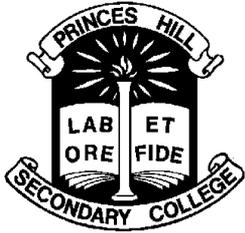


2017 Annual Report to the School Community



School Name: Princes Hill Secondary College

School Number: 8245



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 02 May 2018 at 05:04 PM by Trevor Smith (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 17 May 2018 at 02:09 PM by Mark Wilkinson (School Council President)



About Our School

School Context

Princes Hill SC with a student population of 874 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 71.9 equivalent full-time staff comprised of 3 Principal Class, 56.9 Teacher Class and 15.0 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 school events. 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), Sports awards, Science Talent search, Maths Games Day. 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 school's 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, and Vietnam. In Year 9, all students are involved in our Wilderness Week program where all students have a challenging outdoor activity experience.

Framework for Improving Student Outcomes (FISO)

2017 saw a major focus on Curriculum Planning and Assessment within the frame of the Victorian Curriculum. There was a deliberate and consistent alignment of human, physical and financial resources toward this end and consequently AIP, PDP and professional learning reflected this. The focus in 2017 was to embed the outstanding work across the curriculum undertaken by staff in 2016. In particular, consideration of the *Capabilities* and development and documentation of their explicit teaching and assessment in *Learning Tasks* on Compass.

Key foci:

Curriculum planning and assessment- update domain curriculum documentation, incorporate *Capabilities*

Building practice excellence- incorporate learning tasks across all domains

Empowering students and building school pride- review student leadership program incorporating feedback from students with view to restructure in 2018.

Note: Commonwealth reporting requirement: PHSC workforce composition is included in the school overview above. Student attendance is excellent and well above state average. Any non-attendance is followed up by sub-school leaders with students and parents as necessary.



Achievement

Achievement outcomes continue to be very strong. 2017 NAPLAN data at Year 7 shows high degree of academic capability across tested areas. This is consistent with the information gained from the entry Allwell testing data. This reflects the high levels of basic skills with which many students enter the school.

Impressively, numeracy results for Year 9 are higher than similar schools. Reading and writing data is significantly higher than similar schools. All relative growth for year 7 to 9 is at or above similar schools.

VCE student performance highlights impressive and sustained outcomes and significantly higher than similar schools in 2017 and over the last 3 years. In 2017 over 40% of Year 12 students achieved an above 80 ATAR. Whilst the top 2017 ATAR (99.70). 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

During 2017 school attendance data was excellent across the school and impressive at senior levels as a result of our Key Improvement Strategy to improve attendance across the whole school. Attendance was significantly better than the all school data for the state. This Student Opinion Survey continues to show that students are engaged academically, socially and emotionally. Students enjoy the learning environment and are connected to each other and the school in very positive ways. This translated into significantly high numbers staying to complete Year 12 which has consistent pattern for many years. Student retention was higher than similar schools from 2014-2017.

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 and afterschool sporting activities.

Wellbeing

Student wellbeing data as indicated by the connectedness to school element in the Student Attitudes to School survey was well above the state mean and better than the Princes Hill four year average. Similarly, student perceptions of safety in 2017 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.

In addition to a Student Wellbeing Coordinator, the school employs a SSSO psychologist at 0.4 and other accesses other allied health professionals and 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.

The introduction of a core Health subject at Year 9 following an extensive consultation process has embedded programs such as Respectful Relationships, Safe Schools, mental health and wellbeing, nutrition and sexuality education in the curriculum consistent with the Victorian Curriculum. There will also follow a roll out of SHAPE (Sports Health and Physical Education) program at Year 7.

For more detailed information regarding our school please visit our website at <http://www.phsc.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 874 students were enrolled at this school in 2017, 390 female and 484 male.</p> <p>5 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 style="text-align: center;">● Similar</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:

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> Similar</p> <p> Similar</p> <p> Higher</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>	<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>20%</td> <td>47%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>47%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>47%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	47%	33%	Numeracy	23%	47%	29%	Writing	23%	48%	29%	Spelling	28%	47%	25%	Grammar and Punctuation	24%	47%	29%	NAPLAN Learning Gain does not require a School Comparison.
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Numeracy	23%	47%	29%																							
Writing	23%	48%	29%																							
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Grammar and Punctuation	24%	47%	29%																							
<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>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>42%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>51%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>41%</td> <td>37%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>45%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	42%	30%	Numeracy	24%	51%	25%	Writing	17%	46%	38%	Spelling	22%	41%	37%	Grammar and Punctuation	20%	45%	34%	NAPLAN Learning Gain does not require a School Comparison.
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<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>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;"> ● Similar </div> <div style="display: flex; align-items: center;"> ● Similar </div> </div>																								
<p>Students in 2017 who satisfactorily completed their VCE: 98% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 9% VET units of competence satisfactorily completed in 2017: 93% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 93%</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> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> <tr> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>97 %</td> <td>96 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	93 %	93 %	91 %	97 %	96 %	<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>● Similar</p> <p>● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	93 %	93 %	91 %	97 %	96 %									
<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>● Similar</p> <p>● Higher</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>● 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: ◆

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>● Similar</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)

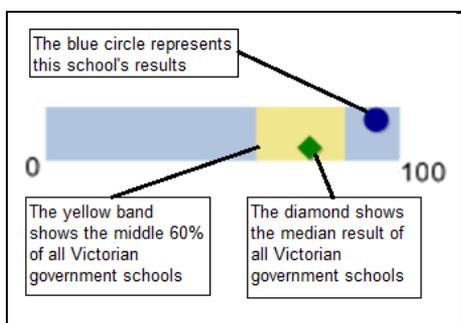
Engagement

- 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).

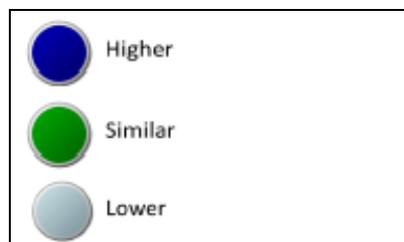


What does *School Comparison* refer to?

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

The school is in a sound financial position, with School Council committing to improvements to facilities in 2018 e.g. Science Room and Grounds Master Plan priorities.

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	\$7,362,343	High Yield Investment Account	\$53,068
Government Provided DET Grants	\$613,451	Official Account	\$585,390
Government Grants Commonwealth	\$51,097	Other Accounts	\$1,014,862
Government Grants State	\$20,056	Total Funds Available	\$1,653,320
Revenue Other	\$66,699		
Locally Raised Funds	\$1,400,693		
Total Operating Revenue	\$9,514,340		
Equity¹			
Equity (Social Disadvantage)	\$18,164		
Equity (Catch Up)	\$11,336		
Equity Total	\$29,500		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,528,742	Operating Reserve	\$369,304
Books & Publications	\$9,499	Capital - Buildings/Grounds incl SMS<12 months	\$147,454
Communication Costs	\$16,821	Revenue Received in Advance	\$812,653
Consumables	\$171,827	Repayable to DET	\$170,077
Miscellaneous Expense ³	\$623,293	Capital - Buildings/Grounds incl SMS>12 months	\$153,832
Professional Development	\$58,180	Total Financial Commitments	\$1,653,320
Property and Equipment Services	\$512,222		
Salaries & Allowances ⁴	\$678,974		
Trading & Fundraising	\$169,305		
Utilities	\$49,825		
Total Operating Expenditure	\$9,818,688		
Net Operating Surplus/-Deficit	(\$304,348)		
Asset Acquisitions	\$41,515		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.