2019 Annual Report to The School Community

School Name: Princes Hill Secondary College (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 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 2019 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 19 October 2020 at 02:21 PM by Trevor Smith (Principal)

The 2019 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 30 October 2020 at 01:00 PM by Mark Wilkinson (School Council President)

About Our School

School context

Princes Hill Secondary College is located on Arnold St Princes Hill in the inner north of Melbourne. The school has approximately 875 students and 72.2 equivalent full-time staff comprised of 3 Principal Class, 56.5 Teacher Class and 13.7 Education Support Class employees. The school sustains approximately 150 students at each year level ensuring a breadth of programs can be provided whilst strong relationships and connectedness to school can be maintained. Even if the three story school building sits on a small site, the school enjoys 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 school also maintains and operates a second campus at Mirrimbah in Victoria's High Country just 3 kilometres from the entry point to Mt Stirling and Mt Buller.

Demand for places at the school is high and there are limits on the capacity of the school to offer places to students beyond the neighborhood area. The school attracts a high proportion of families with a professional background who regularly contribute to decision-making processes and support learning programs. The school is an inclusive environment where our aim is to ensure students of all backgrounds feel welcome and safe. Acknowledged as a high performing school, Princes Hill SC is recognised for its impressive student academic performance, excellence across the curriculum and enduring positive social, emotional and personal outcomes. Appreciation of differences between people and awareness of individual needs, interests and abilities is central to the College ethos whilst mutual respect amongst students, and between students and staff is characteristic of relationships. The school also has a small number of international students enrolled in its standard programs.

Evidence based practice and attention to research is important in our thinking and learning. Realising that students require a range of disposition, skills, attitudes and understandings to live and learn sustainably and cooperatively in today's world, we maintain mixed ability classes up to Year 10 with a focus on differentiation of learning. Students are engaged in the social issues of the day, and we encourage and value critical and creative thinking, ethical behaviour and intercultural understanding. Knowing that the wellbeing of students is central to effective learning, the school endorses approaches consistent with positive psychology and restorative practices.

Vision, Values & Purpose: We believe education has a fundamental role to play in personal and social development and is an indispensable asset in the attempt to attain the ideals of peace, freedom and social justice and to reduce poverty, exclusion, ignorance, oppression and war. Our school values of Achievement, Community, Creativity, Diversity, Social Responsibility, Self-reliance reflect this belief. Purpose: by extension we want all our students to learn and grow to be compassionate, respectful and resilient individuals, equipped with the knowledge, skills and dispositions for lifelong learning to help shape the world around them.

Framework for Improving Student Outcomes (FISO)

In the first year of the implementation of a new Strategic Plan the school's improvement focus was extensive and ambitious notwithstanding strong student outcomes in the previous year. Seven FISO dimensions and related key improvement strategies were the focus. Of these dimensions and key improvement strategies especially intensive collaborative work occurred in developing a new social emotional learning curriculum program – extending across dimensions of health and wellbeing, curriculum planning and assessment and building leadership teams.

Health and wellbeing - Improve student wellbeing and resilience by implementing contextually relevant learning, embedded across the curriculum.
Health and wellbeing - Review, enhance and monitor wellbeing support processes to ensure that they are relevant and appropriate.
Vision, values and culture - Review and develop school Vision and Values in consultation with the whole school community.
Building leadership teams - Refine leadership and team roles and responsibilities to ensure clarity and effective interaction.
Building leadership teams - Build the capacity of teacher-leaders, emerging leaders, learning area leaders, leading teachers and principal class team to achieve the aspirations in goals one and two.

Building practice excellence - Commit to and enact a set of quality principles to guide teaching and learning. Establish a shared and agreed approach to learning design that enacts these principles.
Curriculum planning and assessment - Refine and strengthen the documentation of a coherent and connected curriculum.
Instructional and shared leadership - Clarify and define effective professional learning structures and processes for targeted capacity building.
Strategic resource management - Review meeting structure to enable greater focus on student learning priorities.

