

## 2015 Annual Report to the School Community

Princes Hill Secondary College

School Number: 8245



Name of School Principal:

Trevor Smith

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Name of School Council President:

Mark Wilkinson

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Date of Endorsement:

18 April 2016

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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 - languages program' minimum standards until 31 December 2015.

58.2  
Support Staff FTE: (2016)  
14.6  
868.5

## About Our School

### School Context

Princes Hill SC with approximately 870 students provides a unique, supportive learning environment that fosters the school values of Achievement, Community, Creativity, Diversity, Social Responsibility, and Self-reliance. The school has approximately 74.8 equivalent full-time staff comprised of 2 Principal Class, 58.2 Teacher Class and 14.6 Education Support Class. Demand for places is high and there are limits on the capacity of the school to offer places to students beyond the neighbourhood area. The school has excellent facilities in all curriculum areas and is privileged to have access to outstanding playing fields and grounds with Princes Park in close proximity. This beautiful green open space is used by classes and daily student access is supervised at recess and lunchtime.

The College is widely recognized for its inclusive and thriving culture where all students of all backgrounds feel welcome and safe. The school maintains mixed ability classes up to Year 10 as we recognize students require a range of skills, attitudes and understandings to live sustainably and cooperatively. The school attracts a high proportion of families with a professional background who regularly contribute to decision-making processes, tutoring programs and master classes.

Princes Hill SC is a vibrant learning community that is recognised for high academic standards and excellence across the curriculum. Our students receive many awards including VCE *Top Arts*, debating (State Finals), Maths, Science, Textiles. The school engages students in the social issues of the day, encourages critical thinking, the development of values, and in contributing to the community. Formal partnerships are sustained with nearby institutions such as the University of Melbourne Master of Teaching program that enrich the learning environment.

The curriculum makes extensive use of our inner city location for students' studies. Consistent with the schools philosophy of providing a with a broad education, the College offers an extensive Camps and Outdoor Education Program utilising the school camp, "Mirrimbah", located at the base of Mt Buller and Mt Stirling, and other venues. Further extension includes study tours to locations including Italy, France, China and Vietnam. In Year 9, all students are involved in our *Wilderness Week* program where all students have a challenging outdoor activity experience.

### Achievement

*Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognizing that literacy and numeracy are essential foundations for student success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as student co-curricular achievement.*

Achievement outcomes continue to be very strong. 2015 NAPLAN data at Year 7 shows continued improvement in Reading and Numeracy better than the four year average. This reflects the high levels of basic skills with which many students enter the school and also is consistent with the school's internal Allwell testing data.

Impressively, numeracy results for Year 9 are higher than similar schools and continue to improve. This is very encouraging. Reading data is again higher than similar schools for the four year average, however the results for the 2015 cohort while considerably higher than the state median may indicate that reading growth is an area for attention.

NAPLAN learning gain data is positive at both years 7 and 9 with more than 75% of our students demonstrating medium to high gain compared to all other students with the same score two years prior. Year 9 learning gain in numeracy shows particular improvement, with an outstanding 89% of students in the medium to high range of growth, (35% of students being in the high range). A determined focus on mathematics curriculum development and teaching, along with differentiation that is responsive to student aptitude and ability has garnered these outcomes over time.

VCE student performance highlights impressive and sustained outcomes over 4 years and significantly higher than similar schools. In 2015 almost 50% of Year 12 students achieved an above 80 ATAR. Whilst the top 2015 ATAR (99.75) was higher than 2014, the lowest was considerably lower (below 10). This clearly affects our overall VCE student outcome data.

Whilst low results may at first glance appear problematic, at Princes Hill we allow students to undertake VCE units even where there may be concern about their ability to successfully complete such a program. Significantly, *all* students who applied have been placed in tertiary level courses, including students with low ATARS (who are now completing tertiary transition programs).

The remarkable VCE student outcome data sustained over time, along with comprehensive pathways tracking, a high retention rate to Year 12, emphasises the importance of our approach of providing individual pathways for all students and delivering a wide range of curriculum offerings, regardless of student background or academic proclivity.

## Engagement

*Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. It spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students' engagement as they make critical transitions through school and beyond into further education and work.*

During 2015 school data relating to attendance was impressive across all year levels and significantly better than the all school data. Whilst similar to the 4-year average, it indicated students were engaged academically, socially and emotionally which is also reflected in achievement data. Students enjoy the learning environment and are connected to each other and the school in very positive ways. This translated into significantly higher numbers staying to complete Year 12 than in the previous 4 years.

