

2022 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 of the previous calendar year 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 08 April 2023 at 09:24 AM by Trevor Smith (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 15 May 2023 at 01:21 PM by John Thompson (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

Achievement Creativity Inclusion Respect Resilience

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.

Our purpose 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 856 students and provides a learning environment that is at once supportive and challenging and that fosters the school values of Achievement, Respect, Inclusion, Resilience, and Creativity. The school has approximately 78.7 equivalent full-time staff comprised of 3 Principal Class, 59.2 Teacher Class and 16.5 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. Consequently, student enrolment characteristics reflect the demographic of the area. The school has excellent facilities in all curriculum areas and is privileged to have access to the outstanding playing fields and grounds of Princes Park just 50 metres away. 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 students of all backgrounds feel welcome, safe and are able to pursue their interests and passions. Appreciation of differences between people and awareness of individual needs and abilities is central to our ethos whilst mutual respect between staff and students is characteristic of relationships.

Students achieve high academic outcomes and consistently demonstrate excellence across the curriculum - from STEM to Languages, the Humanities and the Visual and Performing Arts. 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 action and attention to research is important in our school 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 re-developed alpine campus, at the base of Mt Buller and Mt Stirling, along with other venues. Other co-curricular opportunities include international study tours to Italy, France and Vietnam. In Year 9, all students are involved in our week-long Wilderness Week experience.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning outcomes are demonstrably strong with teacher judgments of student achievement significantly above state averages and consistently above similar schools in English and Maths.

Impressively, Year 7 and 9 NAPLAN results for Reading and Numeracy are well above the state and similar schools four-year averages, a period that includes remote learning through the pandemic. 2022 NAPLAN results are also commendably strong at Years 7 and 9, especially in Reading. It is noteworthy that despite not focusing on NAPLAN testing as an end in itself, student results are up to 32% higher than the state average (based on the percentage of students in the top 3 bands of testing).

VCE learning outcomes are remarkable with the mean study score consistently well above the state mean and significantly higher than similar schools. Additional school data shows that 27% of students achieved English scores above 37 compared to similar schools (16%) and the state average (12%).

The cyclical 4 yearly school review was conducted in Term 2 2022 with a thorough analysis of a range of student learning, wellbeing and engagement indicators. The new strategic plan was developed with a focus on increased teacher collaboration in planning for learning and assessment; greater attention to evidence of individual learning growth; and increased opportunities for challenge and extension.

Wellbeing

The school sustains a highly qualified core wellbeing team consisting of a full-time wellbeing coordinator, part time psychologist (0.5) and mental health professional (0.7) overseen by an Assistant Principal (*Positive Climate for Learning*). This team works closely with Year Level Coordinators at each year level (Years 7-12) and Leading Teachers at Years 7/8, 9/10, 11/12, VCAL, and engages with specialist department staff at a Regional level. There is an expectation at Princes Hill that all staff have a responsibility for student health and wellbeing in whatever context they may work with students. With wellbeing incorporated in 2022 as a central element alongside learning in the Department's *Framework for Improving Student Outcomes* (FISO), how wellbeing is supported in every classroom and beyond has a renewed focus.

The social and emotional learning (SEL) curriculum delivered through Home Group at Years 7-10 was further revised and developed in 2022. It has a particular focus on health and wellbeing, alongside core programs in Health and Physical Education at Years 7-10. These important programs directly support the strategic plan key improvement strategy to *further enhance school-wide approaches to student wellbeing and engagement; both in and beyond the classroom*.

Engagement

Student engagement is facilitated by the breadth of curriculum experiences open to students to pursue their interests. This is reflected in student retention data that is better than the similar schools average data. A thorough internal review of curriculum delivery (with a particular focus on Years 9 and 10) gathered pace through 2022 following the pandemic. The intent was to improve student choice, engagement and pathway options for Year 10 students in particular. This review was also informed by the Department's Senior Pathways Reform process and the 2022 School Review. Attendance data that is superior to the average of similar school and remains strong over the 4-year period. It is recognised that in all schools attendance through 2022 was significantly affected by COVID-19 public health guidelines.

