

2020 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 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 21 April 2021 at 04:32 PM by Trevor Smith (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 30 April 2021 at 12:02 PM by Mark Wilkinson (School Council President)

How to read the Annual Report

What's changed in 2020?

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.

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.

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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary 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
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

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)

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.

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.

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

Vision

We believe that education has a fundamental role to play in fostering a deeper and more harmonious form of human personal and social development. Therefore, it 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. At Princes Hill SC all students will learn and grow to be compassionate, respectful and resilient individuals equipped with the knowledge, skills and dispositions for lifelong learning; to shape their lives; and the world around them.

Values

Respect Inclusion Resilience Creativity Achievement

Purpose/Mission

To provide a safe and inclusive educational environment that provides learning opportunities that are authentic, relevant, integrative and relevant for the 21st Century.

This is underpinned by the five pillars of education: (UNESCO)

Learning to Know – the development of skills and knowledge needed to function in this world e.g. formal acquisition of literacy, numeracy, critical thinking and general knowledge.

Learning to Do – the acquisition of applied skills linked to professional success.

Learning to Live Together – the development of social skills and values such as respect and concern for others, and the appreciation of cultural diversity.

Learning to Be – the learning that contributes to a person's mind, body, and spirit. Skills include creativity and personal discovery, acquired through reading, the Internet, and activities such as sports and arts.

Learning to Transform Oneself and Society – when individuals and groups gain knowledge, develop skills, and acquire new values as a result of learning, they are equipped with tools and mindsets for creating lasting change in organizations, communities, and societies.

School Profile

Princes Hill SC in Melbourne's inner north has approximately 875 students and provides a unique, supportive learning environment that fosters the school values of Respect, Achievement, Inclusion, Resilience, and Creativity. The school has approximately 74.0 equivalent full-time staff comprised of 3 Principal Class, 56.5 Teacher Class and 14.5 Education Support Class. No staff are identified as Aboriginal or Torres Strait Islanders. Demand for enrolment 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 school is widely recognised for its inclusive and vibrant culture where all students of all backgrounds feel welcome and safe. Appreciation of differences between people and awareness of individual needs and abilities is central to our ethos and mutual respect between staff and students is characteristic of relationships. Students achieve high academic outcomes and consistently demonstrate excellence across the curriculum. Critical thinking, engagement with the social issues of the day and connections with the wider community are valued. Participation in public events, performances and competitions is actively encouraged, with successes enthusiastically celebrated. The school attracts a high proportion of families with a professional background who regularly contribute to decision-making processes and are actively engaged in the life of the school.

Evidence based practice and attention to research is important in our learning community's thinking and learning. We acknowledge that young people require a range of skills, attitudes and understandings to live sustainably and cooperatively in today's world. Consequently, the curriculum makes extensive use of our inner city location for students' studies with ready access to galleries, museums, parks and Melbourne Zoo. Importantly, the College offers an

extensive Camps and Outdoor Education Program utilising our ideally located and recently renovated and developed alpine campus, at the base of Mt Buller and Mt Stirling, and other venues. Other co-curricular opportunities include study tours to Italy, France, Indonesia and Vietnam. In Year 9, all students are involved in our Wilderness Week program where all students have a week long wilderness experience.

Framework for Improving Student Outcomes (FISO)

The school's FISO dimension foci at the commencement of 2020 included curriculum development, especially in relation to the new Year 7-10 social and emotional learning program that was implemented from the commencement of 2020. This included the desire to improve student wellbeing and resilience by implementing contextually relevant learning, embedded across the curriculum. Other foci included Building Practice Excellence and exploring and embedding high impact teaching strategies, specifically in relation to building the capacity of teachers to create more opportunities for learner agency. This focus was suddenly redirected to the pedagogical, practical and technical imperatives of remote teaching and learning.

