2017 Annual Report to the School Community

School Name: Princes Hill Primary School

School Number: 2955

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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 of 31 equivalent full time staff: 2 Principal class, 24.8 Teaching staff and 5.2 education support staff.

Framework for Improving Student Outcomes (FISO)

In consultation with the regional Senior Improvement Leader (SEIL) two areas of FISO were selected as areas of focus for 2017.

Positive Climate for Learning: Empowering students and building school pride

A response to the 2016 Student Opinion Survey data related to *School Connectedness and Stimulating Learning* led to a focus on developing student resilience, collaboration, communication, creative thinking and organisation.

In response to Parent Opinion Data for 2016 regarding Stimulating learning and Learning focus, School council engaged Bellwether, a marketing service, to instigate a project to build understanding and school pride.

The Key improvement strategies for 2017 were

- Embedding new school values
- Developing students' capacity to lead change within the school community
- Building pride and school connectedness through communication

Evidence in Teaching and Learning: Curriculum Planning and Assessment

November 2016 staff review of FISO 'Excellence in Teaching and Learning' - Curriculum Planning and Assessment, identified the school to be at 'embedding' stage. The aim was to develop and implement whole-school curriculum planning. Teaching and learning programs were reviewed, to evaluate Victorian Curriculum coverage. Documentation which supported the curriculum planning, tracking and delivery were developed.

The Key improvement strategies for 2017 were

- Documentation of the school's curriculum plan
- Teaching teams use of evidence to challenge each other about planning and pedagogy

Achievement

The strong teacher judgement data when compared to NAPLAN is indicative of the measures taken by the school to ensure an accurate representation of student achievement, including a rigorous moderation process and the implementation of learning profiles aligned to Victorian Curriculum standards. Assessments in English and Mathematics also reflect the schools commitment to authentic and contextualised learning. Teacher judgement data would also suggest that students perform better when the assessments are contextualised and validated against standardised tests. Improved NAPLAN results will be a focus in our next strategic plan, with emphasis on developing an understanding of the test genre within an authentic and meaningful context. Developing teacher capacity for providing point of need teaching and ongoing feedback to students will continue to be a focus through the setting of five-weekly goals for every student in the school.

The performance summary shows that in NAPLAN, Year 3 reading results are slightly above the state median but lower when compared to like schools. Year 5 results, however, are well above the state median and similar to like schools.

Year 3 and year 5 results over a 4-year–average were above state average in reading which was similar to like schools. Teacher judgements in English for Year 3 show higher outcomes to like schools but lower outcomes to like schools when compared to NAPLAN data.

Mathematics has seen improvements in year 3 numeracy results in NAPLAN, achieving above the state medium and similar to like schools. There is growth in the year 5 numeracy NAPLAN data when compared to the 4 year-average results. Teacher Judgement data indicates stronger results in Mathematics across the school and similar results when compared to like schools.

Engagement

School connectedness derived from the Student Attitudes to School Survey show children at Princes Hill have confidence in learning and high student motivation and this is reflected with 78.4% of children agreeing or strongly agreeing that they find their learning stimulating. Many of the school programs are related to children feeling connected at school. The camps programs continue to be a highlight for children in years 3-6 and children across the school are provided with rich contexts to engage with learning. Children visited museums, explored the local area and historical buildings to further explore their big ideas. On average children at PHPS have 13.8 days of absence per year, which is similar to like schools. The Prep and year 5 buddy program supports the transition for students and builds leadership skills in senior year levels. Children have many opportunities to be part of competitions and clubs within the school such as running, bike, chess and code clubs. Children also entered competitions such as sporting events, apps challenges and ICT explorer events, representing their school across Victoria. Further, the year 6 leadership program offers opportunities for children to be part of wellbeing, environmental and digital leadership as well as representing the school through Junior School Council.