The return of a wide range of excursions and incursions including a host of performance opportunities in music and drama; art exhibitions; camps; and interschool sporting events was a significant positive for student engagement in learning. Complemented by a successful school community trivia night fundraiser; working bees at Princes Hill and Mirimbah sites; Year 10 and 12 Formals; Year 12 Graduation; each of these co-curricular and community events served to reconnect students, parents and staff in authentic learning and social contexts with a concomitant positive impact on engagement.

Other highlights from the school year

Work continued through 2022 with landscape architects, School Council, the VSBA, City of Yarra and school leadership on an upgrade to school grounds. Works include basketball court resurfacing and drainage; additional basketball rings; main entry and Arnold St frontage improvements with new paving and seating; more bike hoops; and improved flow between spaces. Importantly, a formal land use agreement was signed with City of Yarra to facilitate the progress of works on Yarra Council land following the school's road closure project in the 1980s.

The return of the College's extensive Outdoor Education and Camping program as pandemic constraints eased played an important role in re-engaging students in learning, with their peers and with school life generally whilst increasing the diversity and richness of student lived experience.

Activities included:

- Six individual Year 7 Transition camps at our camp at *Mirimbah* at the base of Mt Stirling and Mt Buller (5 days each)
Activities include mountain biking, horse riding, bushwalking
- Two five-day cross-country ski camps for Year 8 students at *Mirimbah*
- Year 9 and 10 Curriculum programs Boot Camp and Outdoor Education at *Mirimbah* and *other venues* (4x3 day camps)
- Bushwalking in the *Grampians* (5 days) a 'catch-up' for Year 10 and 11 students who missed out due to the pandemic in Year 9
- Multiple Wilderness Week activities for all Year 9 students (at least 5-day experiences) including:
 - Bushwalking: *Overland Track - World Heritage Area Tasmania - Cradle Mountain* (multiple trips x 6/7 days each)
 - Bushwalking: *Wilson's Promontory* (multiple trips)
 - Horse Riding: *Victorian High-Country Expedition*
 - Sea Kayaking: *Gippsland Lakes*
 - Surfing: *Surf Coast*

Financial performance

The school's overall financial position is sound.

Equity funding is low and reflects the overall high socio-economic status of the local area.

Specific funding for bushfire vegetation remediation and prevention works at the school's campus at Mirimbah was received and expended consistent with the *Bushfire at Risk Register* (BARR) program. The *Sporting School Grant* facilitated additional Sport/PE/Health programs.

A minor works government grant of approximately \$444,000 for improvements to school grounds (awarded in 2020 but yet to be expended with funds held by the VSBA) is not reflected in the *Operating Statement Summary*. However, an additional significant School Council commitment of up to \$275,000 toward this project is incorporated in the commitment summary (*Capital - Buildings/Grounds*). Expected completion of this project is December 2023.

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 2.0 (FISO 2.0).

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 856 students were enrolled at this school in 2022, 401 female and 455 male.

7 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).

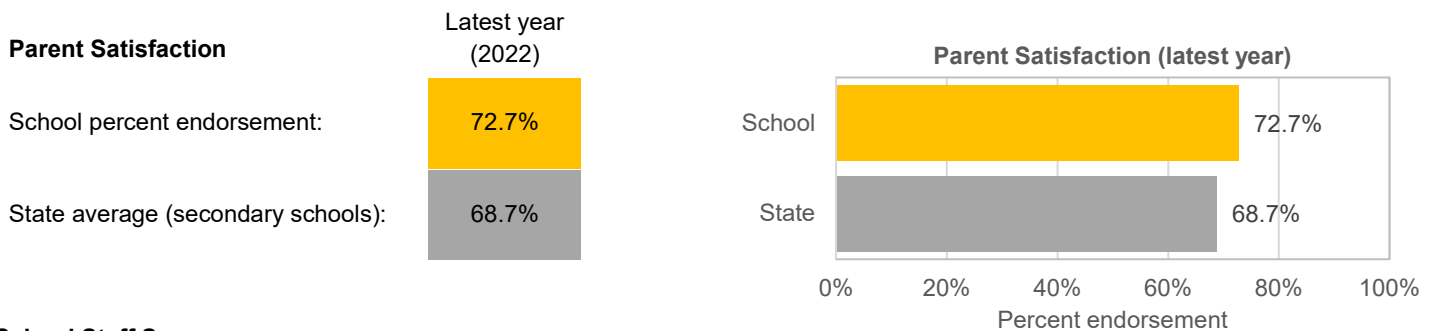
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

