

# 2020 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](http://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 23 April 2021 at 11:04 AM by Esme Capp (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 01:20 PM by Monique Halliday (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### 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.

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## 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.

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## 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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary 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*

### Engagement

Student attendance at school

### 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)

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### 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.

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### 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.

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### 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

Princes Hill Primary is a diverse school community based on our varied cultural and socio economic student demographic. The school is known for responding to the needs of children with a range of learning and social/emotional needs. We are a highly inclusive school. Our programs respond to this diversity through a holistic program that develops academic learning alongside the skills to think critically and creatively, to collaborate and communicate, to be active citizens and to build character.

Our belief is that children learn through social interactions including interpersonal relations and engagement with others in meaningful, purposeful contexts where connections are made to their lives. This requires active participation with a range of people using a range of learning expressions. Our purpose is to foster the desire to learn throughout life and the capacity to exercise judgment and responsibility in matters of morality, ethics and social justice. Supporting our purpose are three core values: one community, expanding possibilities, strong and capable children. In 2020 our focus throughout the year was also on supporting the community during the COVID-19 pandemic, responding continually to the change conditions to enable the best possible outcomes for the community.

Children, as participants in a modern world need to understand themselves as learners, 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. There is a strong commitment by the school to collaborative research, planning, teaching and learning. We believe that working in a meaningful and authentic collaboration with the community is vital. Our view is that it is in the community's interest to collaborate with educators to develop relevant meaningful learning experiences, as these children and this school community are representative in shaping the present and the future society.

In 2020 the principal Dr. Esme Capp won the Victorian Excellence in Education award in the category of Outstanding Primary Principal for leading the learning community at our school. The school was also selected by Melbourne University to participate in the New Metrics for Success research project due to being assessed as a successful contemporary school.

Workforce composition at this school consisted in 2020 of 29.8 equivalent full time staff: 2.8 Principal class, 22.6 Teaching staff and 4.4 education support staff. Census enrolment was 395.8 including 8 fee paying international students.

In the report a school comparison analysis, takes into account the school's academic intake (education level of parents), 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 (please note 54% of students at PHPS come from outside the local school intake location).

### Framework for Improving Student Outcomes (FISO)

The two areas of focus in 2020 were firstly Curriculum Planning and Assessment, in order to refine consistent processes across the school that evidence growth in learning and ensure that deep learning is supported and assessed. Secondly, to continue to communicate the Vision, Values and Culture in order to provoke parents and carers as partners.

Excellence in Teaching and Learning: Curriculum Planning and Assessment

Goal 1: Articulate and embed the school's model of learning and teaching to enable the growth and development of every student.

The key improvement strategies for 2020 were:

1. Refine and articulate the whole school learning and teaching approach
2. Embed the school's model and support the ongoing development of teacher capacity

3. Refine and identify students' point of learning needs and points of future growth to extend all students' learning against the Victorian Curriculum
4. Enhance opportunities for student voice and agency in their learning.

**Progress and highlights:**

Ongoing point of need student learning goal setting and feedback implemented.

Transference of school vision and values to a remote teaching and learning format, that was constantly reviewed and modified based on feedback and evidence of learning.

Weekly analysis of student learning growth during round two of remote learning and the return to onsite learning.

Daily briefings and teacher conferencing during remote learning and teaching and weekly meetings of teaching teams with leadership during onsite learning and teaching to support consistent implementation of the school's model of teaching and learning and to develop teacher capacity.

**Professional Leadership: Vision, Values and Culture**

Goal 2: Develop the community of learners to actively engage parent, student and teacher participation and commitment to the school's vision and values.

The key improvement strategies for 2020 were:

1. Embed the school vision and values and develop a shared understanding across the school community
2. Enhance opportunities for student voice and agency in their learning

**Progress and Highlights:**

Collective Culture Project: Staff and parent Culture survey

Learning Expo Term one and Term four virtually.

Humans of PHPS series of Documentaries evidencing school values and vision

Use of SEE Saw online platform to share student learning

Fortnightly Blog posts sharing program information across the school

Introduction of Class Parliament in Year Six

Term 4 Whole School Artist's in Residence Well Being Program

Remote teaching and learning provided opportunities for children to negotiate personalised learning projects. The use of the See Saw platform during remote learning to make visible student learning and teacher feedback, provided opportunities to deepen parent understanding of the teaching and learning approach, aligned to the school vision and values.

**Achievement**

In 2020, 100% of children across the school had relevant and meaningful goals in English and Mathematics, exceeding our goal of 95%. Windows for standardised assessments were established and teacher judgement data was collected termly and reported back to teams. During the second round of remote learning, fortnightly data concerning confidence in growth in English and Mathematics for every child was collected so that programs could be differentiated based on individual children's needs. Professional learning was provided to teachers in understanding student growth, and the established growth tracker provided valuable and actionable data. Professional Learning Communities were re-established across the school to focus on growth in English and Mathematics. The Professional Learning Community five week cycle focus on a relevant problem of practice with findings shared across the school.