Achievement

The very strong school and student outcomes in 2018 were matched or significantly exceeded in 2019. As evidenced by Department metrics data in this report, Princes Hill SC performed above similar schools across seven of eight achievement measures. In the eighth measures (attendance) our school was considered 'similar' to similar schools. (Please refer to graphic representations.) Further, in the Department 2019 School Annual Performance Report (SAPR) the school registered the highest possible overall rating – 'Influence'. Very few secondary schools across the state have achieved this outcome. The SAPR report incorporates a range of academic, wellbeing and engagement measures along with student staff and parent survey elements.
NAPLAN learning gain was also strong with students demonstrating above expected levels in most categories between Year 7 and Year 9. VCE results were again very strong across the curriculum. Please refer to graphic representations for further explanation and detail.
The school will continue to focus on goal 1 of our School Strategic Plan, 'to maximise the learning growth of each student' in recognition of our desire to see high growth for every student regardless of their starting point and whatever the area or nature of the learning. Consequently, future Annual Implementation Plans will explicitly reflect this intent for every student from Years 7 to Year 12.

Engagement

A particular highlight has been the piloting of approaches that increase Learner Agency in the classroom. There has been considerable provision of additional resources to facilitate student involvement in learning design and assessment as part of the Strategic Plan. A new Learning Specialist Position with responsibility for learner agency that includes dedicated time has been established for 2020. The continued growth and involvement of the Student Council in a wider range of school educational and operational discussions and decisions will continue into 2020 and beyond, consistent with the Strategic Plan.

The extraordinary range of co-curricular programs offered by the school in areas both independent of and connected to curriculum programs including Outdoor Education; Music Performance and Drama; the Visual Arts, languages and science and the humanities. Practical examples in 2019 include; all Year 9 students participating in Wilderness Week in December; more than 150 students experiencing alpine environments through cross-country (Year 8) and downhill skiing (Year 9&10); extended scientific research expedition to Indonesia; language immersion programs in Italy and cultural journeys to Vietnam (Year 11).

Strategies to ensure a high and increasing level of attendance are focussed on providing a range of support, wellbeing and flexible learning approaches for students and families where attendance may be problematic. Additional resources to support this have been allocated for next year. Careful tracking of student absence, follow up and clear communication of attendance expectations are central to our daily approach and implementation of our attendance policy.

Wellbeing

The year proved very significant year for the school with an extended and complex process of review, consultation and collaboration culminating in an agreed structure and approach for a new social-emotional learning program at Years 7-10. Exploration of a range of models and the necessary adjustments to other curriculum programs operated in parallel with investigations into key content, knowledge and skills relevant to each year level. Student, parent and staff input was sought and was further informed by best practice in other similar school contexts.

Full documentation of the scope and sequence of the program was begun and slated for further development and implementation in 2020. Encouragingly, there was strong interest in and uptake by teachers keen to be involved in the program.

Other key improvement strategies were completed relating to reviewing and documenting wellbeing processes. Further, the school planned commenced the recruitment process for a full time qualified Student Wellbeing Coordinator and subsequently a further mental health professional (social worker) as part of the wellbeing team for 2020.

Financial performance and position

The school is in a very sound financial position. In 2019 School Council committed funds for the full upgrade of science room 302 to meet the standard set by the other three impressive science laboratory spaces. The bulk of this work was completed by the end of 2019 with most of the expenditure to be reflected in 2020. This was a very significant commitment of school funds in 2019. The deficit small deficit indicated includes WorkCover costs yet to be claimed back. In the final reconciliation for 2019 the deficit is expected to be lower. The small amount of equity funding the school receives is targeted to support students with lower levels of literacy through the employment of a literacy aide. Future expenditure by School Council in 2020 and beyond on the Grounds Master Plan is anticipated.

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

Enrolment Profile

A total of 886 students were enrolled at this school in 2019, 416 female and 470 male.

