

# 2022 Annual Report to the School Community

School Name: Pantan Hill Primary School (1134)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year 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 27 April 2023 at 11:46 AM by Kylie Richards (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2023 at 02:35 PM by Megan King (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### **School Profile**

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### **Learning**

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### **Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### **Engagement**

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

## School context

### 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 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 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 staff. Parents are welcomed into school life, both within and outside the classroom, participating in many curriculum, social and fund raising events, 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, 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 opportunities.

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

The extensive grounds include three areas of playground equipment, areas for both active and passive play, attractive gardens, grassed areas and 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, 7 full time teaching staff, 4 part time teaching staff, 2 business managers sharing one full time position.

### CURRICULUM:

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

Students are provided with a range of learning experiences to enable them to reach their full potential. Specialist programs include Physical Education, Library. Panton Hill students are involved in interschool sport, competing against other local schools as well as other sporting events like Hoopfest. A variety of experiences - City Camp; Sovereign Hill; Ace Hi Ranch and a surf camp.

Students have access to programs in instrumental music, swimming, family life, Life Ed, and SRI. Regular excursions, Night On the Hill Festival concert are important activities in the school calendar. Student roles and responsibilities include School Captains, Vice Captains, Junior School Council 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 opportunities to gain new skills and experience. Our staff remains at the forefront of modern educational thinking and expertise. School programs are innovative, following current best practice. 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 technology. Notebook computers and iPads are shared across the school to support program delivery. The school has continued to provide all students with the opportunity to reach 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 environment where all students 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.

#### 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 for those who are gifted.
- To foster positive working partnerships between parents and staff, a safe and stimulating learning environment and a well-balanced and healthy school community.
- 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.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 the focus at Panton Hill Primary School was Excellence in Teaching and Learning, capitalising on the implementation of DET High Impact Practices. 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 2022 were to:

- Implement a PLC cycle focused on improving teacher data literacy and consistent planning processes
- Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
- Implement a PHPS Instructional Model for teaching and learning to ensure consistency of practice in the teaching of reading.

Teacher Judgement data indicates that in English and Maths our students from Prep to 6 performed above state average with 91.5% of our students in the top three bands (85.9% state average).

Our NAPLAN results indicate that in Reading both our Grade 3 and 5 PHPS students have performed above both similar school and state average. Grade 5's were in the top three bands (state average 70.2%).

In numeracy 61.9% of our Grade 3 students were in the top 3 bands, slightly below the state average of 64.0% and 77.8% of our Grade 5 students were in the top 3 bands.

Having completed our work from the previous two years, with the Differentiated School Support Initiative (DSSI), our leadership team of Rose Draffin and Rose Duffin, building on and consolidating our recent work on our instructional model in reading. An early decision was made that we would maintain this focus on reading strategies, an expectation of consistent practice with all teachers having implemented our PHPS Instructional Model. The model has been documented and shared, with common planning time alongside a whole school weekly curriculum meeting run with a PLC structure.

To support students requiring further instruction, school funds additional to the DET allocation was spent on our tutoring program. Rose Draffin and Rose Duffin have been instrumental in this.

As we move forward, we will continue to work to achieve a consistency of high-quality teaching and learning practice in our teachers, including ongoing professional development.

### Wellbeing

The health and wellbeing of all members of the Panton Hill Primary community continued to be a particular priority for 2022 with an aim to maintain and improve. All grades spent the first four weeks of the year on a start up learning program which was consistent throughout the school. The staff worked together to ensure consistency.

All grades had at least one (often more depending on need) explicit lesson on wellbeing timetabled per week. Staff used a combination of Resilience and Wellbeing lessons. All grades had regular circle time meetings to give students the opportunity to work through issues, share strategies and further connect with their peers.

We are very proud of our the strong indication of the effectiveness of our wellbeing program.

