

2018 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 2018 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 28 April 2019 at 09:05 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 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 2018 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 02 May 2019 at 09:23 AM by Mark Wilkinson
(School Council President)

About Our School

School context

Princes Hill Secondary College (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 impressive 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, ethically and harmoniously.

The school attracts a high proportion of families with a professional background who regularly contribute to decision-making processes, program support and school events. Princes Hill SC is a learning community that is recognised for high academic standards and excellence across the curriculum. Our students receive many awards including VCE Top Arts, Debating, Music Competitions, Sports awards, Science Talent search, and Maths Games events. The school engages students in the social issues of the day, encourages critical thinking, the development of values, and community involvement. 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 broad education, the College offers an extensive Camps and Outdoor Education Program utilising the school camp, Mirimbah, located at the base of Mt Buller and Mt Stirling, and other venues. All Year 7 students participate in a five day Transition Camp at Mirimbah with their class group to build relationships and resilience whilst developing expectations for learning. 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 in activities ranging from Bushwalking on the Overland Track (Cradle Mountain) and Wilsons Promontory, Sea Kayaking in the Gippsland Lakes, Horse Riding in the High Country, Surfing, and Rock Climbing at Mt Arapiles. Alongside the Drama and Visual Arts programs, an acclaimed Instrumental Music Program with more than 300 students learning an instrument or voice, embraces a breadth of musical styles and ensembles, and together with an extensive Performance Program gives students further opportunities to express themselves as individuals and in collaborative groups.

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes foci in 2018 included Vision, Values and Culture; Building Practice Excellence; Evaluating Impact on Learning; Evidence-based High Impact Teaching Strategies; Empowering Students and Building School Pride.

To this end a thorough review of the school's vision and values was commenced and continues with a broad consultative school community forum scheduled for May 2019. Extensive work on a range of policies was also completed consistent with a key improvement strategy.

In relation to Building Practice Excellence and Evaluating Impact on Learning, the teacher Professional Development focus was on exploring and trialing strategies from the high impact teaching strategy repertoire. Key improvement strategies relating to empowering students and building school pride, encompassed the successful implementation of the Student Council to facilitate student voice in all aspects of school operations. Further there was extensive input from multiple student focus groups as part of the four year School Review

process, along with new learning for a small team in relation to Learner Agency with Ed Partnerships. This took the form of a series of workshops and input from students across participating schools, and was reinforced by similarly focused work within the Moreland-Yarra network as part of the Community of Practice initiative - with additional schools.

Achievement

Student achievement has been particularly strong in 2018. This is reflected in the highest ever mean study scores in Mathematics subjects (35+) and in English (35+). More than 25% of student ATAR scores were above 90. Strong results in other study areas were consistently better than similar schools with students also performing strongly across the Sciences, Arts, Languages and Humanities. There was 100% VCE completion. In those few instances where results were less strong, action is underway to improve outcomes. Future directions and strategies in the new School Strategic Plan 2019-2022 include a renewed focus on learning growth for each student across their school experience.

Engagement

Student Engagement in 2018 reflected in higher attendance than for similar schools across a four year period.

Student survey data shows compared to other schools:

Attitudes to attendance at the 94th percentile

Sense of Connectedness - 85th percentile

Sense of Confidence - 77th percentile

School strategic directions for engagement are reflected in the new 2019-2022 Strategic Plan goal, 'To develop high levels of student motivation, engagement and well-being'. This is expected to be reflected in an increase in Student Council participation in school life generally and a growth in teacher and student understandings of Learner Agency and how it (along with the explicit teaching of constructive learner dispositions) can be facilitated to improve student engagement and motivation.

Wellbeing

2018 goals to improve the mental health, well-being and resilience of students were pursued through the collaborative construction of a new Student Engagement and Inclusion Policy that will be finalised in 2019. Future directions informed by the development of the new policy include the formal institution of a school wide approach to restorative practices, supported by specific training for staff in Restorative Practices and the Berry Street Education Model (BSEM).

Student attitudes to school survey evidence is strong in relation to student safety - for example at Years 7-9:

Not Experiencing Bullying - 83rd percentile

Managing Bullying - 91st percentile

Respect for Diversity - 80th percentile

Future directions include a focus as described above in relation to Student Voice & Agency and Advocate at School, with the further embedding of new student voice initiatives and the work toward a new, sustainable pastoral care structure and program to be developed in 2019 for implementation in 2020.