89.9% of children achieved the expected standard in English, and 90.0% achieved the expected standard in Mathematics. These figures are below our goal of 95%, while some weight can be attributed to remote learning, external standardised assessments indicated our teacher moderation is still very conservative in the senior school. In 2020, considerable time and effort was devoted to whole school moderation to more strongly align teacher judgement

assessments with other external evidence of student achievement. While we have made progress in this area there is still work to be done, as we believe more accurate teacher judgement assessments in the senior school would result in achievement close to 95% and similar to our similar schools.

Members of the English Committee continued to research and develop effective uses of online resources that supported teaching staff to have a consistent approach to spelling and to promote student agency and differentiate students learning abilities in spelling that communicated the deep learning and teaching philosophy of PHPS. The English and Mathematics Committees undertook an action research process to document a whole school developmental trajectory for English and Mathematics which were then communicated with the whole staff.

In Term 4, upon the return to on site learning, as per the Department of Education and Training priorities, we ensured students who had not thrived during remote learning could have access to targeted learning opportunities to catch up and students who had progressed significantly could continue to be extended and stretched in their learning. Student voice and student agency informed how teachers provided continuity of learning and support for every student.

### Engagement

In 2020 Princes Hill Primary School continued to focus on student engagement through continuing to work to embed our school values; One Community, Expanding Possibilities and Strong and Capable Children. We also enacted variety of strategies to improve student attendance and reduce lateness. These strategies were adjusted significantly due to the impact of the COVID-19 lockdowns. The lockdowns required that attendance needed to be assessed as a result of engagement with remote learning rather than physical attendance onsite. Teachers checked in with students who did not attend morning WebEx meetings through emails, google classroom or by phone. This strategy reflected the diversity that existed in families engagement with remote learning and aimed to record enrollment as accurately as possible given the challenging situation. Texts notifying parents of absence were utilized to further engage parents with their child's non attendance. Students taking holidays were provided with a learning plan for their time away from school. Our school attendance remains strong with average attendance rates across year levels ranging from 92-95%. Average non attendance per student in 2020 was 13.3 days which was better than the state median of 13.8 but below similar schools. Of particular focus in 2020 was supporting a very small number of students with ongoing and serious attendance issues. Departmental supports were engaged and attendance plans were created for the students concerned.

### Wellbeing

The health and wellbeing of students continued to be a major focus at Princes Hill Primary in 2020. The roll out of the Resilience Rights and Respectful Relationships program continued in 2020. A resource and lesson guide was created by the Respectful Relationships team and adjusted to suit the philosophy of the school. Regional mentors for the Respectful Relationships program also visited the school to provide professional development to staff. Weekly and daily wellbeing check ins with teachers were implemented as part of the schools remote learning process and concerns about particular students were passed to leadership and the wellbeing team for follow up and support. Other initiatives were undertaken in 2020 to support the wellbeing of students, however their impact was impacted by the COVID-19 lockdowns. A health and wellbeing ministry was established as part of class parliament to strengthen student agency. Yard duty processes were also reviewed to help ensure consistency of process among teachers, especially regarding timeout for inappropriate behaviour and ensuring that students feel listened to when reporting issues to teachers. A major wellbeing project was initiated in term four to support the students and the community to build resilience and to reconnect after the COVID-19 lockdown. School council members, staff, and artists in residence from the community collaborated to create experiences for students in dance, music, visual arts, and photography. The project continues in 2021.

Sense of Connectedness data drawn from the attitudes to school survey showed that 76.5% of year 4 to 6 students had a positive view of their sense of connection at school as compared with 77.6% of like school respondents and 79.2% at whole state level. The 2020 sense of connectedness rating has improved on the 4 year average of 73.3%,

while both like school and state responses were down on their respective four year averages. Management of bullying data drawn from the Attitudes to School Survey showed that 70.4% of students had a positive view of management of bullying in the school. This figure represents an increase over our four year average of 65% however it is below our like schools at 76.2% and the state at 78%. While it is pleasing to see that these indicators have improved over both our four year average, and the 2019 data. There is still work to be done to bring our data into line with our like schools. An increased focus on weekly conferencing with students, student agency generally and the continued establishment of the Respectful Relationships program will be key drivers of this improvement.

