

2018 Annual Report to The School Community



School Name: Panton Hill Primary School (1134)



- 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 16 April 2019 at 04:01 PM by Kylie Richards
(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 16 April 2019 at 08:28 PM by Jason Ditcham
(School Council President)

About Our School

School context

SCHOOL MISSION: As a learning community Panton Hill Primary School provides a challenging, positive and safe environment in which all children can reach their full potential.

SCHOOL VISION: To provide a learning environment where students are encouraged to strive for excellence and are actively and positively engaged in quality learning experiences in a safe, suitable and secure setting.

SCHOOL'S VALUES: the PHPS values are respect, honesty, determination, enthusiasm and cooperation.

At Panton Hill Primary School we provide opportunities for our students to be involved in many different learning areas. We offer specialist subjects in Art, Music, Italian and Physical Education. We also offer an instrumental music program with lessons in guitar. This program is very popular with our families.

Panton Hill Primary School is set in a semi-rural area, 33 kilometres north east of Melbourne. Enrolments over the last twenty years have ranged from 98 – 147 with the 2018 enrolment of 118 and 7 full time teaching staff (including Principal) and 2 part time staff being within the usual range. Panton Hill Primary School has a Student Family Occupation Index of 0.3411, a Student Family Occupation and Education Index of 0.2790, a very low percentage of students from a background other than English. In 2018 approximately 9% of families were eligible for the Camp, Sport and Excursion Fund (CSEF). Our school has strong community links and values parent input and support.

Framework for Improving Student Outcomes (FISO)

In 2018 the initiatives Panton Hill Primary School chose to focus on were: Excellence in Teaching and Learning and Student Voice. The key improvement strategies for Excellence in Teaching and Learning included increasing knowledge of the evidence based high impact teaching strategies. There was a particular focus on the effective use of feedback and Growth Mindset concepts. Staff continued to implement Learning Intentions and Success Criteria into their lessons and are investigating how to effectively connect these back to individual student goals. In maths, staff are consistently using the whole part whole method of teaching. The key improvement strategy under student voice included harnessing interest from students on new topics prior to planning in order to embed student choice into the planning. Circle time continues to be used in all classrooms to encourage student voice and shared problem solving opportunities. Formal leadership roles continue to be a feature throughout the school. The Bounce Back program is being used throughout the school.

Achievement

2018 NAPLAN results for Year 3 students in the top two bands were higher than similar schools in numeracy, reading and writing.

2018 NAPLAN results for Year 5 students in the top two bands were higher than similar schools in numeracy, and writing, with reading being slightly lower.

The school provided Reading Recovery and a differentiated curriculum to target the specific learning needs of identified at risk children across the school.

Additional data provided by online testing is being used to more effectively monitor student achievement and better inform teaching. Staff participated in appropriate professional learning at NESST, Network and Regional level to build their capacity and understanding of explicit and differentiated teaching and learning practices.

Engagement

Student absences for 2018 were lower than state average and 4 year average when compared with all Victorian Government schools, yet similar when compared against like schools.

All year levels recorded 93% and 95% average attendance. This is an improvement on 2017. Students like to come to school and the school is generally well supported by parents.

Extended family holidays during school time are discouraged but have become more frequent in recent years. All absences are recorded correctly for any further investigation.

Students like to come to school and the school is generally well supported by parents.

The majority of the absences were recorded as accountable across all grade levels with low recorded unapproved absences.

As per the Student Engagement Guidelines strategies have been put in place to improve student voice and feedback. Leadership roles such as School Captains, Vice Captains and Junior School Council positions are valued. Programs such as the NESST Schools'Leadership Days are aimed at all Yr6 students. Monitor roles also encourage responsibility in our students at all grade levels. We have an active Junior School Council with students from Grade 2-6.

Teachers have been focussing on student input before they plan for the coming units of work, which has had a positive impact on the feeling of student agency.

Wellbeing

Panton Hill Primary School has a well-established positive relationship with the local kindergarten. To continually improve the K-P transition programs, a survey is given to new prep parents each year. A highlight of the program is the Storytime sessions in terms 2 and 3. Four gradually lengthening K to P Transition sessions are held in 4th term including meeting buddies and a lunch.

