	\$170,367	Revenue Received in Advance	\$190,057
Miscellaneous Expense ³	\$771,676	Repayable to DET	\$586,437
Professional Development	\$44,400	Other recurrent expenditure	\$23,809
Property and Equipment Services	\$989,715	Total Financial Commitments	\$1,208,857
Salaries & Allowances ⁴	\$108,820		
Trading & Fundraising	\$40,039		
Travel & Subsistence	\$29,794		
Utilities	\$127,939		
Total Operating Expenditure	\$6,567,417		
Net Operating Surplus/-Deficit	(\$955,956)		
Asset Acquisitions	\$0		

The school had an operating deficit of \$955,956. This amount includes the deficit from 2016 and 2017. This is attributed to the school being in its initial growth stage running small VCE classes, the loss of DET funds of approximately \$270,500 for curriculum support funding and the school's reduction in SFOE which has reduced the funding coming in. Auburn High School has steady enrolment numbers in the lower levels however the enrolment numbers in the higher levels are currently lower, therefore the staffing costs (both teaching and non-teaching) involved in providing our specialised 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 (\$771,223.47). Our revenue has been negatively impacted by the loss of approximately \$270,500 in curriculum support funding that was provided to the school only for 3 years after opening and ceased in 2017. 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.

Equity

Equity funds were used to pay for membership to the University of Melbourne Network of Schools (UMNOS) project which supported our AIP goals of improving student learning outcomes and building teacher capacity. Funds were also used to bring in Speakers for the Essential for Life Program, and part subsidise the student wellbeing coordinators position.

Expenditure

\$989,715 was expended on property and equipment services; a significant amount contributed to the maintenance of our buildings and infrastructure. This included a significant investment in our grounds landscaping. The school had miscellaneous expenditure of \$771,676; this includes the costs associated with establishing and marketing the school, student leadership opportunities, supporting the GANAG instructional/teaching and learning model across the whole school and an overseas study program for students to China.

Financial Commitments

The school had committed \$100,000 to further develop our Grounds Masterplan and \$586,437 is committed as repayable to DET for the 2017 staffing deficit.

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.