

# 2020 Annual Report to The School Community



School Name: Auburn Primary School (2948)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 23 March 2021 at 06:02 PM by Tim Sawalaga (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 26 March 2021 at 01:05 PM by Kate Horak (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### 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.

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## 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.

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## 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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary 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*

### Engagement

Student attendance at school

### 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)

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### 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.

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### 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.

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### 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 Primary School has had a presence on this site for 131 years. It is a vibrant school with a strong sense of community, student engagement, and parent participation. Our inquiry-based, balanced, comprehensive curriculum addresses both academic and social learning.

Residing in a pleasant, established, inner suburban residential area in the eastern suburbs of Melbourne.

The school possesses spacious and well-maintained grounds and garden areas and the site has a heritage overlay. Our buildings provide a combination of new and refurbished, flexible learning areas, each of which connects to at least one other teaching space. This facilitates team teaching, which is an expectation, and fosters the development of an interconnected learning community.

Strong literacy and numeracy skills are core to our programs. We recognise the importance of providing a curriculum program that personalises the learning pathway for each student.

Across the school, we are strongly focused on the developmental nature of learning, supporting students to move from 'where they're at' to the next step along the learning continuum. We adopt a carefully planned combination of explicit teaching and an inquiry-based approach, incorporating student interest and student's voice. This underpins an engaging, relevant curriculum, viewed through a Science/Maths lens, applied through Investigations (Foundation – Year 2), and Inquiry-Based Learning for areas such as History, Geography and Technology in Years 3-6. Across the school, in elements of Mathematics English, we teach using a combination of inquiry and focused teaching, using differentiated, clinic group teaching to accurately target each student's zone of proximal development, for 'just in time' teaching.

A range of curriculum experiences are provided through our classroom and specialist programs - Chinese, Visual Arts, Performing Arts and Physical Education. Our bi-annual whole school productions provide an opportunity for our students to showcase their talents. ICT is used as an important tool for creating and communicating. A combination of notebooks and tablets, and a range of operating systems are used, with students in Years 3-6 able to BYO Tablet to school. A strong focus on restorative justice supports our students to build and maintain positive relationships, positive education provides the tools to promote healthy minds and a strong PE program promotes healthy lifestyles.

Our school motto, of LEARN from the past, CONNECT with the present, CREATE our Future, alongside our values and student code of conduct provide a solid basis on which to develop responsibility in our students. We aim to support young learners to develop strong values and ethics, contribute positively to society and know how to be good people.

Our school community is generally economically advantaged, indicating that our students should achieve highly, academically. Approximately 9% of families are economically disadvantaged and approximately 13% of students speak English as an additional language.

Our staff culture is focused on working collaboratively to build and enable the best outcomes for students, staff, and the community. Our staff work with high expectations for our students and each other, and a level of professionalism that keeps students at the centre. Our average staff FTE was 32.6 across 2020.

During the course of our current strategic plan, significant resources have been allocated to building teacher excellence and supporting consistency between classrooms. The Principal, two Assistant Principals, two Learning Specialists, a part-time Leading Teacher, and expert teachers across the school, support a personalised professional learning program for all teachers, which includes, coaching, mentoring, and leadership development.

Our school community highly values learning and expects that every child has the opportunity to develop strongly - academically, and socially, with a strong sense of what's right.

**Framework for Improving Student Outcomes (FISO)**

2020 was the second year of our new strategic plan and, despite the challenges of remote learning due to covid-19 related restrictions, there are many highlights identified in the areas of Achievement, Engagement, and Wellbeing. The school's AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Empowering Students and Building School Pride. Some of the associated AIP actions and professional development plans were modified to suit remote learning. Some of the key highlights across the year included:

- enhanced whole school coaching program to support the personalised professional development of our teachers
- improved teacher understanding of formative assessment
- further embedding of the whole school literacy instructional models
- continued refinement of our wellbeing practices, including resilience project partnership
- continued progress in our journey into School-Wide Positive Behaviour Support