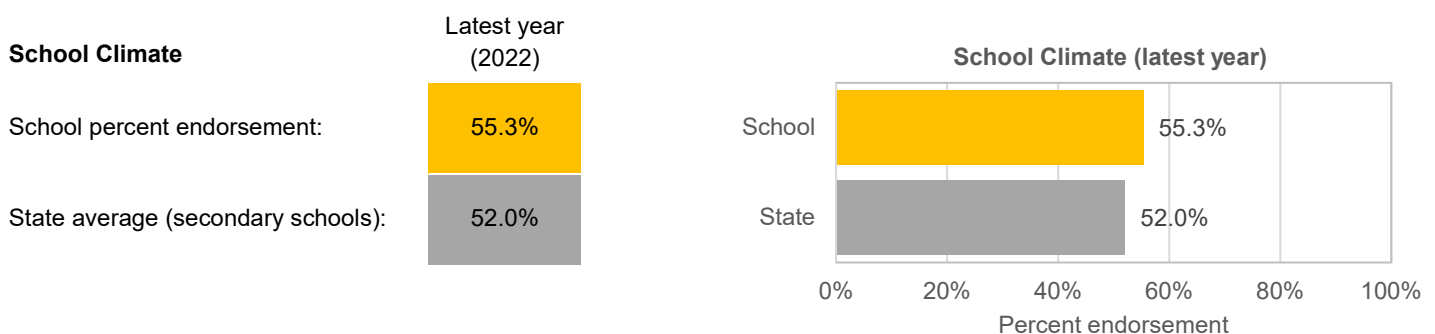


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

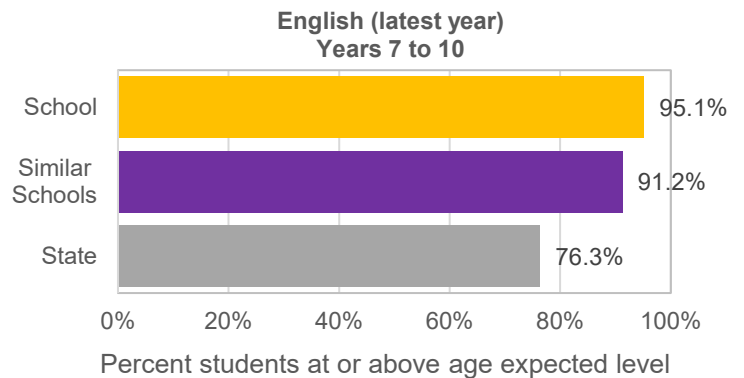
95.1%

Similar Schools average:

91.2%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

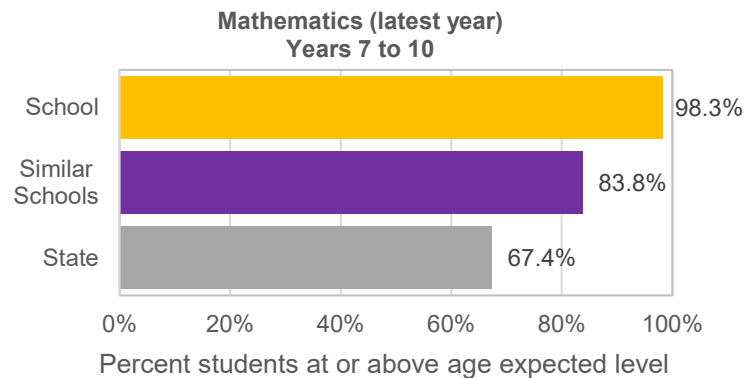
98.3%

Similar Schools average:

83.8%

State average:

67.4%



LEARNING (continued)

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.