Sense of connectedness for our Grade 4-6's - 87.1% positive endorsement PHPS, above similar schools at 76% and state average of 78.1%

Management of Bullying - 94.6% positive endorsement PHPS, significantly above similar schools at 76% and state average of 75.8%

Our Annual Implementation Plan for 2022 was to:

Increase in Sense of Confidence (Years 5-6) in Attitude to School Survey from 75% in 2021 - achieved with 83% proportion positive results

Increase in Teacher Concern rating from 72% to 80% - achieved with 82% proportion positive results

Increase in Emotional Awareness and Regulation from 73% to 85% - this was not achieved with 70% proportion positive results. This will remain a focus for 2023.

We had two new teaching staff start with us in 2022 - both were paired with experienced PHPS staff to support them. Documented expectation and informal meetings where challenges and successes was a consistent focus. A very strong emphasis was placed on collective responsibility for the school. The school staff survey indicates 91.2% positive endorsement for school climate, significantly above state average of 73.4%.

### Engagement

We are proud of the school culture at Panton Hill Primary School that is built upon our school values and Wellbeing Programs (resourced by Bounce Back and Respectful Relationships).

Our core values are : Respect, Honesty, Determination, Enthusiasm and Cooperation.

Our behaviour management process promotes students to develop personal and social skills through accepting responsibility for their actions and

Student engagement was supported in various ways such as: whole school weekly assemblies where we celebrated achievements across all year levels

occasionally run by the elected school leaders and Grade 6 students. Attention was given by the staff to deliver engaging learning tasks and to

The strategies that we employ to address non attendance are: to include messages in school newsletters etc. indicating the importance of attendance

The average proportion of formal school days that students attended at PHPS ranged from 86% in Year 5 to 90% in Year 4.

The average number of absence days from Prep to Year 6 at PHPS 23.5 days in 2022. This is consistent with similar schools at 24 days and the

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## Other highlights from the school year

2022 was a year to celebrate the return of onsite learning. In addition to onsite learning Panton Hill Primary School was able to re-engage in a variety of activities. Some of these events included:

- Year 3-6 three-day camp to Kyneton
- Whole school end of year concert
- Grade 6 Graduation
- Regular visits of Grade 5 students to local pre-school
- Involvement in Panton Hill Community event Night on the Hill
- Interschool sport attendance and student attendance in district sporting events
- Major whole school colour fun run fundraiser

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## Financial performance

Panton Hill Primary School maintained a good financial position throughout 2022. The School Strategic Plan, 2022 Annual Implementation Plan and Budget. All funds received from the Department of Education have been expended to support the achievement of educational outcomes and other operational costs for which funding was provided. The impact of COVID and other health issues continued to create unpredictable expenditure in relation to teaching and learning resources.

Within 2022 some of our major purchases included: increased allocation of funds to classroom literacy budgets to fund the further supplementation of resources to cater for increased student numbers, furniture and resources to set up a seventh classroom in the former Italian room.

Successful application of a grant financed the purchase and installation of two new flag poles to fly the Koorie and Torres Strait Islander flags. We also received funding for the purchase of new flag poles.

At the end of 2022, Panton Hill Primary School had a school resource package with a surplus. This surplus has been strategically managed to ensure the school is well positioned for the future. We received Tutor funding of \$29,096 which employed an experienced teacher part-time to support students with numeracy and literacy. Our school also received \$155 to the tutoring program.

Our program for students with disabilities received funds of \$29,862. These funds were strategically used to employ an Education Support Staff member to support students with disabilities.

We received the Bush Fire Grant (\$21 529) which funded works in our school grounds including: tree lopping, branches cut, debris removed, gutter cleaning and painting.

Our transition funding was reduced in 2022 to 75% of the full amount. This funding was used to support a seventh grade. The funding will be reduced again in 2023.

**For more detailed information regarding our school please visit our website.**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 143 students were enrolled at this school in 2022, 71 female and 72 male.