Wellbeing

Student wellbeing data outlined in the Performance Summary is derived from the Student Attitudes to School Survey which is completed by year 4, 5 and 6 students each year. The survey assists in gaining an understanding of students' perceptions and their experience of school. The 2017 data continues to reflect our focus on student wellbeing with *Connectedness to School* and *Management of bullying* results for our school shown to be similar to that of like schools. Factors supporting student wellbeing throughout 2017 included staff professional learning in Kids Matter component 3. This component focuses on working with parent and carers to support students and their mental health. School council employed a social worker for three days a week to support student and staff wellbeing. Behaviour management consultant Dan Petro worked with the school to build teacher capacity to write and implement student safety plans and the peer mediation program directly involved students in supporting one another in the playground.

For more detailed information regarding our school please visit our website at 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 465 students were enrolled at this school in 2017, 229 female and 236 male.

17 percent were EAL (English as an Additional Language) students and 1 percent 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.

low	low-mid	mid	high

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).

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report*.	Results: English 0 ─────────────── 100 Results: Mathematics 0 ─────────────── 100	● Higher ● Similar

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Lower Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Lower Lower

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** Low 38% Medium 48% High 14% **Numeracy** Low 30% Medium 60% High 9% **Writing** Low 40% Medium 49% High 11% **Spelling** Low 29% Medium 40% High 31% **Grammar and Punctuation** Low 22% Medium 49% High 29%	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2017 attendance rate by year level:	Results: 2017 0 ─────────────── 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ─────────────── 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	93 %	93 %	94 %	93 %	93 %	93 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ———————————— 100	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 ———————————— 100	Similar

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).
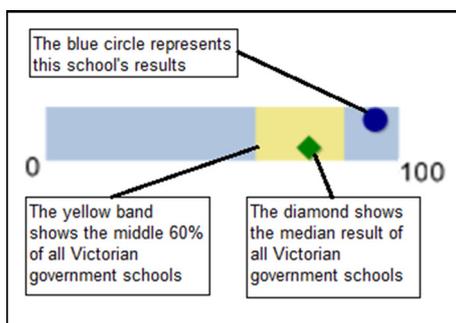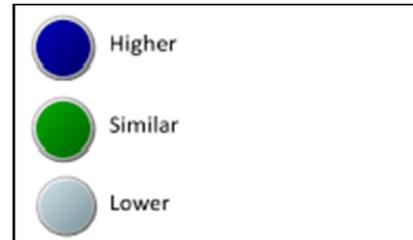

What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

PHPS had a surplus due to carrying forward Special Project funds $222,316 for grounds development including the senior playground.
Sources of funding the school received:
Equity Funding: $15,548 used for learning support programs
Australian Government Sporting Schools Grant: $2,700 used for Golf sessions for PHPS students.
Essential Items parent payments: $116,000
Fundraising Events: Bazaar $60,000 net
Walkathon $12,704 net
General: $7,124

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$3,009,658
Government Provided DET Grants	$461,777
Government Grants Commonwealth	$101,310
Revenue Other	$21,162
Locally Raised Funds	$713,942
Total Operating Revenue	**$4,307,849**

Equity¹	
Equity (Social Disadvantage)	$15,548
Equity Total	**$15,548**

Expenditure	
Student Resource Package²	$2,909,577
Books & Publications	$4,751
Communication Costs	$10,290
Consumables	$74,065
Miscellaneous Expense³	$367,572
Professional Development	$30,913
Property and Equipment Services	$293,416
Salaries & Allowances⁴	$420,791
Trading & Fundraising	$63,125
Travel & Subsistence	$15,979
Utilities	$8,423
Adjustments	$4,208

Total Operating Expenditure	**$4,203,111**
Net Operating Surplus/-Deficit	**$104,738**
Asset Acquisitions	**($4,208)**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$356,881
Official Account	$23,144
Other Accounts	$155,273
Total Funds Available	**$535,297**

Financial Commitments	
Operating Reserve	$195,524
Asset/Equipment Replacement < 12 months	$27,500
Capital - Buildings/Grounds incl SMS<12 months	$222,316
Maintenance - Buildings/Grounds incl SMS<12 months	$28,500
School Based Programs	$1,407
DET Central Coordination	$662
Provision Accounts	$10,726
Other recurrent expenditure	$5,663
Capital - Buildings/Grounds incl SMS>12 months	$43,000
Total Financial Commitments	**$535,297**

(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 01 March 2018 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.

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