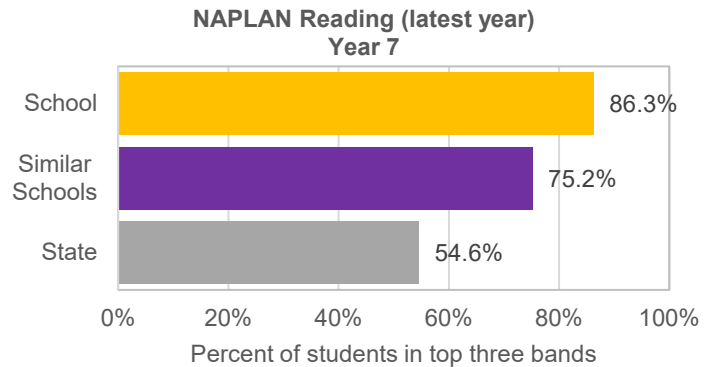
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

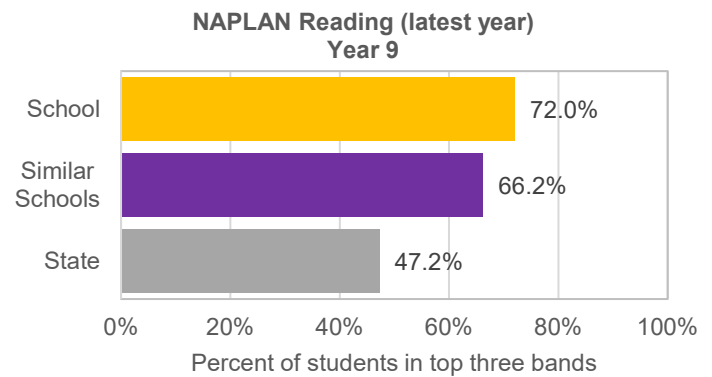
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.3%	86.4%
Similar Schools average:	75.2%	75.8%
State average:	54.6%	55.3%



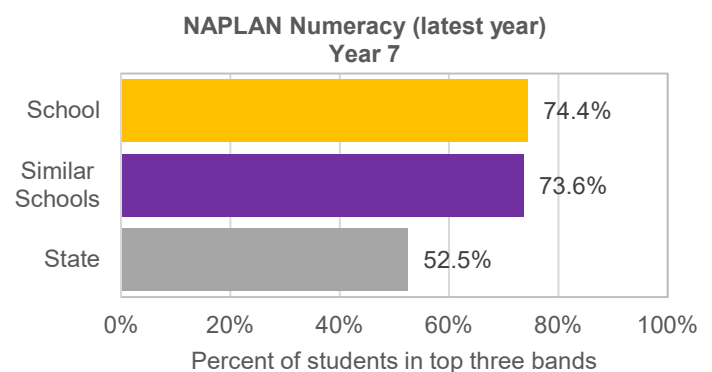
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.0%	73.4%
Similar Schools average:	66.2%	65.3%
State average:	47.2%	46.0%



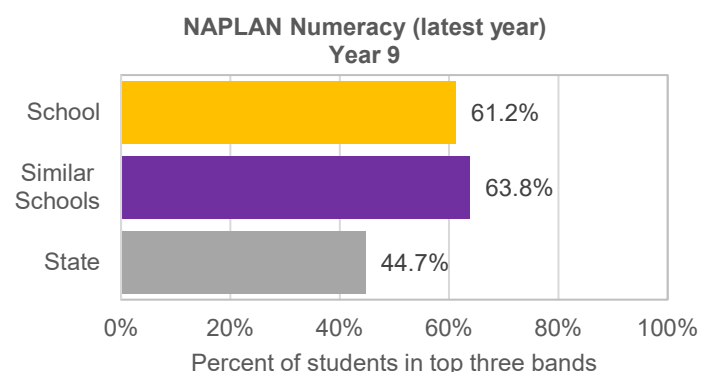
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.4%	76.6%
Similar Schools average:	73.6%	75.3%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.2%	66.1%
Similar Schools average:	63.8%	65.4%
State average:	44.7%	45.6%