### **Financial performance and position**

The 2020 annual budget was in surplus despite Covid19 challenges to income revenue, including the inability to run fundraising activities and hire the school facilities for the whole year. Locally raised funds listed in the financial statement includes OSHC and excursions payments and facilities hire income for first term. Due to Covid19 we received additional Australian Government grants in recognition that OHSC services in Metro Melbourne experienced significantly reduced attendance. Transition payments were 25% of fee revenue of child care subsidy component. Salaries and allowances includes local payroll staff, including OSHC staff. Librarian, learning support, musician in residence and grounds maintenance person.

**For more detailed information regarding our school please visit our website at**  
<https://www.phps.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 396 students were enrolled at this school in 2020, 197 female and 199 male.

18 percent of students had English as an additional language and NDP 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.

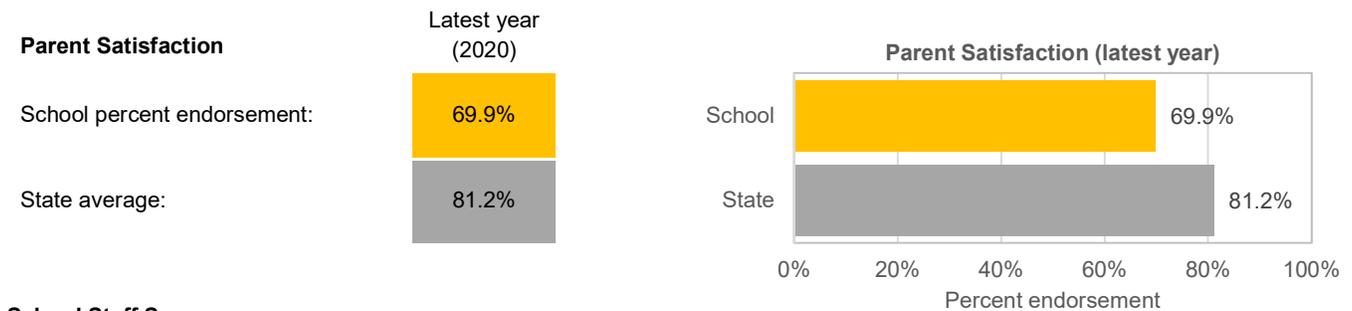
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

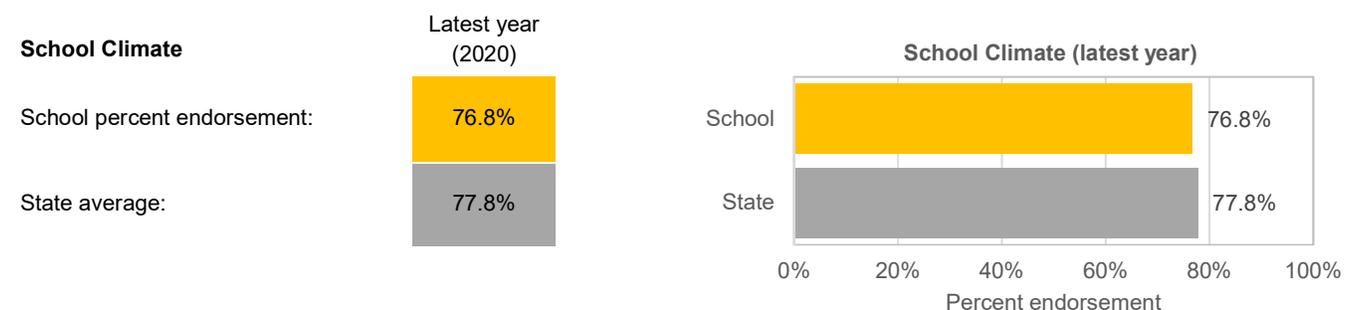


### School Staff Survey

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 Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

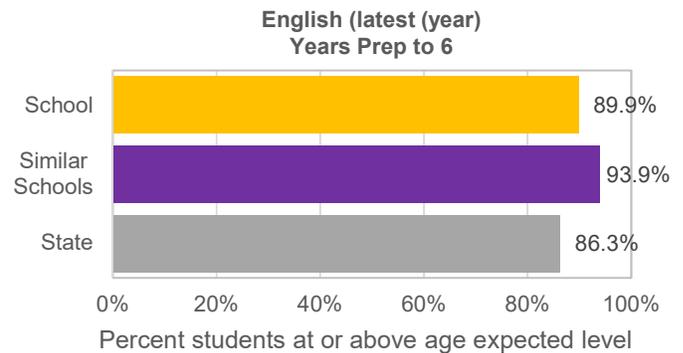
89.9%

Similar Schools average:

