

2019 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 2019 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 26 October 2020 at 11:09 AM by Kylie Richards (Principal)

The 2019 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 26 October 2020 at 12:56 PM by Jason Ditcham (School Council President)

About Our School

School context

CONTEXT:

Panton Hill Primary School is set in a semi-rural area, 38 kilometres north east of Melbourne. Enrolments over the last twenty years have ranged from 98 – 147 with the current enrolment of 138 for 2020 being within the usual range. The school has a long history dating back to 1871 and has catered for five generations of some local families. The distinctive brass bell, historic entrance building and former principal's residence give the school a strongly historic focus.

Our school has strong community links and values parent input and support. We are proud of our close-knit community school in which learning is a three-way partnership between students, parents and staff. Parents are welcomed into school life, both within and outside the classroom, participating in many curriculum, social and fund raising events. The active and committed school council provides governance to management and policy processes.

The buildings include two fire-safe classrooms completed in 1994, where the junior classes are currently located; an administration area, art room, interview room, first aid facility, toilet block, disabled shower and toilet built in 1999; a music / multi-purpose room added in 2007; and the BER building completed in 2011, that provides exciting learning spaces for the senior students.

The school has ample facilities to provide a full curriculum program. The school also has access to the community hall, tennis courts, football oval, the memorial park facilities and library bus. We are adjacent to and work closely with the local kindergarten and church.

The extensive grounds include three areas of playground equipment, areas for both active and passive play, attractive gardens, grassed areas, a rotunda and vegetable garden. The school has a dedicated Out of School Hours Care facility (before and after school care programs), managed by TheirCare.

School staff is comprised of 1 principal class, 6 full time teaching staff - one of whom is a learning specialist, 4 part time teaching staff and 3 part time education support staff.

CURRICULUM:

Panton Hill Primary School provides quality teaching and learning programs in the eight Key Learning Areas. Literacy and Numeracy are recognised as the foundation of effective learning and life skills and are therefore given special emphasis within the school's integrated curriculum. At Panton Hill Primary School, we follow the Victorian Curriculum as set by the Victorian Curriculum and Assessment Authority

Students are provided with a range of learning experiences to enable them to reach their full potential. Specialist programs include Physical Education, Music, Italian, Art, Reading Intervention and Library. Panton Hill students are involved in interschool sport against other local schools as well as other sporting events like Hooptime and Netball. A Year 3 to 6 Camping Program offers a variety of experiences - City Camp; Sovereign Hill; Ace Hi Ranch; Camp Wilkin in Anglesea.

Students also have access to programs in instrumental music, swimming, family life, Life Ed, and SRI. Regular excursions, Panton Hill Has Got Talent, On the Hill Festival participation and the end of year concert are important activities in the school calendar. Student roles and responsibilities include School Captains, Vice Captains, Junior School Council and a variety of monitor roles including Sports Shed and Library. Class groups are multi-aged reflecting the developmental learning stages of children. An active Prep / Year 6 buddy program operates.

Staff plan as teams to provide continuous development in all areas from Prep to Year 6.

Panton Hill Primary School prioritises Professional Development (PD) for teachers. Our talented and dedicated teachers frequently attend professional development activities to update their considerable skills and experience. Our

staff remains at the forefront of modern educational thinking and expertise. School programs are innovative, following a well-planned, sequential curriculum. All staff participate in an annual performance and development review and appraisal process.

The teaching and learning program at PHPS aims for excellence and to equip students for the challenges of the future. All classrooms are equipped with interactive whiteboards; and notebook computers and iPads are shared across the school to support program delivery. The school has continued to provide all students with a range of learning experiences to help children develop their full potential, to encourage excellence; adapt to change and participate effectively in society.

SCHOOL VALUES:

RESPECT, HONESTY, DETERMINATION, ENTHUSIASM AND COOPERATION

SCHOOL MISSION:

As a learning community which values respect, honesty, determination, enthusiasm and cooperation, 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 OBJECTIVES;

- To develop resilient, life-long learners.
- To provide school programs that strive to meet the individual needs of students, catering for those who require special assistance and fostering special talents or interests.
- To foster positive working partnerships between parents and staff, a safe and stimulating learning environment and a well-balanced and challenging curriculum.
- To provide a friendly, caring environment that fosters life-long learning, personal growth and wellbeing for all students.
- To create an environment where students are valued as individuals.
- To have high expectations of ourselves and others.

ENACTMENT OF SCHOOL PHILOSOPHY:

In all documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices the vision of the school will sit at the centre and there will be expectations about all work aligning with the school vision.

Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school. The process at our school can be represented as the vision, values and beliefs at the centre. In an outer ring there will be a set of practices. A detailed list of school policies will sit within this framework. In all work in the school, the question "Is this work or process in line with the school vision, values and beliefs?" This question will be a fundamental part of the practice of all members of the school.

Framework for Improving Student Outcomes (FISO)

In 2019 the focus at Panton Hill Primary School was Excellence in Teaching and Learning, capitalising on the implementation of DET High Impact Teaching strategies. Our focus was on embedding the successful culture of practice excellence and consistency of practice. A whole school approach including a very supportive team structure is a significant and effective part of the way we work.