LEARNING (continued)

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.*

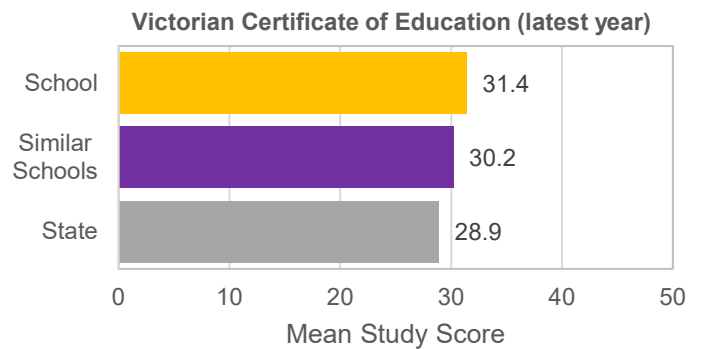
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	31.4	31.4
Similar Schools average:	30.2	30.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

97%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

13%

VET units of competence satisfactorily completed in 2022:

93%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

55%

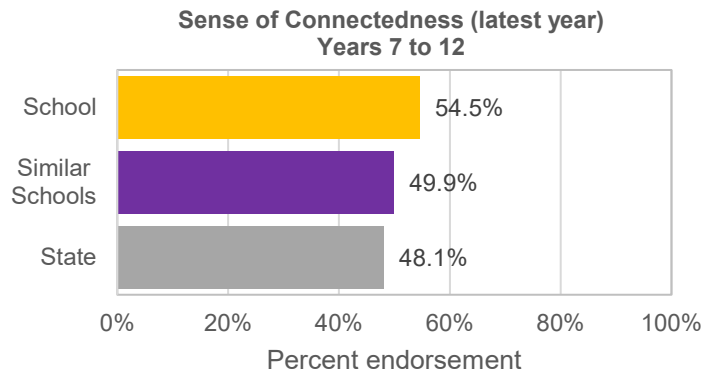
WELLBEING

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).

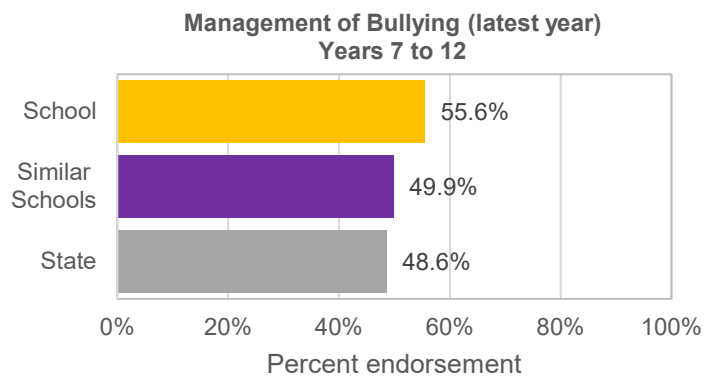
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	54.5%	58.0%
Similar Schools average:	49.9%	54.1%
State average:	48.1%	52.5%



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).

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	55.6%	58.1%
Similar Schools average:	49.9%	55.2%
State average:	48.6%	54.0%



ENGAGEMENT

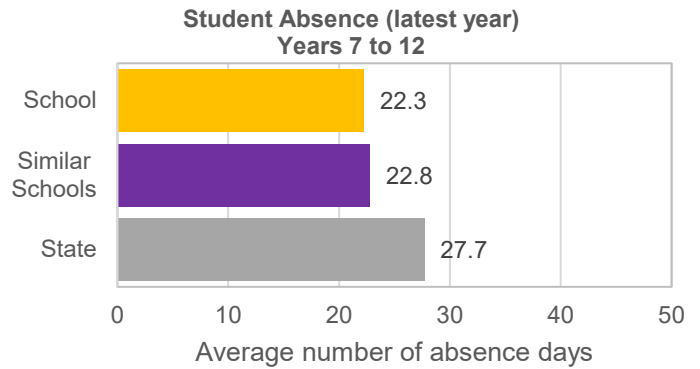
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	22.3	15.1
Similar Schools average:	22.8	16.8
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