5 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high
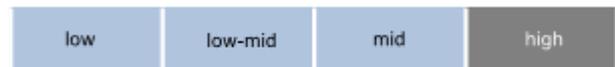
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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: 🔶	Key:	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬🔶▬🔵 100 Results: Mathematics 0 ▬▬▬▬🔶▬▬🔵 100	**Above** 🟢 **Above** 🟢

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above
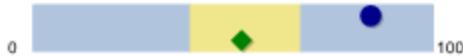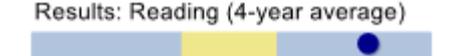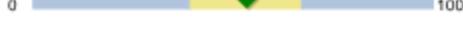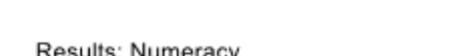
Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** Low 11% / Medium 59% / High 30% **Numeracy** Low 18% / Medium 54% / High 27% **Writing** Low 19% / Medium 48% / High 33% **Spelling** Low 22% / Medium 57% / High 22% **Grammar and Punctuation** Low 20% / Medium 48% / High 33%	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. Low 25% / Medium 50% / High 25% Statewide Distribution of Learning Gain (all domains)
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.	**Reading** Low 20% / Medium 55% / High 25% **Numeracy** Low 15% / Medium 52% / High 33% **Writing** Low 30% / Medium 36% / High 34% **Spelling** Low 27% / Medium 41% / High 32% **Grammar and Punctuation** Low 31% / Medium 37% / High 32%	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. Low 25% / Medium 50% / High 25% Statewide Distribution of Learning Gain (all domains)
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. 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.	Results: 2019 0 — 50 Results: 2016 - 2019 (4-year average) 0 — 50	Above ●

Students in 2019 who satisfactorily completed their VCE: 98%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 16%
VET units of competence satisfactorily completed in 2019: 90%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 69%

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) Few absences <------> Many absences	Similar

Average 2019 attendance rate by year level:	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Similar school comparison not available
	93 %	92 %	89 %	91 %	94 %	93 %	

Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2019 Results: 2016 - 2019 (4-year average)	Above
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	Results: 2019 Results: 2016 - 2019 (4-year average)	Above

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: 🟢

Key: Similar School Comparison
🔵 Above 🔵 Similar 🔵 Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$8,024,734
Government Provided DET Grants	$785,486
Government Grants Commonwealth	$30,958
Government Grants State	$19,947
Revenue Other	$31,882
Locally Raised Funds	$1,681,884
Total Operating Revenue	**$10,574,892**

Equity[1]	
Equity (Social Disadvantage)	$17,166
Equity (Catch Up)	$15,972
Equity Total	**$33,139**

Expenditure	
Student Resource Package[2]	$7,957,353
Books & Publications	$10,348
Communication Costs	$26,659
Consumables	$210,071
Miscellaneous Expense[3]	$871,458
Professional Development	$92,405
Property and Equipment Services	$309,222
Salaries & Allowances[4]	$927,963
Trading & Fundraising	$140,846
Travel & Subsistence	$49,146
Utilities	$82,187

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$884,174
Official Account	$210,030
Other Accounts	$97,044
Total Funds Available	**$1,191,248**

Financial Commitments	
Operating Reserve	$427,465
Provision Accounts	$40,000
Funds Received in Advance	$223,582
Asset/Equipment Replacement < 12 months	$100,000
Capital - Buildings/Grounds < 12 months	$200,000
Maintenance - Buildings/Grounds < 12 months	$150,000
Maintenance - Buildings/Grounds > 12 months	$100,000
Total Financial Commitments	**$1,241,047**

Total Operating Expenditure	**$10,677,660**
Net Operating Surplus/-Deficit	**($102,768)**
Asset Acquisitions	**$160,034**

(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 26 February 2020 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.

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).


The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools
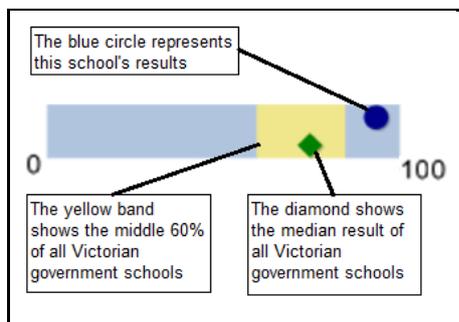
What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

What does '*Data not available'* or *'ND'* 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').