With the advent of the global pandemic and extended lockdowns in Melbourne, including the closure of the school site for two weeks due to a Covid-19 case, and the consequent dramatic shift to remote learning, strategic priorities were intentionally adjusted and adapted. Almost overnight the new priorities became the need to provide a remote learning experience across the curriculum that could be effectively and meaningfully delivered using ICT. The responsiveness of school staff to the myriad (and unprecedented) challenges presented was outstanding. Clear expectations and mechanisms for student engagement in learning were quickly established and communicated whilst existing and new ICT software and infrastructure were critical in facilitating a meaningful response. Further, the encouragement and support of our parent/guardian community proved invaluable and was especially appreciated. Whilst some students struggled with remote learning, many thrived in the new environment and students generally showed remarkable resilience and perseverance. Options for onsite learning where appropriate were also effectively maintained to support students at risk of disengagement and where parents worked in critical industries.

The support demonstrated by the Y12 cohort to each other as their Year 12 experience was dramatically transformed due to the pandemic was both impressive and affirming.

Achievement

Student outcomes at VCE remained very high with a median VCE study score of 32+ (a strategic target) respectively whilst a very high proportion of students 47% received an ATAR above 80. In the context of an additional two weeks of school closure due to covid-19 compared to most other schools, these results are especially noteworthy and a credit to the school community.

- 99% satisfactory completion of VCE
- 97% of VCAL Units completed
- 47% of VCE students achieving a study score above 80
- High ATAR scores of 99+ were achieved across both Maths/Science and Humanities/English and Languages areas
- Two perfect study scores of 50
- 16.5% of students with ATARs 90+

The impressive VCE and VCAL outcomes are also broadly reflective of the experience of students at other year levels. The comparisons to similar schools highlights the consistently strong outcomes Princes Hill students achieve.

The measure of a successful school education (including learning to know, to do, to live together and to be) goes far beyond ATAR scores and VCE completion statistics. Yet given the headwinds of 2020, it is both reassuring and heartening that our Year 12 results are again strong across the board. The absence of standardized testing data through NAPLAN due to covid-19 and lockdowns means there is no norm referenced data for Years 7 and 9 on student learning progress as is usually available in the annual report. Encouragingly, Year 7 internal school based assessments reveal that students continue to enter the school with broadly strong literacy and numeracy skills

significantly higher than state means. Nonetheless there is a breadth of student achievement data and the school's strategic focus is on learning growth for each student regardless of their starting point.

In late 2020, the school was actively identifying students whose engagement or learning gain had been negatively impacted by covid-19 and/or remote learning. These students will receive specific assistance in 2021 through the new Tutor Learning Initiative. We understand that there will inevitably be some learning catch-up during 2021 as a result of lockdowns and the challenges of remote learning.

Engagement

The school was very pleased to be able to conduct all six year 7 camps in Term 1 prior to lockdown. This helped ensure that our youngest and newest students had sound initial school engagement and social connections as the year transitioned in to remote learning. The inevitable and regrettable constraints on practical learning in the Arts, Science and Health/PE during remote learning and subsequently to ensure compliance with covid-safe practices, have since led to an intent to ensure that students who missed out on authentic learning experiences including outdoor education experiences, camps, and excursions have wherever possible, the opportunity to participate in them as restrictions lift during 2021. This will necessitate the application of additional resources and careful staffing and operational planning. The well documented concerns across the state regarding re-engagement with school were a particular focus for the school in term 4 as students gradually returned to on-site learning. Monitoring of student engagement, wellbeing (see below) and attendance were in place during remote learning and re-emphasised in the return to school with face to face meetings, supports and encouragement for students and families affected. The link between engagement and wellbeing is well understood at the school, and led to the referral of students for wellbeing support where appropriate.

The impressive comparative attendance data (similar school and state mean) for both 2020 and the 4-year average strongly endorse the school's attention to attendance/absence and follow-up processes (directly to parents and via Compass) along with the broadly positive engagement in school programs and connection to peers. Similarly, Student Retention data is considerably better than both state and similar school 4-year averages, whilst student exits to further studies or employment at years 10-12 are high and above similar schools and state means.