Financial performance and position

In 2018 School Council committed funds to upgrade a Science Room that was not included in previous works program and will be brought up to the impressive standard of the other Science teaching facilities in the school. Funded by School Council, 2018 also saw improvements to several teacher and student work spaces. Previous

spaces were inadequate after significant enrolment growth over time. This included installation of air conditioning (supported by the school's earlier investment in solar generation through generous contributions from the school community). School Council also committed approximately \$300,000 to commence works to implement the Grounds Master Plan in 2018. To facilitate this, discussions are ongoing with City of Yarra who own some of the land where works are intended.

A small additional funding amount through the Commonwealth Advance program again contributed to activities in the VCAL program. The school receives very little equity funding given its low SFO and SFOE - a total of \$28,314 was received in 2018. However, the school community supports students in need through its own Equity Fund, to which parents can contribute to support the full participation in school programs of students experiencing financial hardship.




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 885 students were enrolled at this school in 2018, 423 female and 462 male.

5 percent were EAL (English as an Additional Language) students and ND 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.



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

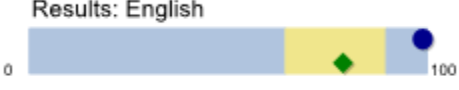
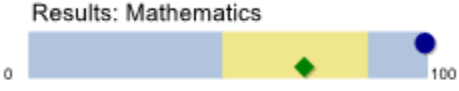


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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







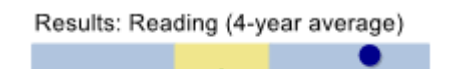



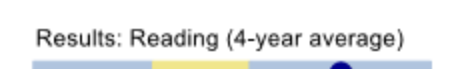

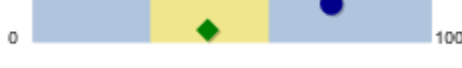




Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: 
 Results for this school:  Median of all Victorian Government Secondary Schools: 

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> 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: 

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> Similar</p>










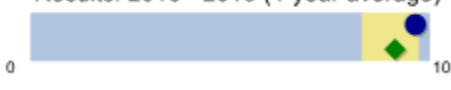


Performance Summary

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 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>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<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>		<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> ● Higher </div> <div style="display: flex; align-items: center;"> ● Similar </div> </div>
<p>Students in 2018 who satisfactorily completed their VCE: 100% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 11% VET units of competence satisfactorily completed in 2018: 96% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 87%</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 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <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>NA</td> <td>NA</td> <td>NA</td> <td>100 %</td> <td>100 %</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	100 %	100 %	NA	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	100 %	100 %	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Higher</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: 2018</p>  <p>Results: 2015 - 2018 (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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,646,329	High Yield Investment Account	\$47,459
Government Provided DET Grants	\$623,280	Official Account	\$479,446
Government Grants Commonwealth	\$42,200	Other Accounts	\$1,064,044
Government Grants State	\$18,746	Total Funds Available	\$1,590,950
Revenue Other	\$41,826		
Locally Raised Funds	\$1,495,187		
Total Operating Revenue	\$9,867,568		
Equity¹			
Equity (Social Disadvantage)	\$14,926		
Equity (Catch Up)	\$13,388		
Equity Total	\$28,314		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,619,474	Operating Reserve	\$355,870
Books & Publications	\$8,481	Other Recurrent Expenditure	\$789
Communication Costs	\$16,510	Funds Received in Advance	\$691,083
Consumables	\$160,677	Capital - Buildings/Grounds < 12 months	\$343,209
Miscellaneous Expense ³	\$639,133	Capital - Buildings/Grounds > 12 months	\$200,000
Professional Development	\$56,276	Total Financial Commitments	\$1,590,950
Property and Equipment Services	\$306,000		
Salaries & Allowances ⁴	\$839,592		
Trading & Fundraising	\$155,884		
Utilities	\$71,663		
Total Operating Expenditure	\$9,873,691		
Net Operating Surplus/-Deficit	(\$6,123)		
Asset Acquisitions	\$17,500		

(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 15 March 2019 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).

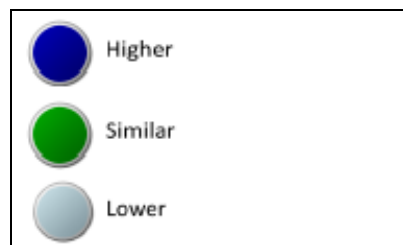


What does *School Comparison* refer to?

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*' 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').