Student Pathway destination and retention data demonstrates that we continue to succeed in supporting our students to optimise opportunities both at school and in the transition to further study or work.

Participation in the broader school experience and community is another means by which students engage with the school, learning and their peers. Some of the ways this has been possible is through involvement in the extensive co-curricular program drama productions, music performances, debating, book club, lunchtime sporting activities.

Implementation of the 2015-2018 School Strategic Plan focussed on a number of engagement goals to improve student learning and engagement. One goal related to the teaching of what good learners do. Subsequently, the Maths curriculum area highlighted the role of mindset (Carol Dweck and others) on engagement, motivation and achievement. This was broadly addressed and was evident on classroom and corridor displays. Work on this goal continues in 2016. We continued to embed the one-to-one program and improve student access to software to enhance the incorporation of Information Communication Technologies (ICT). To facilitate this, curriculum and resources were further developed via the PHSC wiki. A small team of teachers trialed a process of incorporating tasks and assessment via the learning Tasks element within Compass.

The school promoted and facilitated student voice in many ways. Two students were elected to School Council and a group of students from various year levels were actively engaged in the Student Leadership Council under the supervision of a member of staff. They were actively involved in lobbying for improved facilities for students, the development of a proposal for a 'green wall' or vertical garden, fundraising for charity and amongst other things, to help a fellow student achieve the dream of playing Victorian Schoolboys Rugby Union at the highest level overseas. Year 9 students again attended the School for Student Leadership (Gnurad-Gundij campus). This term long program is tailored to enable self-growth in a team environment and involves the completion of a project to directly benefit their local community.

During 2016, a small group will develop a model for an Outdoor Education, resilience & sustainability program for Year 9 students based at the PHSC Mirrimbah Country Centre

## Wellbeing

Student wellbeing data as indicated by the connectedness to school element in the *Student Attitudes to School* survey were well above the state mean and better than the Princes Hill four year average. Similarly, student perceptions of safety in 2015 were significantly above the state mean and were higher than the school's four year average. This data is also reflected in other student satisfaction measures in the survey.

School Council approved in 2015 the establishment of a Wellbeing Fund to which parents can contribute to help resource the work of the wellbeing team. In addition to a Student Wellbeing Coordinator, the school employs a SSSO psychologist at 0.4 and utilizes professionals on placement from the Cairnmillar Institute and other organizations where possible. A range of specific wellbeing initiatives and programs were again delivered by external providers across years 7-12. With limited funding for wellbeing support, the school is very aware of the need for further expert professional assistance for students in relation to wellbeing and is eager to pursue opportunities to provide this.

Changes to the Home Group program that operated in 2014 and 2015 were foreshadowed for 2016 and were necessary because of structural and financial imperatives so that core learning programs could be sustained. Also flagged for 2016 were a review of wellbeing programs and how they might be embedded in the curriculum consistent with the Victorian Curriculum.

## Productivity

*Productivity* as an element in the strategic direction of the college incorporates the effective use of physical, human and financial resources.

The broad and on-going success of the school and consequent enrolment pressure presented a number of productivity challenges through 2015. In recognition of the pressure on learning and working spaces, School Council conducted a Master Planning process with Law Architects aiming to improve the built environment for students and staff. Additionally, a landscape Master plan process is flagged for 2016 to improve recreational and outdoor areas around the school.

Parent donations (more than \$54,000) toward the installation of solar panels to generate a further 43kw of electricity at the conclusion of 2015 will lead to reductions in both greenhouse gas emissions and electricity costs into the future. The December 2015 replacement of all light bulbs and fitting with LED technology will also have a concomitant impact.

Planning in 2015 indicated a need to more evenly distribute classes over the week to ensure student access to rooms and ease congestion around the school. Subsequently, an increase in the number of Wednesday classes for senior students was planned and has been implemented at the commencement of 2016. It is anticipated that this practice and trend will need to continue into the future.

Long term financial projections in relation to staffing budgets demanded a thorough review of staffing practices and necessitated changes to long standing arrangements. That this was long anticipated and that there was extended consultation made the process no less challenging. The DET funding model where actual staffing costs are not reflected in school budgets, an experienced staffing profile and the high socio-economic status of the school community (with limited equity funding) combine to present particular financial challenges for Princes Hill SC. The changes flowing from the review reflect the conditions in other neighbouring government schools and ultimately, made it possible to retain core student programs and staff employment.