93.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

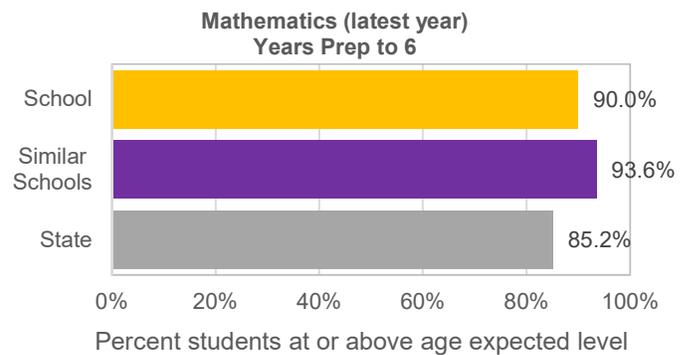
90.0%

Similar Schools average:

93.6%

State average:

85.2%



### 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.

## ENGAGEMENT

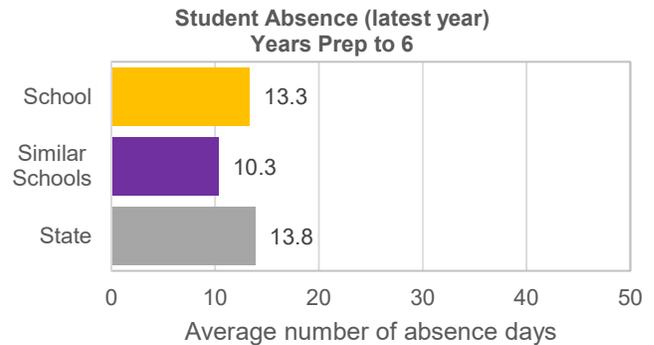
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.3	13.2
Similar Schools average:	10.3	12.9
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	93%	93%	92%	94%	93%	95%

## WELLBEING

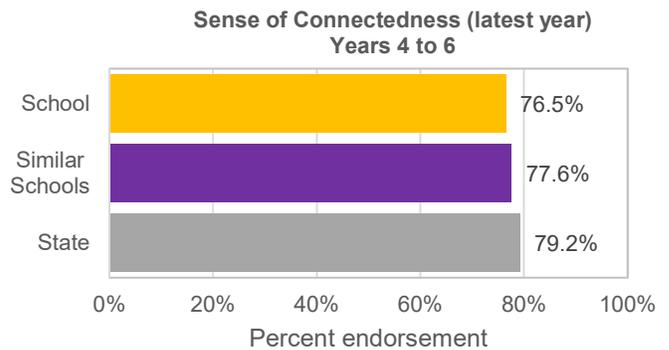
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	76.5%	73.3%
Similar Schools average:	77.6%	80.9%
State average:	79.2%	81.0%



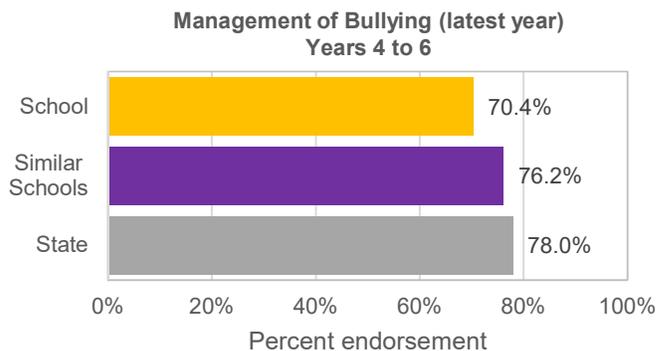
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	70.4%	65.0%
Similar Schools average:	76.2%	79.7%
State average:	78.0%	80.4%



*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	\$3,035,403
Government Provided DET Grants	\$397,540
Government Grants Commonwealth	\$211,699
Government Grants State	\$4,909
Revenue Other	\$6,178
Locally Raised Funds	\$280,325
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,936,053</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$16,108
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$16,108</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,017,716
Adjustments	NDA
Books & Publications	\$7,058
Camps/Excursions/Activities	\$12,805
Communication Costs	\$7,981
Consumables	\$35,265
Miscellaneous Expense <sup>3</sup>	\$46,026
Professional Development	\$18,961
Equipment/Maintenance/Hire	\$38,009
Property Services	\$80,107
Salaries & Allowances <sup>4</sup>	\$399,514
Support Services	\$77,447
Trading & Fundraising	\$13,283
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$51
Utilities	\$15,839
<b>Total Operating Expenditure</b>	<b>\$3,770,062</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$165,991</b>
<b>Asset Acquisitions</b>	<b>\$31,432</b>

- (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 01 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$355,253
Official Account	\$72,089
Other Accounts	\$52,940
<b>Total Funds Available</b>	<b>\$480,283</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$113,341
Other Recurrent Expenditure	NDA
Provision Accounts	\$20,000
Funds Received in Advance	NDA
School Based Programs	\$179,782
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$3,214
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$19,425
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$335,762</b>

*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.*