To support the implementation of these Key Improvement Strategies, we invested heavily in teacher professional learning, including the resourcing of two Learning Specialists and a part-time Leading Teacher as professional practice coaches for teachers. Continued positive gains in the School Staff Survey over three years and significant improvement in staff retention, showed clear evidence of their impact, reflecting a renewed staff culture that highly values professional growth and continuous improvement. Remote learning arrangements provided a unique challenge in which students, staff, and the community should be proud of their efforts. Anecdotally, a greater sense of school pride, gratitude, and appreciation for the community is noted. Additional evidence gathered and recorded as part of 2020 AIP monitoring showed positive changes in teacher practice and areas of student learning, including improved independence for many of our learners, improved formative assessment practices for teachers, and a positive school climate.

A continued targeted focus on leadership development through a distributed leadership approach, supported by a culture of coaching, will provide educational leadership opportunities for teachers and potential leaders, and ultimately the benefit of the school and our students.

**Achievement**

In 2020, the school continued to work towards our strategic plan goals, with the aim to increase the learning growth in Literacy and Numeracy for all students and empower students through voice and agency to strengthen an inclusive and positive climate for learning.

Prior to remote learning, we further embedded our high-quality instruction models, with consistent expectations and practices evident across learning spaces, and supported by targeted professional learning and coaching support.

During remote learning, teaching staff utilised and developed online resources for content-delivery and assessment. During this time professional learning focused on improving formative assessment to help teachers shape instruction and guide students learning at their point of need.

In 2020, in the absence of NAPLAN due to covid-19 restrictions, greater emphasis has been placed on teacher judgements. Teacher judgements are formed from a wide range of evidence and data, including student work samples (do, say, make, write), student surveys, small group and one-to-one student-teacher conferences. As a school, we value a wide range of data, including teacher judgements, NAPLAN and other assessment tools, which we look forward to re-engaging with renewed rigour in 2021.

Looking ahead, we continue to invest in building teacher practice excellence through targeted professional learning focused on improved data literacy and effective implementation of high-impact teaching strategies. One of our key priorities for 2021 is learning catch up and extension. Our Tutor Learning initiative aims to effectively identify students who may have made minimal learning growth during remote learning, and providing targeted learning support.

**Engagement**

Auburn Primary School students are engaged and connected to their school and community. Our approach and programs support student's wellbeing, engagement, and foster a love of learning. The work in this area is ongoing as we aim to strengthen a positive school climate through increased student voice and agency and wellbeing support. In relation to our strategic plan goals, the school's focus is on key improvement strategies related to Empowering Students and Building School Pride. With the support of professional learning, teachers have developed their practice to support students to co-construct learning goals, including through regular conferencing in literacy. School improvement teams have also started to develop and implement rubrics across key curriculum areas, aligned with the Victorian curriculum. Rubrics were implemented by teaching teams in a range of curriculum areas to support students to work and track their learning with increasing independence.

During remote learning, students engaged daily in Learner Connect sessions, providing a regular opportunity for small group instruction, timely feedback, and opportunities for collaborative learning. Importantly, the regular online small group and whole class videoconference sessions promoted student engagement with learning and fostered daily peer connectedness to support wellbeing.

In 2020, Auburn Primary continued to work with families to ensure students were engaged in their learning. During remote learning, our Family Connect sessions, in which teachers regularly connected with families directly via Webex, endeavoured to understand the student and family context and provide personalised wellbeing and learning support, where appropriate. Notably, only 6% of students were absent for 20 days or more during the school year, considerably less than the average across similar schools. The school continues to contact parents and requesting them to notify the school of any absences and make phone calls after any extended periods of absence.