A return in 2021 and 2022 to the strategic focus on learner agency is anticipated as the impacts of the pandemic and remote learning are overcome and begin to recede.

Wellbeing

The employment of a new mental health practitioner and the cohesive operation of our new wellbeing team were also particular positives in a challenging year for education and the whole community. The additional resources and new team operations were vitally important in helping manage the wellbeing issues that unsurprisingly arose during the course of the year. Difficulties were presented by online counselling and communication, and the largely unavoidable social isolation experienced by students. Sub-school teams at Y7&Y8, Y9&Y10 and Y11&12 also proactively responded to teacher, parent or peer generated observations and concerns about student engagement with remote learning or other flags. Adjustments were made to learning expectations and the amount of time students were expected to spend in direct online instruction to address wellbeing concerns relating to screen time and physical inactivity. Student Sense of Connectedness and Management of Bullying data remains strong and significantly above both state and similar school 4-year averages.

Financial performance and position

The school's financial position is very sound. There were a number of unanticipated costs to both credit and cash budget arising from remote learning costs (e.g. additional ICT spending) and government job keeper initiatives. Some expected Capital - Buildings /Grounds financial commitments have been deferred to 2021. For example the Victorian School Building Authority (VSBA) managed asbestos removal and reinstatement program that was undertaken from April 2020 at our school camp Mirimbah is approaching completion and is predominantly separately funded by the state government. However, School Council has taken the opportunity presented to contribute financially to ensure the

removal of all asbestos and to further upgrade the facility. This will provide a unique learning environment with long-stay learning opportunities for the next generation of students. Whilst some of these costs are reflected in the 2020 Operating Statement Summary, others will be processed and reflected in the 2021 period. With final reconciliation data not yet available, the final surplus/deficit amount is to be confirmed.

Given the school's socio-economic context there is very little equity funding. This equity funding is primarily focused on the provision of staff to support literacy outcomes.

Significant Minor Capital Works funding was also announced in late 2020 (\$446,665.00). This will help implement the school's Grounds Master Plan and transform the immediate surrounds of the school. This funding is not reflected in the Financial Performance Statement and will be managed by the VSBA. School Council intends to supplement this funding to achieve the best possible outcome for students.

The school again received funding through the 'Advance' program that helped to support activities and programs in VCAL.

For more detailed information regarding our school please visit our website at
<http://www.phsc.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 873 students were enrolled at this school in 2020, 399 female and 474 male.

6 percent of students had English as an additional language and 1 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.

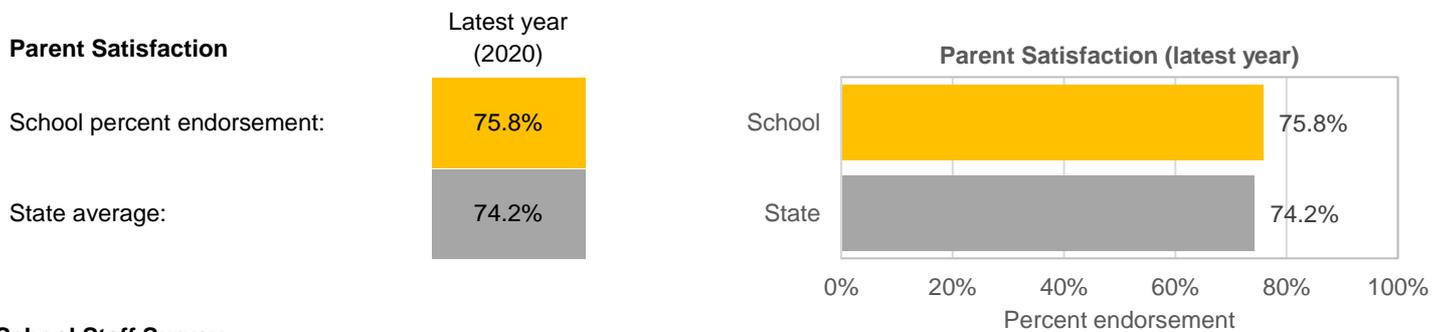
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

