

2022 Annual Report to the School Community

School Name: Princes Hill Primary School (2955)



- 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.

- 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

About Our School

School context

Princes Hill Primary School is located in inner-city Melbourne, with a capped enrolment of 450 children. Princes Hill has a vibrant and inclusive community and the school's culture of respect and care for others fosters a cooperative environment. The school is developing as a strong community through meaningful and authentic collaboration; this enables the children to shape the present and the future of their community. The school's intent is to foster the desire to continue to learn throughout life and the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice by all members of the school community. Supporting our purpose are three core values: respect, learning and a sense of community. The school offers a range of programs and structures designed to facilitate student learning, engagement and social responsibility. Children as participants in the 21st century need to understand themselves as learners, learn to work collaboratively, engage in new technologies, learn how to access new skills and knowledge and develop the skills of thinking creatively, laterally and critically. The school's beliefs about learning, pedagogical practice, organisations structures and the physical environment reflect these core principles.

In 2022 the school community complete a reviewed the school's practices and procedures and outlined potential goals for the 2022-2025 strategic plan to further develop the vision and related practices and school improvement initiatives for the school. The vision is implemented through principles of learning which are continually reviewed and developed each year. The current principles are:

Children are active, important members of a variety of communities e.g. family, school, ethnic cultures, multi-media and friendship groups – their understanding of the world develops through these social and cultural interactions

We develop motives to learn through positioning ourselves within social situations

We learn through the unity of emotions and intellect

We learn through critical engagement in complex, purposeful contexts where relevant connections are made to our world

We learn through consciousness of thought where we reconfigure pre-existing understandings and concepts

We learn through active participation, the many forms of expression

New pedagogical practices are continually evolving to enact these principles through inquiry led research projects which incorporate the Victorian Curriculum. The approach focuses on targeted teaching and learning, individual and small group conferencing, workshops with a focus on provoking thinking and projects and provocations to enact the learning. All aspects of organisation have been reviewed including grouping of staff and students, curriculum content, time management and parent involvement. Children and their team of teachers create a community of learners within a neighbourhood. Parents are active participants in all aspects of the school involved in committees, mentoring children using their areas of expertise such as Artist in Residence Programs and active participants in learning neighbourhoods inquiries . Children, parents and teachers are continually involved in active research, developing the evolving vision and practices of the school. The intent is to create an organisation which responds to the curiosity and drive to understand by all the participants. This is a democratic and collaborative process in which the roles of all the participants are transformed, fluid and interchangeable. Curriculum is focused on exploring Big Ideas relevant to the community. Projects begin by exploring the communities' pre-existing understandings, sharing experiences to provoke new possibilities, determining and enacting a research project and sharing findings with the community. Documentation of projects in progress and completed projects is key to making the learning visible to all members of the community. The new and refurbished physical environments are designed to reflect and support the school's principles and practices.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 a focus was aligned to DET AIP priorities of numeracy literacy and well being.

The PHPS 'Principles of Learning' continued to represent our shared beliefs of how our students learn and how we inform our practice. These principles permeate all aspects of our practice. Within our principles of learning we explore big ideas. Our big ideas ensure a holistic, inquiry based approach to learning that covers the depth and breadth of the Victorian Curriculum. We document and track the growth of the whole child. Teams document growth in all areas of the curriculum aligned to our beliefs about how students learn through authentic and meaningful contexts. Professional teaching teams continue to use the Princes Hill Primary

School inquiry planning documents. These support inquiry planning through identifying and documenting stages of inquiry. Teachers use these documents to make links to big ideas, key concepts, and students' curiosities. They can also identify the links to the Victorian Curriculum and plan for projects, provocations, and workshops that are directly linked to the collective inquiry project. Reflecting on learning at the end of an inquiry cycle supports students to celebrate and assess learning against the curriculum and other inquiry goals. Teachers are able to reflect on their 'teacher as a researcher' question through this process as well.

Professional teaching teams plan collaboratively using the Google Suite Apps to document and track their planning and assessment. Teachers create provocations to provoke students' thinking and curiosities. Students are able to access these provocations across the different spaces within our learning neighbourhoods. Students access the provocation at their zone of proximal development, and are encouraged to collaborate with others. From here, teachers use formative assessment practices to assess students' needs. They can identify what the students can do and what their next learning steps are.