Our Key improvement strategies for 2019 were to

- Develop models of teaching for Literacy and Mathematics
- To build teacher capacity to better understand and use assessment data to improve student outcomes

- To increase opportunities for student voice

A whole school approach to writing has been developed, following extensive observations of other school's approaches combined with current research. This has fostered a school-wide enthusiasm for writing and a consistent writing model. The school has continued to invest in visible learning to ensure that students understand the learning intention and success criteria for both Literacy and Numeracy lessons. It is the expectation that all classrooms display learning intentions and success criteria. This is sometimes referred to as the WALT (what we are learning today) and the WILF (What I am looking for). This was supported by professional learning. Staff have continued to review and hone assessment strategies through staff professional development.

Teachers used student achievement data to identify their professional learning needs aligned with FISO priorities. Professional Practice Days and curriculum meetings have been used with a focus on documented and agreed approaches to data collection, analysis and evaluation across the school. Professional Development in this area has been provided to the whole staff using a data coach from DET and two staff members attended intensive two day course on Data Literacy. We will continue to build upon this good work.

As we move forward, we will continue to work to achieve a consistency of high-quality teaching and learning practice in our teachers, including a deep knowledge of their students and curriculum.

Achievement

With the focus on the consistent writing approach and investigation into a writing model, our results indicated that our writing goal was met with 22% of students in the high growth category. The school's focus in 2020 will be on applying the same improvements in both numeracy and reading. NAPLAN results indicate that 55% of our Year 3 students are in the top two bands for numeracy and 77% in Reading. These are both above similar school results. Our Year 5 results indicate that 37% of students are in the top two bands of Numeracy which is consistent with similar school results and 37% are in the top two bands of Reading which is slightly below similar school results.

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.

The focus for 2020 will be on building a consistent instructional model of teaching across the school, investigating new approaches to reading and implementing the plc cycle.

Engagement

Student absences for 2019 were lower than state average and 4 year average when compared with all Victorian Government schools, and lower than similar schools.

The percentage absences across age levels was consistent with attendance rates between 92% - 94%.

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 Yr 6 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 2019 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

Panton Hill Primary School has maintained a sound financial position throughout 2019. The Financial Performance and Position report shows an end of year surplus of \$118,475. The school received a very small amount of Equity Funding, which contributed towards the literacy support program. We have directed money raised through fundraising in 2018-19 towards the upgrading of ICT equipment and the development of our STEM room. We will continue to focus upon maintenance of our significant and attractive grounds as well as continue to upgrade our buildings and furnishings. Literacy and Numeracy will continue to be our priority funded curriculum areas in 2020.




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 125 students were enrolled at this school in 2019, 65 female and 60 male.</p> <p>0 percent 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

Achievement	Student Outcomes	Similar 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>Key: Similar School Comparison</p> <ul style="list-style-type: none"> Above Similar Below <p>Above </p> <p>Above </p>

Performance Summary

<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p>		
<p>Key: Similar School Comparison ● Above ● Similar ● Below</p>		
Achievement	Student Outcomes	Similar 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>Above ●</p> <p>Above ●</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>Below ●</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: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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" style="margin-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>61%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>61%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	44%	44%	11%	Numeracy	39%	61%	0%	Writing	22%	56%	22%	Spelling	17%	50%	33%	Grammar and Punctuation	17%	61%	22%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p> <table border="1" style="margin-top: 10px;"> <caption>Statewide Distribution of Learning Gain</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	92 %	94 %	94 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	92 %	94 %	94 %	92 %										

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Above ●</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>Above ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,043,500	High Yield Investment Account	\$235,610
Government Provided DET Grants	\$118,934	Official Account	\$9,699
Government Grants Commonwealth	\$16,212	Other Accounts	\$0
Government Grants State	\$18,570	Total Funds Available	\$245,309
Revenue Other	\$7,537		
Locally Raised Funds	\$170,295		
Total Operating Revenue	\$1,375,048		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,012,428	Operating Reserve	\$41,851
Books & Publications	\$344	Funds Received in Advance	\$258
Communication Costs	\$3,830	School Based Programs	\$11,104
Consumables	\$26,585	Funds for Committees/Shared Arrangements	\$11,800
Miscellaneous Expense ³	\$57,836	Asset/Equipment Replacement < 12 months	\$18,643
Professional Development	\$1,197	Capital - Buildings/Grounds < 12 months	\$12,882
Property and Equipment Services	\$77,129	Maintenance - Buildings/Grounds < 12 months	\$37,884
Salaries & Allowances ⁴	\$69,757	Capital - Buildings/Grounds > 12 months	\$28,215
Trading & Fundraising	\$26,629	Total Financial Commitments	\$162,637
Utilities	\$15,979		
Total Operating Expenditure	\$1,291,716		
Net Operating Surplus/-Deficit	\$83,332		
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 26 February 2020 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)

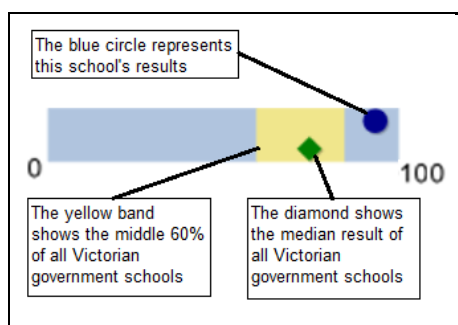
Engagement

- 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).

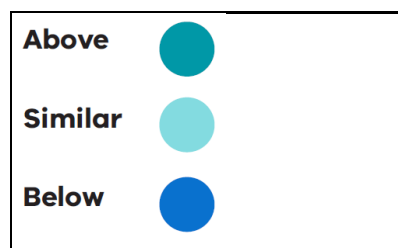


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').