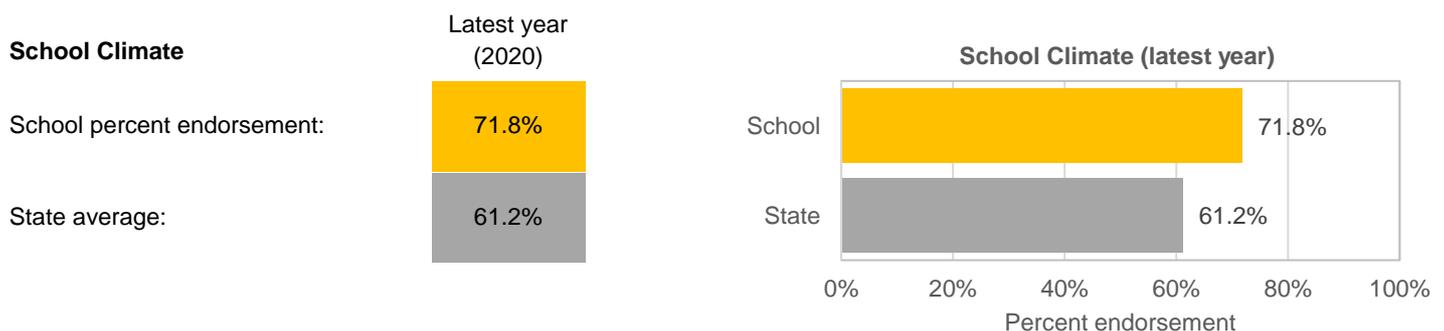


School Staff Survey

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 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

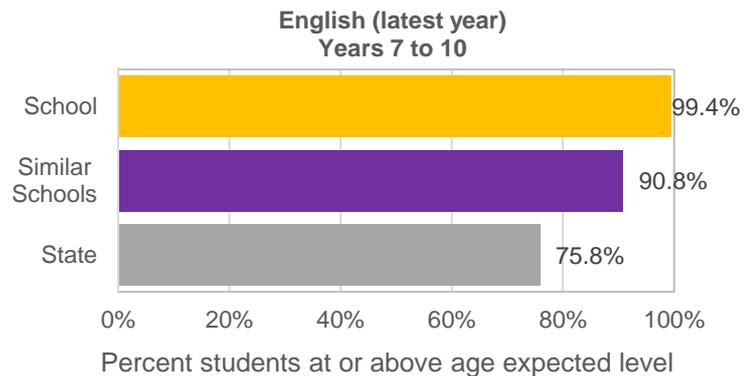
99.4%

Similar Schools average:

90.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

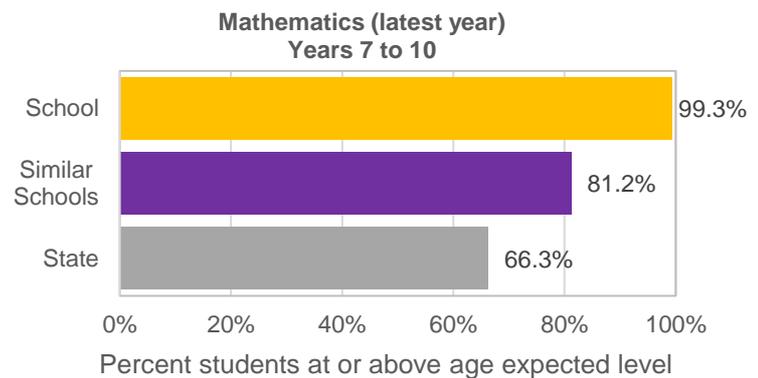
99.3%

Similar Schools average:

81.2%

State average:

66.3%



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.