Achievement - Teacher Judgement

Our teacher judgement data shows that our data is above both state and network schools in all areas of English and Mathematics. Our data is also comparable to similar schools with four of the six modes 1% above (Writing, Number and Algebra, Measurement and Geometry, and Statistics and Statistics and Probability all 1% above similar schools) and two slightly below (Reading and Viewing and Speaking and Listening both 1% below similar schools). While this was a very strong result in teacher judgement, there remains re-engagement and other challenges resulting from Covid in the senior school, with the 2022 Year 5 cohort an outlier in these results with the lowest results in five of the six areas of English and Mathematics, including Reading and Viewing, and Writing 9% below the next lowest cohort. It was however, pleasing that the Year 5 cohort did report strong results in expected growth over the last two years in regards to teacher judgement, though further focus is required to support this cohort.

Achievement - NAPLAN

Our Year 3 NAPLAN data was very pleasing with our students excelling in Writing when compared with our network and similar schools for children in the top two bands. In Reading, Spelling, Numeracy, and Grammar and Punctuation our results were comparable with our network schools but below similar schools. As a school which encourages inclusion and full participation in NAPLAN without specific practice or preparation these results were a good result. Our NAPLAN top two bands results in Year 5 were much lower than Year 3, but inline with our teacher judgement data, explained above. Due to NAPLAN being cancelled in 2020, benchmark growth an area in which is much more indicative of the growth and learning of the specific cohort. It must also be noted the differences between the cohorts with 1 child (2%) of the Year 3 cohort identified by the Department of Education as disadvantaged, compared with 6 children (12%) of the year five cohort. Additionally, two children (4%) in the Year 5 cohort receiving disability funding compared with zero children in Year 3. It must also be noted that our school encourages all children to complete NAPLAN.

Wellbeing

A working party was established consisting of two members of teaching staff, the school's social worker and an external support person with expertise in the field. The working party was provided with additional release time, to plan the implementation of the Respectful Relationships program. An audit of the implementation of the Respectful Relationships program across the school was undertaken in early term four.

Teams implemented the program and reported positive results. Teams described how they modified the program to suit individual needs.

The Respectful Relationship did have push back from parents of male children in the senior school, regarding the length of time spent on the lessons and the balance. Despite the a strong focus on the Respectful Relationships program in the second half of the year, incidents of negative gendered behaviours did not meaningfully improve.

Collective efficacy 79%, Academic Emphasis 67%, Differentiated learning challenge 75% were all below 2022 targets. Although the School Climate measure as a total was above both like schools (76%) and network schools (74%) suggesting that the increased wellbeing needs of 2022 played a significant factor in these results.

Engagement

The school has a culture of high expectations. Teachers plan and collaborate over several sessions each week. The teachers use extensive documentation of learning including, recorded conversations, photos and videos of learning exchanges and experiences, artefacts of learning and observational notes.

Teachers have one-on-one conferencing time with children to check in, build relationships and form strong connections. In COVID times this has been expanded to include specialist teachers supporting home group teachers as we transition back to onsite learning.

There are opportunities for children to give feedback through the use of circles, weekly digital surveys, question boxes, and reflective writing. The teams use this data to plan a series of provocations and experiences to enhance, scaffold and challenge the learning growth of the group and individuals as well as to support student wellbeing. Each neighbourhood teaching team uses a rigorous system for tracking observational and documented growth across all areas of the curriculum, as well as formal assessments chosen as relevant for each year level's developmental needs. They reflect on this collected data and use it to design learning experiences. Each teaching team member takes an active role in identifying, developing and negotiating authentic learning opportunities and possible inquiry pathways with students.

The school value of Expanding Possibilities emphasises the importance of high expectations for students and teachers.

Neighbourhood teaching teams meet weekly as Professional Learning Communities to identify and engage in research, reflecting on and improving their practice to enhance learning opportunities and growth of students. Teachers model and provide opportunities for students to apply metacognitive strategies to their learning. Reflection of learning and the sharing of learning forms a major part of each inquiry process.

Financial performance

The 2022 annual budget was in surplus due to the ability to run all our planned fundraising activities and being able to hire our facilities for the entire school year once again. Locally raised funds include payments made for camps, excursions, walkathon, Bazaar, Mother's Day cake stall, end of term and election barbeques, payments made by families for building fund, library fund, OSHC program and the education support fund. Salaries and allowances include local payroll staff. This is made up of OSHC staff, Librarian, learning support, musician in residence and ground maintenance person. The school received State government grant money to have shade sails erected to enhance outdoor learning spaces.

For more detailed information regarding our school please visit our website at
<https://www.phps.vic.edu.au/>