## 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.

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:

### School Profile

#### Enrolment Profile

A total of 869 students were enrolled at this school in 2015, 394 female and 475 male. There were 2% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






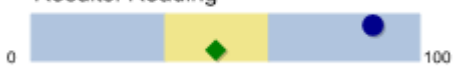
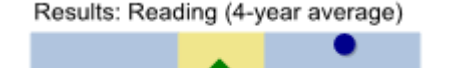
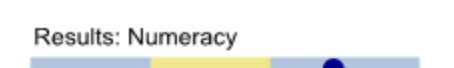


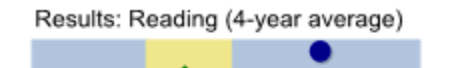
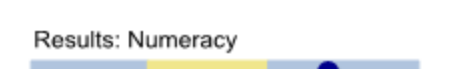





## Performance Summary

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>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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> Similar</li> <li> Higher</li> <li> Higher</li> <li> Higher</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 Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>51%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>51%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>48%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>50%</td> <td>31%</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	13%	51%	36%	Numeracy	18%	51%	30%	Writing	21%	48%	31%	Spelling	18%	50%	31%	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>	<table border="1"> <caption>VCE Results Comparison</caption> <thead> <tr> <th>Year</th> <th>State-wide Mean (30)</th> <th>School Result</th> </tr> </thead> <tbody> <tr> <td>Results: 2015</td> <td>30</td> <td>45</td> </tr> <tr> <td>Results: 2012 - 2015 (4-year average)</td> <td>30</td> <td>45</td> </tr> </tbody> </table>	Year	State-wide Mean (30)	School Result	Results: 2015	30	45	Results: 2012 - 2015 (4-year average)	30	45	<p> Similar</p> <p> Higher</p>															
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Students in 2015 who satisfactorily completed their VCE: **98%**  
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **10%**  
 VET units of competence satisfactorily completed in 2015: **86%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **80%**









## 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:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 817 1024 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>90 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	90 %	93 %	93 %	95 %	96 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	90 %	93 %	93 %	95 %	96 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Higher</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></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.</p>	<p><b>Results: 2014</b></p> <p><b>Results: 2011 - 2014 (4-year average)</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: 

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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

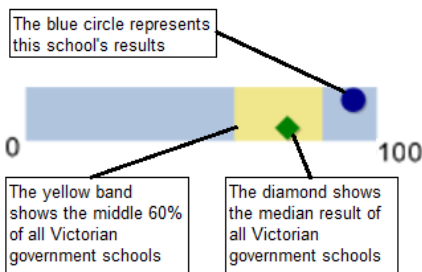
## What are student outcomes?

*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 colleges, 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.

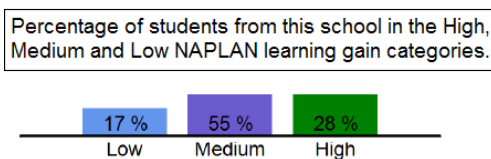
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

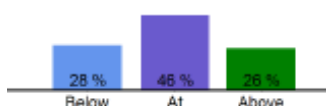


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## 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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,101,687	High Yield Investment Account	\$67,531
Government Provided DET Grants	\$703,178	Official Account	\$492,458
Government Grants Commonwealth	\$54,970	Other Accounts	\$1,022,802
Government Grants State	\$9,725	<b>Total Funds Available</b>	<b>\$1,582,791</b>
Revenue Other	\$131,025		
Locally Raised Funds	\$1,326,460		
<b>Total Operating Revenue</b>	<b>\$9,327,045</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$7,043,143	Operating Reserve	\$329,239
Books & Publications	\$9,732	Capital - Buildings/Grounds incl SMS<12 months	\$514,762
Communication Costs	\$18,551	Maintenance - Buildings/Grounds incl SMS<12 months	\$63,000
Consumables	\$138,352	Revenue Received in Advance	\$675,791
Miscellaneous Expense	\$553,964	<b>Total Financial Commitments</b>	<b>\$1,582,791</b>
Professional Development	\$41,262		
Property and Equipment Services	\$636,854		
Salaries & Allowances	\$508,272		
Trading & Fundraising	\$158,789		
Travel & Subsistence	\$1,067		
Utilities	\$65,785		
Adjustments	\$548		
<b>Total Operating Expenditure</b>	<b>\$9,176,321</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$150,724</b>		
<b>Asset Acquisitions</b>	<b>\$10,175</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*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.*

### Financial performance and position commentary

Please note that State government grants reflect revenue from the *Advance* program that supports student learning in the VCAL program. Commonwealth government grants include the Master of Teaching program grant and Aboriginal Education grant.