0 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

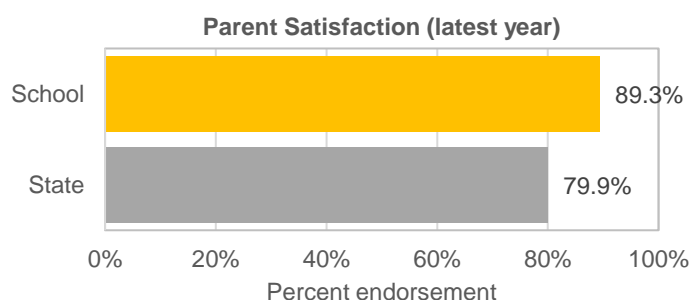
This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	89.3%
State average (primary schools):	79.9%



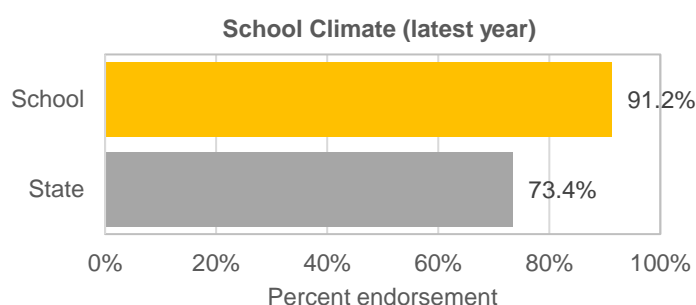
### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2022)
School percent endorsement:	91.2%
State average (primary schools):	73.4%



## LEARNING

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

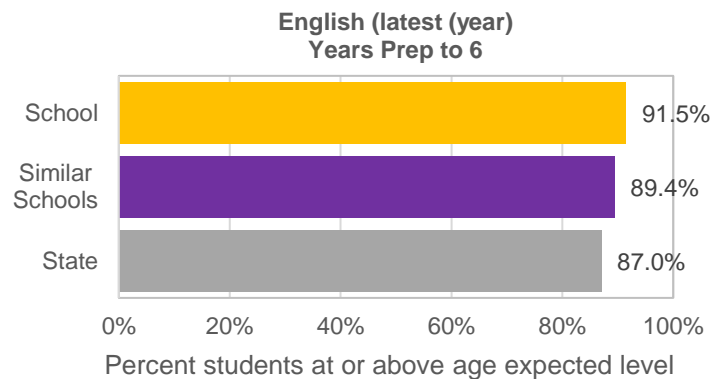
91.5%

Similar Schools average:

89.4%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

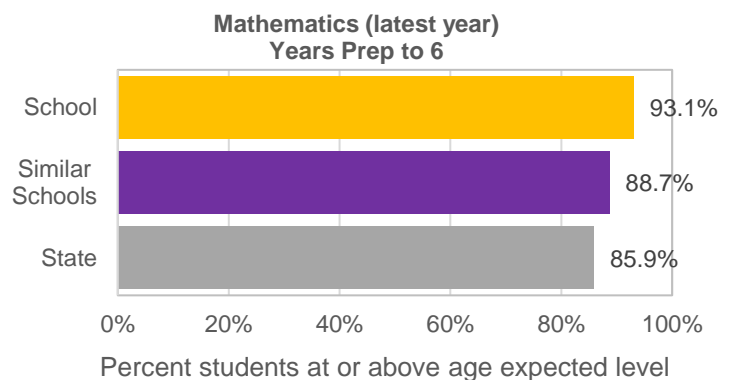
93.1%

Similar Schools average:

88.7%

State average:

85.9%





## LEARNING (continued)

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

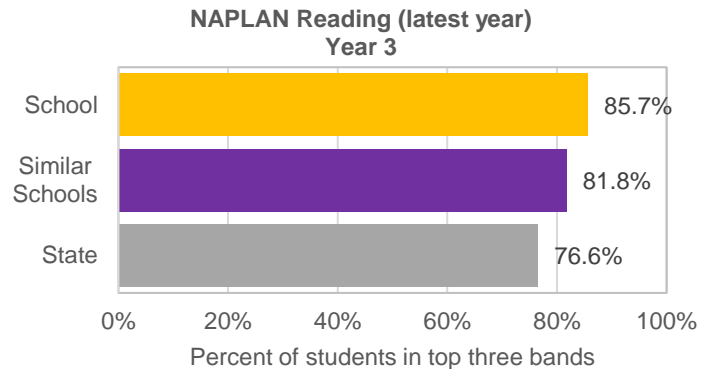
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