**Wellbeing**

Towards the end of 2019, Auburn Primary School began its journey into School-Wide Positive Behaviour Support (SWPBS). SWPBS is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioural, and academic outcomes for students. During 2020, a consultation process took place to review our school values, with RESPECT, RESPONSIBILITY, and RESILIENCE being endorsed by students, staff, and parents as the three values that resonated most strongly. A behaviour matrix for all settings in the school, aligning to the values, was established, based on input from some of the students around expected behaviours, and will be embedded across 2021. Attitudes to School Survey responses to "Non-experience of bullying" continues to trend upwards over four years, and at 92% in 2020 this is above similar schools (87%), network schools (84%), and the state average (86% for all settings), which can be attributed to this work, as well as our strong and consistent restorative approach to social problem-solving.

During the remote learning periods in 2020, our highest priority was on the wellbeing of students, their families, and our staff. Our program aimed to value student, staff, and parent wellbeing, foster positive contributions to family, and foster connections by promoting collaboration between students, family members & others. 85% of parents agreed that their child's teacher made regular time to check in on wellbeing during that period of time. Reflections from 2020 continue to inform planning to support student and family wellbeing in 2021, and how we can engage parents further in their child's learning journeys.

**Financial performance and position**

Auburn Primary school maintained a sound financial position throughout 2020. The 2019-2022 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The effective financial management of our Finance Sub-Committee and School Council has supported the school to successfully navigate the unique challenges of 2020.

The Financial Performance and Position report show an end-of-year surplus of \$333,056. This significant surplus occurred due to reduced expenditure as a result of government-imposed restrictions to school operations, including extended periods of remote learning across term 2 and term 3. The imposed restrictions meant a reduced expenditure against the planned budget, including changes in planned workforce arrangements, restrictions on trades, reduced utilities spend, reduced consumables expenditure, cancellation of planned professional learning experiences, and less

requirement for service providers.

Our current strong financial position will see in 2021 the continued delivery of our strategic and annual implementation plan, specifically targeting the learning catch-up and extension for our students, and the improved maintenance and restorations of our wonderful buildings and facilities.

**For more detailed information regarding our school please visit our website at**  
<https://www.auburnps.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 438 students were enrolled at this school in 2020, 219 female and 219 male.

14 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.

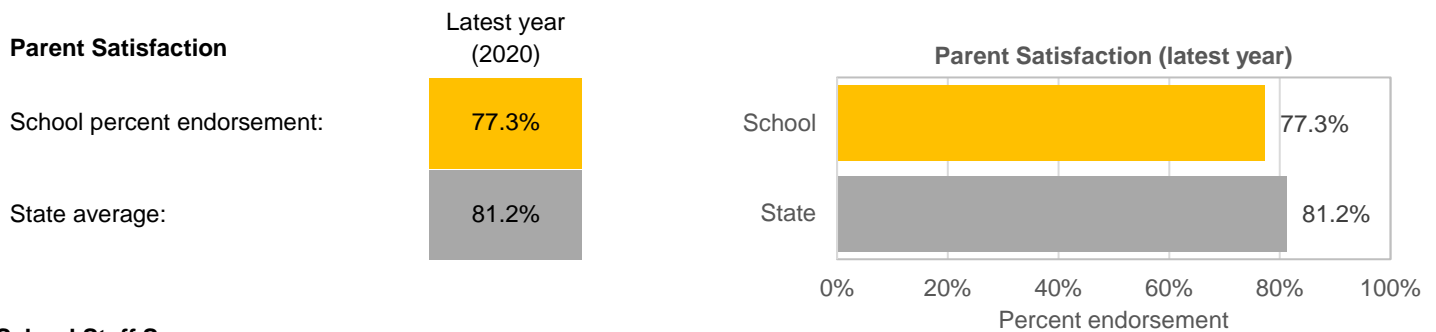
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