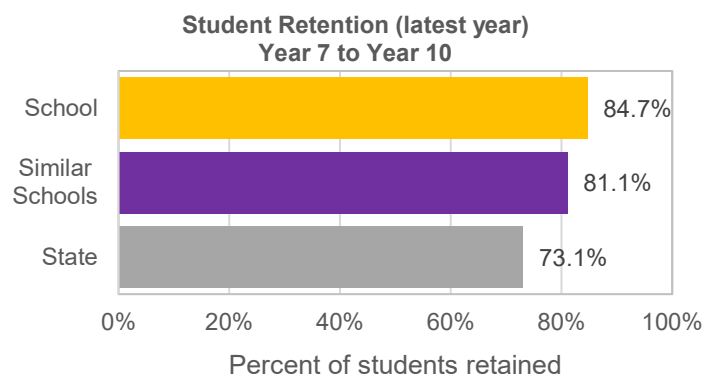
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	89%	87%	88%	91%	90%

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 (2022)	4-year average
School percent of students retained:	84.7%	84.6%
Similar Schools average:	81.1%	80.1%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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.

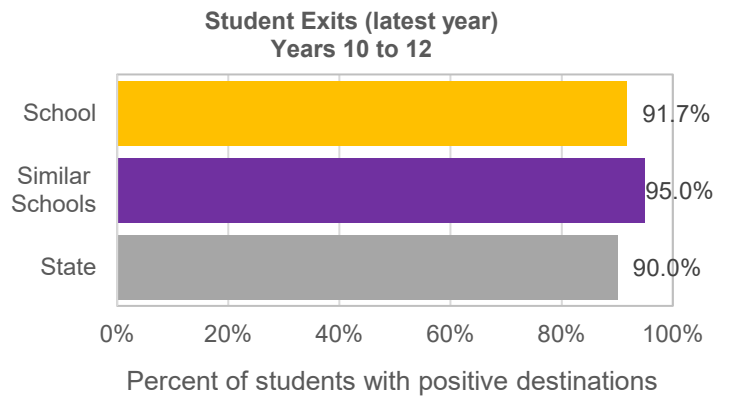
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	91.7%	96.6%
Similar Schools average:	95.0%	96.0%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$9,041,060
Government Provided DET Grants	\$772,620
Government Grants Commonwealth	\$27,137
Government Grants State	\$29,827
Revenue Other	\$58,684
Locally Raised Funds	\$1,843,937
Capital Grants	\$0
Total Operating Revenue	\$11,773,264

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,464
Equity (Catch Up)	\$18,377
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$44,840

Expenditure	Actual
Student Resource Package ²	\$9,125,950
Adjustments	\$0
Books & Publications	\$11,654
Camps/Excursions/Activities	\$321,957
Communication Costs	\$13,463
Consumables	\$244,017
Miscellaneous Expense ³	\$72,628
Professional Development	\$37,785
Equipment/Maintenance/Hire	\$126,996
Property Services	\$186,219
Salaries & Allowances ⁴	\$822,768
Support Services	\$231,270
Trading & Fundraising	\$24,113
Motor Vehicle Expenses	\$2,620
Travel & Subsistence	\$0
Utilities	\$106,071
Total Operating Expenditure	\$11,327,512
Net Operating Surplus/-Deficit	\$445,752
Asset Acquisitions	\$25,095

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$879,323
Official Account	\$47,167
Other Accounts	\$57,335
Total Funds Available	\$983,826

Financial Commitments	Actual
Operating Reserve	\$352,484
Other Recurrent Expenditure	\$6,284
Provision Accounts	\$40,000
Funds Received in Advance	\$218,030
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,876
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$93,000
Capital - Buildings/Grounds < 12 months	\$279,500
Maintenance - Buildings/Grounds < 12 months	\$153,505
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,167,679

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.