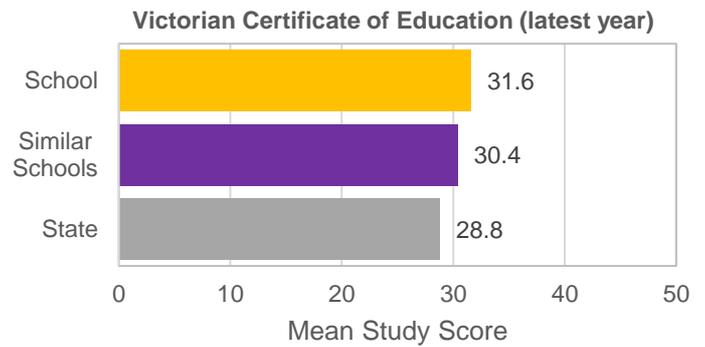
ACHIEVEMENT (continued)

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.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	31.6	31.5
Similar Schools average:	30.4	30.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

99%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

11%

VET units of competence satisfactorily completed in 2020:

86%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

97%

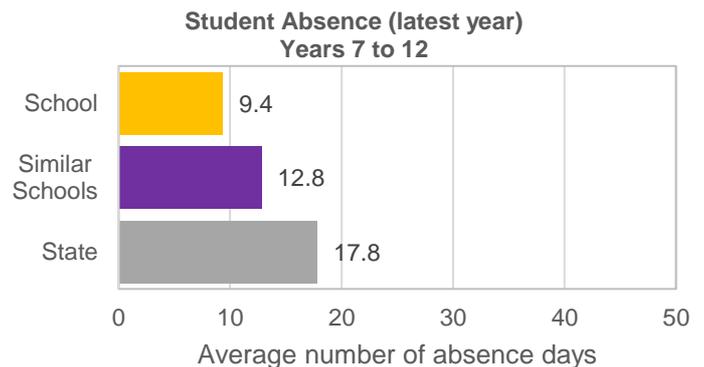
ENGAGEMENT

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 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	9.4	11.4
Similar Schools average:	12.8	15.1
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

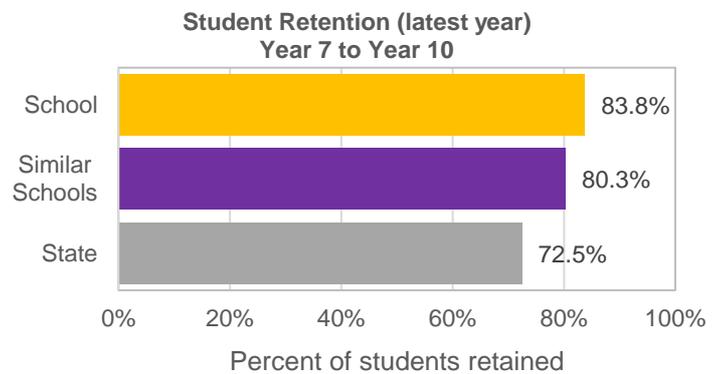
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	95%	94%	94%	95%	97%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	83.8%	84.4%
Similar Schools average:	80.3%	79.6%
State average:	72.5%	72.9%



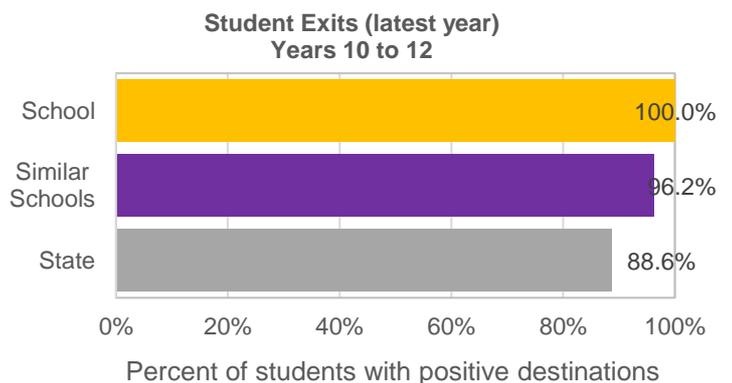
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	97.5%
Similar Schools average:	96.2%	96.1%
State average:	88.6%	89.1%