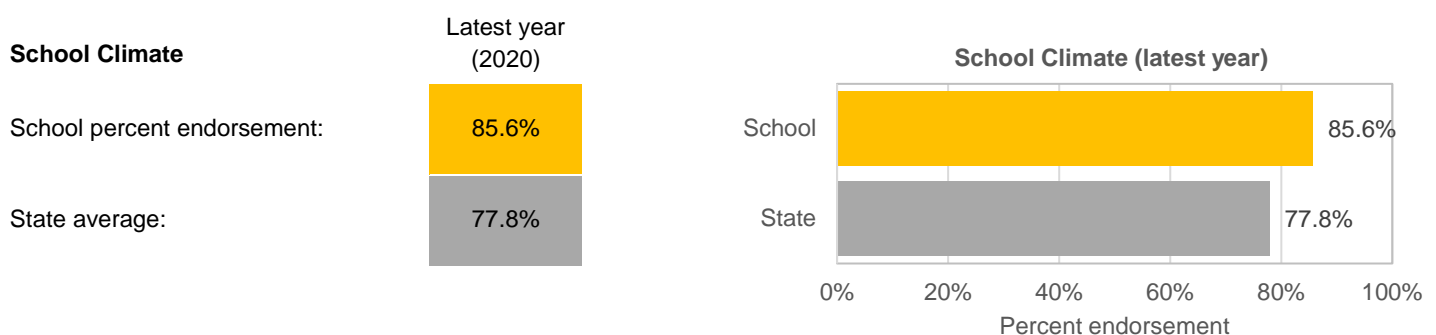


### School Staff Survey

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 Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

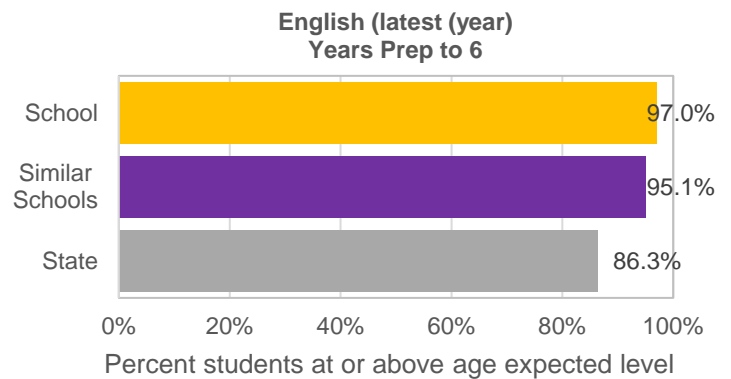
97.0%

Similar Schools average:

95.1%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

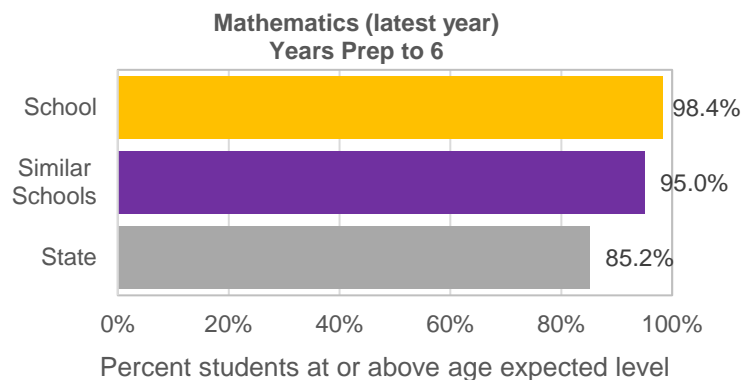
98.4%

Similar Schools average:

95.0%

State average:

85.2%



### 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.

## ENGAGEMENT

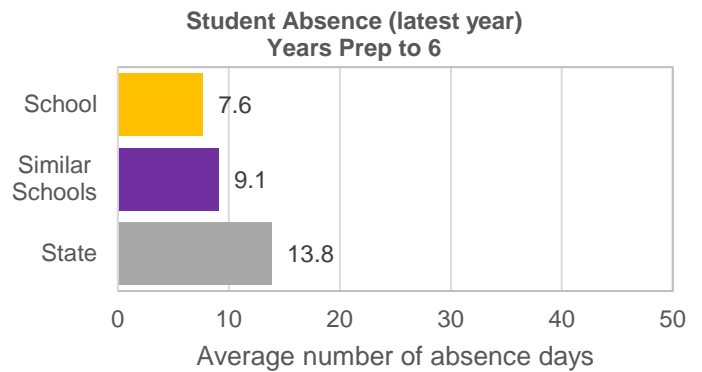
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.6	11.9
Similar Schools average:	9.1	12.5
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	97%	97%	96%	96%	95%	96%