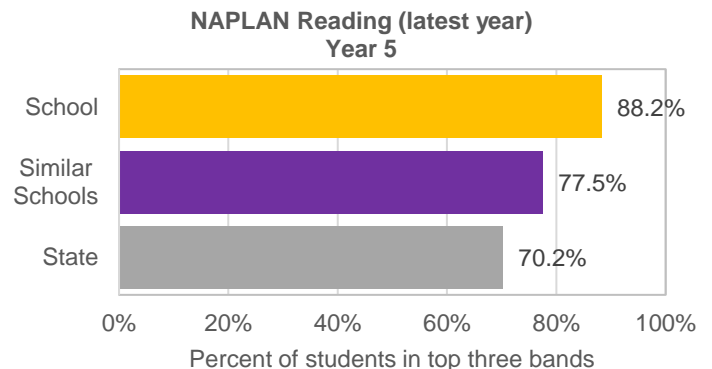
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	89.5%
Similar Schools average:	81.8%	83.0%
State average:	76.6%	76.6%



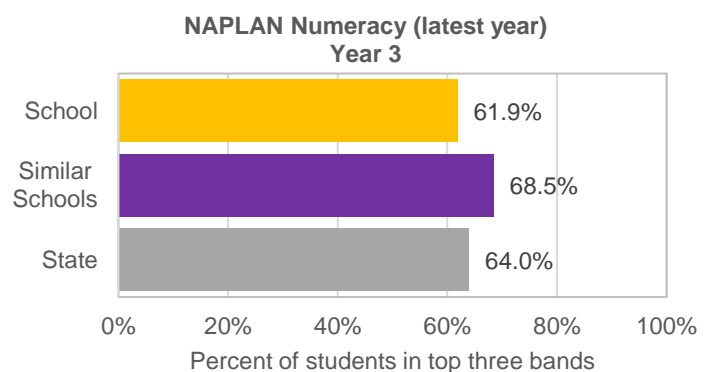
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.2%	76.7%
Similar Schools average:	77.5%	76.3%
State average:	70.2%	69.5%



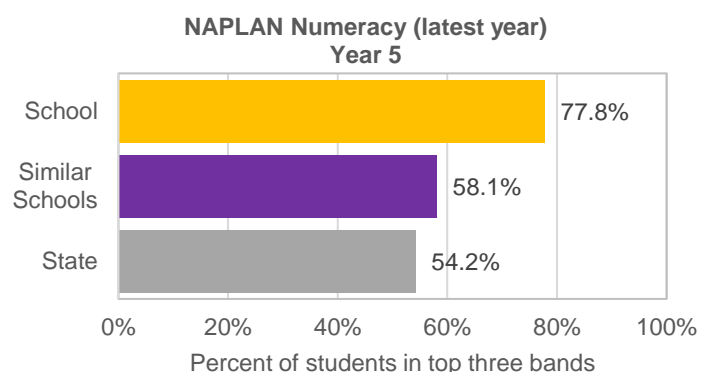
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.9%	78.6%
Similar Schools average:	68.5%	72.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	68.9%
Similar Schools average:	58.1%	62.8%
State average:	54.2%	58.8%



