

2018 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 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 29 March 2019 at 10:03 AM by Esme Capp
(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 04 April 2019 at 03:27 PM by Hannah McVean
(School Council President)

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.

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.

Workforce composition at this school consisted in 2018 of 32.6 equivalent full time staff: 3 Principal class, 23.4 Teaching staff and 6.2 education support staff.

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 52% of students at PHPS come from outside the local school intake location).

Framework for Improving Student Outcomes (FISO)

The two areas of focus in 2018 were firstly Curriculum Planning and Assessment, in order to refine consistent processes across the school that evidence growth in learning. 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 2018 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. Collaborate with students to develop a strategy to provoke and enhance student voice and agency

Progress and highlights:

All students were assessed against a five week goal cycle linked to learner profiles in Reading, Writing, Number and Algebra, Measurement and Geometry or Statistics and Probability, and Life goals related to the VEL's

capabilities.

Learning Culture leaders at each level, and junior and senior school APs, led consistency of practice across the school with a focus on professional learning and conversations to develop and assess growth of students.

Documentation of the Inquiry planning approach at PHPS was completed.

DET Practice Principles for excellence in teaching and learning were aligned to the PHPS Principles of Learning. JSC began to explore the further development of student voice and agency.

The Victorian curriculum capabilities were examined.

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 2018 were:

1. Embed the school vision and values and develop a shared understanding across the school community
2. Enhance the learning-focussed partnership between students, parents and teachers
3. Ensure all members of the school community have the opportunity to engage with the school
4. Enhance opportunities for student voice and agency in their learning

Progress and Highlights:

Collective Culture Project - Phase two.

1. Vox pop interviews involving students from all year levels, 22 students or 5% of the student body
2. Staff and Parent Culture Survey readministered (the survey was first conducted in 2016)
3. Interim results of survey presented to school council
4. Wicked problem workshop with staff and parents focusing on the issues of fundraising and school processes
5. Teacher and student workshops - Profile of the Princes Hill Primary School Child, and Tools and Processes for Living the School Culture
6. Hot topic talks for parents: Helping your Child at Home, Social and Emotional Learning, and Cyber safety

Achievement

In 2018, 94.3% of students are at or above expected standards in English, and 96.4% of students are at or above expected standards in Mathematics. These results are similar to 2017 and give us great confidence in the implementation and alignment with the Victorian Curriculum across Princes Hill Primary School.

These results were based on multiple forms of assessment including teacher observations, student conferencing, co-designed student goals, school profile statements, as well as various forms of standardised testing such as Maths Online Testing, Fountas and Pinnell Reading Assessment, and Progressive Achievement Testing. In addition, a rigorous moderation process is followed to ensure consistency in judgements made by teachers within year-level teams and across the school, which enables us to have strong confidence in the accuracy of these results.

In 2018, as shown in this report using a single data point of NAPLAN testing and the lens of the number of students in the top three reporting bands, our cohort is 9.8% above the state mean in Year 3 Reading, 6.3% in Year 3 Numeracy, 11.9% in Year 5 Reading, and 14% in Year 5 Numeracy. According to the School Comparison, (which compares the results with other schools with a similar academic intake, socio-economic background of students, similar number of Aboriginal students, non-English speaking and refugee students, students with a disability and a similar size and economic location), our results are similar in Reading and lower than these schools in Numeracy. That is, the schools we are compared with are schools who also have strong results due to their location and socio-economic profile. The four-year NAPLAN averages, comprising of four single data point tests using the same top three bands lens, show that our students as a cohort are placed in the top 20% of all schools for Reading in both Year 3 and Year 5, and Numeracy in Year 3. For Year 5 Numeracy we are 0.3% outside of the top 20% of schools. Again, while being very good results, these are also lower than our comparison schools in three of the four reported areas.

The NAPLAN Learning Gain graphs suggest we have a larger group of students showing average gain (Reading 60%, Numeracy 59.6%, Writing 54.7%, Spelling 61.5%, Grammar and Punctuation 60%) than the expected 50%. Yet, given our strong overall results and the decreased accuracy and relevance of learning gain for students who achieved a high result in the 2016 Year 3 test, as well as the lack of comparison school data, these results are within expectations.

As part of the Annual Implementation Plan process, two goals were identified which pertain to student achievement:

- 1) Articulate and embed the school's model of learning and teaching to enable the growth and development of every student.
- 2) By the end of 2019 all teachers are using a data and evidence tracking system to monitor and validate growth in learning competencies.

These goals are designed to increase the transparency and community confidence in teachers' assessment and reporting of student achievement with the Victorian Curriculum. This includes reviewing all parent communication regarding our academic program, such as the parent information night, and all whole school annual academic reporting. Our English and Mathematics leaders, with the assistance of their strategic teams, have revised our whole school learning profiles. All teachers are now using a student profile system focusing on the six English and Numeracy learning areas. Data discussions take place and are minuted in weekly teacher planning meetings. We anticipate that this will provide a rich data source for reporting and decision making.

Engagement

According to the 2018 Student Attitudes to School Survey, students at Princes Hill Primary School report similar feelings regarding Social Engagement as our comparison schools. Across the thirteen questions none were either significantly higher or significantly lower than our comparison schools. Seventy-seven percent of surveyed students indicated a positive sense of inclusion. The average attendance rate, as shown in the report, is 94% across the school. Our average number of absence days for 2018 (11.7) places us in the best 20% of schools and is higher than our comparison schools.