## 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.

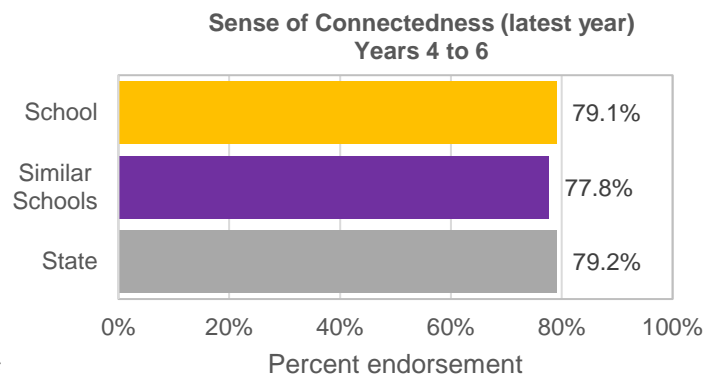
### Student Attitudes to School – Sense of Connectedness

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 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.1%	78.1%
Similar Schools average:	77.8%	79.3%
State average:	79.2%	81.0%



*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.*

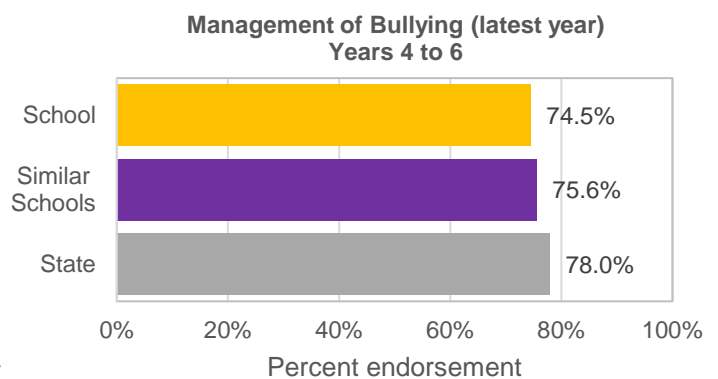
### Student Attitudes to School – Management of Bullying

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 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	74.5%	76.3%
Similar Schools average:	75.6%	78.0%
State average:	78.0%	80.4%



*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	\$3,417,581
Government Provided DET Grants	\$430,857
Government Grants Commonwealth	\$4,850
Government Grants State	NDA
Revenue Other	\$12,853
Locally Raised Funds	\$322,499
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,188,640</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$11,908
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$11,908</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,340,955
Adjustments	NDA
Books & Publications	\$26,853
Camps/Excursions/Activities	\$39,471
Communication Costs	\$7,688
Consumables	\$82,560
Miscellaneous Expense <sup>3</sup>	\$11,123
Professional Development	\$8,113
Equipment/Maintenance/Hire	\$33,819
Property Services	\$72,099
Salaries & Allowances <sup>4</sup>	\$14,917
Support Services	\$180,746
Trading & Fundraising	\$5,502
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$31,739
<b>Total Operating Expenditure</b>	<b>\$3,855,584</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$333,056</b>
<b>Asset Acquisitions</b>	<b>\$2,725</b>

(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 01 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$523,356
Official Account	\$286,664
Other Accounts	\$40,981
<b>Total Funds Available</b>	<b>\$851,001</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$76,870
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$136,446
School Based Programs	\$18,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$25,406
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$39,500
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$294,511</b>

*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.*