## WELLBEING

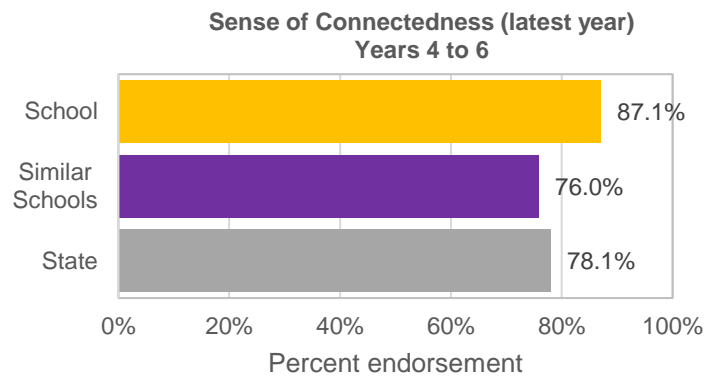
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	87.1%	88.2%
Similar Schools average:	76.0%	77.3%
State average:	78.1%	79.5%

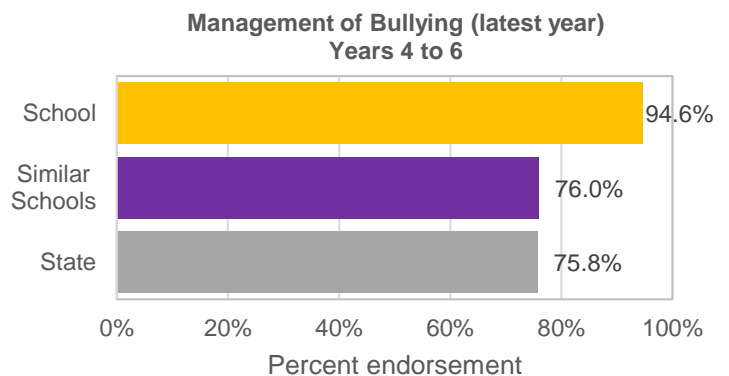


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	94.6%	94.4%
Similar Schools average:	76.0%	78.0%
State average:	75.8%	78.3%



## ENGAGEMENT

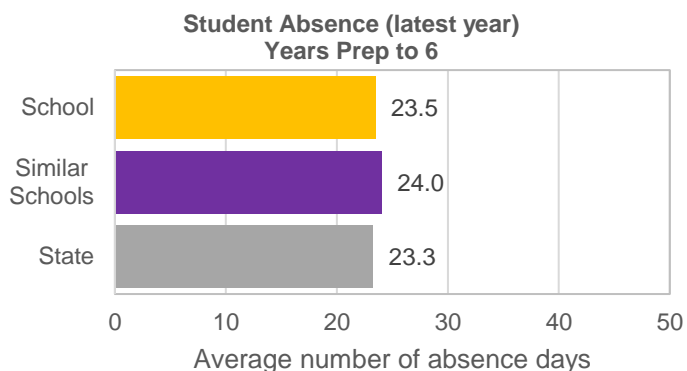
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.5	15.7
Similar Schools average:	24.0	16.9
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	87%	88%	89%	89%	90%	86%	87%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,312,314
Government Provided DET Grants	\$180,253
Government Grants Commonwealth	\$72,500
Government Grants State	\$21,825
Revenue Other	\$14,596
Locally Raised Funds	\$108,871
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,710,359</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,313,649
Adjustments	\$0
Books & Publications	\$4,903
Camps/Excursions/Activities	\$53,894
Communication Costs	\$2,216
Consumables	\$13,462
Miscellaneous Expense <sup>3</sup>	\$7,601
Professional Development	\$1,958
Equipment/Maintenance/Hire	\$23,735
Property Services	\$64,134
Salaries & Allowances <sup>4</sup>	\$63,992
Support Services	\$5,987
Trading & Fundraising	\$24,438
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,447
<b>Total Operating Expenditure</b>	<b>\$1,601,417</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$108,942</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$536,770
Official Account	\$8,710
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$545,480</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$40,784
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$25,113
School Based Programs	\$11,902
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$3,000
Capital - Buildings/Grounds < 12 months	\$11,973
Maintenance - Buildings/Grounds < 12 months	\$36,680
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$140,451</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*