WELLBEING

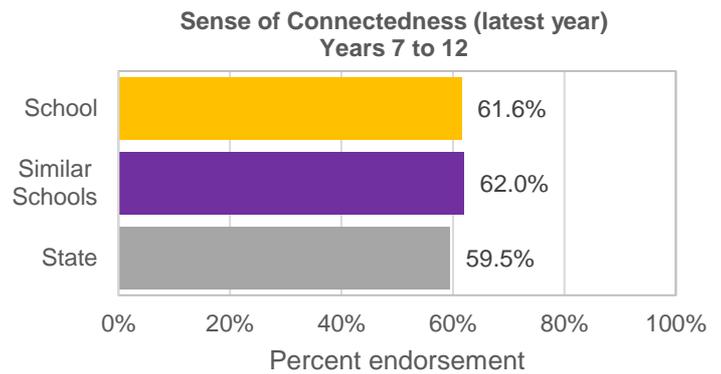
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	61.6%	62.6%
Similar Schools average:	62.0%	57.1%
State average:	59.5%	55.3%



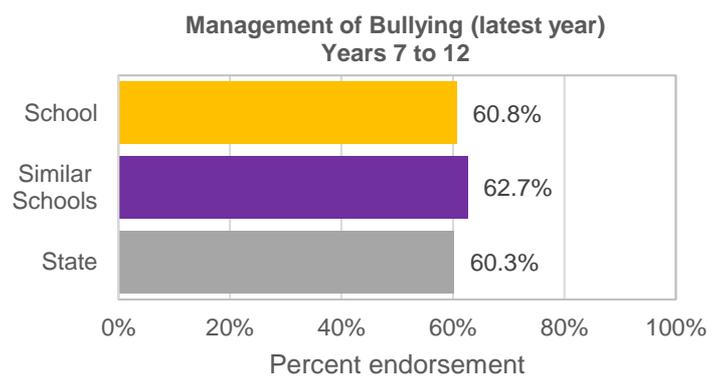
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	60.8%	64.8%
Similar Schools average:	62.7%	58.8%
State average:	60.3%	57.9%



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	\$8,345,093
Government Provided DET Grants	\$950,813
Government Grants Commonwealth	\$4,680
Government Grants State	\$22,730
Revenue Other	\$19,424
Locally Raised Funds	\$789,031
Capital Grants	NDA
Total Operating Revenue	\$10,131,771

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,039
Equity (Catch Up)	\$9,446
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$30,485

Expenditure	Actual
Student Resource Package ²	\$8,481,423
Adjustments	NDA
Books & Publications	\$10,363
Camps/Excursions/Activities	\$101,944
Communication Costs	\$21,244
Consumables	\$194,636
Miscellaneous Expense ³	\$26,960
Professional Development	\$29,659
Equipment/Maintenance/Hire	\$220,389
Property Services	\$241,835
Salaries & Allowances ⁴	\$625,661
Support Services	\$210,015
Trading & Fundraising	\$12,825
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$0
Utilities	\$58,671
Total Operating Expenditure	\$10,235,625
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$28,060

(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 02 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

Funds available	Actual
High Yield Investment Account	\$1,147,181
Official Account	\$52,653
Other Accounts	\$82,800
Total Funds Available	\$1,282,634

Financial Commitments	Actual
Operating Reserve	\$264,719
Other Recurrent Expenditure	NDA
Provision Accounts	\$40,000
Funds Received in Advance	\$220,494
School Based Programs	\$24,650
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$93,500
Capital - Buildings/Grounds < 12 months	\$523,000
Maintenance - Buildings/Grounds < 12 months	\$71,528
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$6,107
Total Financial Commitments	\$1,243,316

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.