The school continues to work hard to improve transition as students move from junior to middle and then to senior levels / areas.

Year 6 students have a Transition Program conducted by the upper school teachers, and are informally surveyed about their transition to the various secondary colleges. Past students become part of the year 6 -7 transition programs, sharing their experiences.

The student attitudes to school survey completed annually by grade 4-6 students measures aspects such as connectedness to school and student perceptions of safety. The results for PHPS in 2018 in students sense of connectedness indicate that we are higher than state average and similar to like schools. In management of bullying we are higher than both state and like schools. As a school community we continue to implement programs that develop independent, confident students, well prepared for future changes and transitions.

We have developed a very consistent approach to student welfare with all grades teaching the Bounce Back program. All teachers use the restorative justice practices and encourage students to discuss issues when they arise. We have a buddy program in place for the preps and grade 6's with the grades meeting weekly. All children from Grade 5 and 6 have identified a staff member as their 'mentor' to speak to when required.

Financial performance and position

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.

There was a strong focus throughout the year on updating and monitoring program budgets.




For more detailed information regarding our school please visit our website at
<http://www.pantonhill.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	
<p>Enrolment Profile</p> <p>A total of 118 students were enrolled at this school in 2018, 64 female and 54 male.</p> <p>ND were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:  ◆ 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> 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 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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Lower</p> <p> Similar</p> <p> Similar</p>


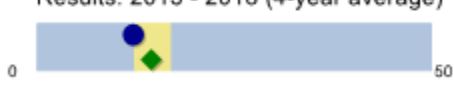


Performance Summary

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 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>58%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>44%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>37%</td> <td>53%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>47%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>53%</td> <td>37%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	58%	21%	Numeracy	17%	44%	39%	Writing	37%	53%	11%	Spelling	37%	47%	16%	Grammar and Punctuation	53%	37%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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 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="526 907 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>93 %</td> <td>95 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	95 %	93 %	95 %	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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	95 %	93 %	95 %	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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</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	\$900,162	High Yield Investment Account	\$69,787
Government Provided DET Grants	\$163,278	Official Account	(\$2,673)
Government Grants Commonwealth	\$25,352	Other Accounts	\$125,497
Government Grants State	\$8,000	Total Funds Available	\$192,610
Revenue Other	\$7,434		
Locally Raised Funds	\$154,089		
Total Operating Revenue	\$1,258,315		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$900,016	Operating Reserve	\$45,373
Books & Publications	\$486	Other Recurrent Expenditure	\$3,913
Communication Costs	\$3,786	School Based Programs	\$13,500
Consumables	\$21,786	Asset/Equipment Replacement < 12 months	\$32,000
Miscellaneous Expense ³	\$61,111	Capital - Buildings/Grounds < 12 months	\$60,000
Professional Development	\$3,437	Maintenance - Buildings/Grounds < 12 months	\$37,000
Property and Equipment Services	\$60,350	Total Financial Commitments	\$191,786
Salaries & Allowances ⁴	\$91,677		
Trading & Fundraising	\$21,799		
Utilities	\$16,937		
Total Operating Expenditure	\$1,181,384		
Net Operating Surplus/-Deficit	\$76,931		
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)

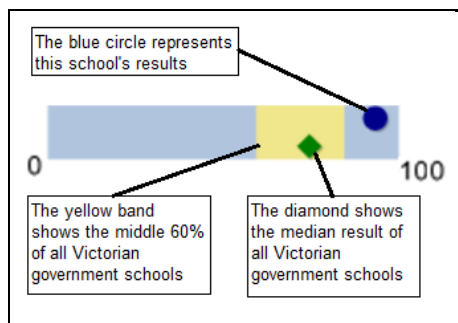
Engagement

- 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).

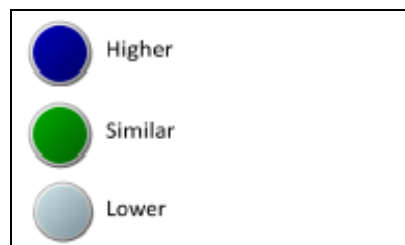


What does *School Comparison* refer to?

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').