In 2019, we have continued to focus on student lateness with the Assistant Principals undertaking spot checks with students and families, which has had a positive effect to date.

Wellbeing

In 2018, Princes Hill Primary School appointed a social worker to the role of Wellbeing Coordinator, 0.6 FTE position. During 2018, a number of approaches were established to increase the responsiveness to individual student wellbeing, and to provide support to classroom teachers and education support staff. According to the 2018 Student Attitudes to School Survey, students at Princes Hill Primary School report similar feelings regarding Social Engagement as our comparison schools. Across the thirteen questions (not shown in this report) none were either significantly higher or significantly lower than our comparison schools. Seventy-seven percent of surveyed students indicated a positive sense of inclusion. The responses to the Student Attitudes to School survey, included in this report, indicates that our students have a lower view of school connectedness and the management of bullying than our comparison schools. In 2019, we have already begun implementing a number of approaches to address these attitudes, and the ongoing development of PHPS Wellbeing Action and Implementation Plan continues.

In term one, all staff were inducted in our Restorative Practice approach during our first curriculum day. A Restorative Practices team was formed within the school to drive the approach. An eight day whole school program was implemented at the beginning of the year that focused on student expectations and building teacher-student and student-student connections. Reflective circle work is being undertaken in all neighbourhoods, and additional wellbeing sessions are being run across neighbourhoods with a focus on problem solving/friendship skills. A Peer Mediation program has been established in the senior school.

Princes Hill Primary School has also established a number of partnerships which will strengthen our approach to student wellbeing. We are a member of the 'Joining the Dots Network' to look at effective transition within the school (years 4 - 6), and from primary to secondary. We have also secured funding for a therapy dog within the school. Consultation with Yarra Me / Learning Places Connect / SSSO team occurs when beneficial for individual students. Our Wellbeing Coordinator has accessed professional learning focused on managing trauma and challenging behaviours in the classroom. Education support staff will be upskilled in de-escalation strategies and sensory intervention techniques.

Financial performance and position

The Commonwealth Government Grant included \$6,800 for two Australian Government sporting school grants. This money was used for specialised cricket sessions for students. The rest of this grant is child care subsidy payments for the Out of School Hours Program. Locally raised funds include parent payments for excursions, camps, swimming programs, essential items as well as the parent payments for the Out of School Hours Care Program. Money raised at the annual bazaar has been carried forward to 2019 to enable employment of a library technician, to support the implementation of literacy support programs, and upgrade the school grounds.

For more detailed information regarding our school please visit our website at
<http://www.phps.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 Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

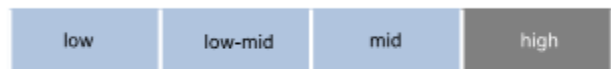
Enrolment Profile

A total of 432 students were enrolled at this school in 2018, 208 female and 224 male.

19 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 Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 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 Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:



Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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> Lower</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Lower</p> <p> Lower</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and 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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>60%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>57%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>55%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>62%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>60%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	60%	22%	Numeracy	35%	57%	8%	Writing	27%	55%	19%	Spelling	17%	62%	22%	Grammar and Punctuation	18%	60%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary 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="528 909 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	95 %	93 %	95 %	94 %	94 %	<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> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	95 %	93 %	95 %	94 %	94 %										

Performance Summary

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

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	\$3,069,841	High Yield Investment Account	\$366,149
Government Provided DET Grants	\$322,882	Official Account	\$38,256
Government Grants Commonwealth	\$114,309	Other Accounts	\$162,224
Revenue Other	\$15,415	Total Funds Available	\$566,629
Locally Raised Funds	\$700,351		
Total Operating Revenue	\$4,222,799		
Equity¹			
Equity (Social Disadvantage)	\$14,305		
Equity Total	\$14,305		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,993,170	Operating Reserve	\$170,819
Books & Publications	\$2,299	School Based Programs	\$141,908
Communication Costs	\$12,548	Funds for Committees/Shared Arrangements	\$662
Consumables	\$84,131	Asset/Equipment Replacement < 12 months	\$6,778
Miscellaneous Expense ³	\$371,520	Capital - Buildings/Grounds < 12 months	\$336,422
Professional Development	\$22,505	Total Financial Commitments	\$656,589
Property and Equipment Services	\$195,494		
Salaries & Allowances ⁴	\$352,393		
Trading & Fundraising	\$42,724		
Travel & Subsistence	\$20,509		
Utilities	\$10,632		
Total Operating Expenditure	\$4,107,925		
Net Operating Surplus/-Deficit	\$114,875		
Asset Acquisitions	\$0		

(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)

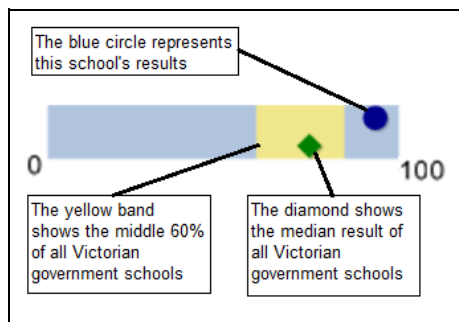
Engagement

- 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).

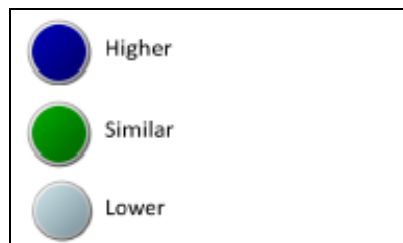


What does *School Comparison* refer to?

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').