

2025 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 23 March 2026 at 01:31 PM by Matthew Dunstone (Principal)

- As executive officer of the school council, I attest that this 2025 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 25 March 2026 at 01:28 PM by Matthew Dunstone (Principal)

How to read the Annual Report

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.

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School 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 – 150 with the enrolment of 147 for 2025 staying consistent to this 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 strong 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 school has ample facilities to provide a full curriculum program, including two fire-safe classrooms that are included in our Emergency Management Plan. 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.

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, 1 part time Mental Health and Wellbeing Leader, 1 full time Learning Specialist, 5 full time teaching staff, 5 part time teaching staff, 1 Business Manager, 3 part time education support staff members and a psychologist who works one day each week.

Panton Hill Primary School provides quality teaching and learning programs implementing the Victorian Curriculum as set by the Victorian Curriculum and Assessment Authority. Literacy and Numeracy are recognised as the foundation of effective learning and life skills and are therefore given special emphasis within the school. 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, STEM, and Library. Panton Hill students are involved in interschool sport, competing against other local schools and a Year 3 to 6 Camping Program offers a variety of camping experiences. Staff plan as teams to provide continuous development in all areas from Prep to Year 6.

Students have access to programs in instrumental music, swimming, family life and Life Ed. Regular excursions, Grade 6 Graduation and the end of year concert are important activities in the school calendar. Student roles and responsibilities include School Captains, Junior School Council and a variety of monitor roles. Class groups are multi-aged reflecting the developmental learning stages of children. An active Prep / Year 6 buddy program operates.

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, consistent and 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. 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, Courage, Kindness and Cooperation

SCHOOL MISSION:

As a learning community which values respect, honesty, courage, kindness 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 the focus at Panton Hill Primary School was beginning to implement the new Victorian Teaching and Learning Model. Staff professional learning based on this model led to our school identifying the need to revisit our literacy and numeracy instructional models that inform the way that we teach all curriculum areas within our teaching and learning programs. All staff collaboratively developed a consistent instructional model that is now applied to all lessons planned and implemented within the school.

The school leadership team led the development of consistent approaches that will support our staff in continually developing their teaching practice, including coaching cycles and peer observations of teaching practice.

Our 2025 School Performance Report identifies that our school is in the 'High' learning performance group, indicating high measures of performance in a number of learning measures in Reading and Numeracy. This included 82% of students rated in the Strong or Exceeding measure for NAPLAN in Year 3 in both Reading and Numeracy. 86% of Year 5 students were rated in Strong or Exceeding in Reading and 71% of students in Numeracy. All of these measures demonstrated increases in percentages and most are higher than similar school group results.

Our school has continued to implement Professional Learning Communities throughout 2025 with a focus on ensuring our approach to this meets our school context. All teaching staff worked collaboratively to analyse student learning data, supporting them to ensure they were meeting the learning needs of all students. This is reflected in our School Staff Survey data, identifying that 90% of staff respondents seek feedback to improve practice and believe that peer feedback supports them in improving practice. 100% of staff respondents also identified that we collaboratively discuss problems of practice at PHPS.

To support students requiring further instruction, school funds additional to the DET allocation were spent on our tutoring program. Rose Draffin was responsible for this program and ensured that the tutoring sessions were consistent with the PHPS instructional model.

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.

Wellbeing

The health and wellbeing of all members of the Panton Hill Primary community continued to be a particular priority for 2025 with an aim to maintain the connectedness of the community. To assist students to build connections and settle quickly into the school routine, all grades spent the first four weeks of the year on a start up learning program which was consistent throughout the school. All grades had at least one (often more depending on need) explicit lesson on wellbeing timetabled per week. Staff used a combination of Respectful Relationships program, the Bounce Back program and the Zones of Regulation for these lessons. This continued to be an expectation. All grades held regular circle time meetings to give students the opportunity to work through issues, share strategies and further connect with their peers.

A PHPS Wellbeing Approach was developed throughout 2025, identifying our consistent practices that support the wellbeing of our students, staff and families.

In addition to this, staff participated in professional learning throughout the year, familiarising themselves with the Positive Classroom Management Strategies identified by the Department of Education and reflecting on their implementation of these strategies within their teaching practice. Our school is well placed to continue strengthening teacher knowledge and implementation of these strategies moving forward.

The student Attitudes to School Survey indicated:

- Sense of connectedness for our Year 4-6 students received a 76% positive endorsement at PHPS, above similar schools at 73% and slightly below state average of 77%
- Management of Bullying for our Year 4-6 students received a 89% positive endorsement at PHPS, above similar schools at 75% and state average of 76%

Staff wellbeing was supported by regular formal and informal meetings where challenges and successes were a consistent focus. A very strong emphasis was placed on collective responsibility for the wellbeing of all students. Activities and strategies for maintaining wellbeing continued to be shared as a standing agenda item. The School Staff Survey indicates all factors are above similar schools and state averages for School Staff Safety and Wellbeing.

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, Courage, Kindness and Co-operation.

Our behaviour management process promotes students to develop personal and social skills through accepting responsibility for their actions and engaging with restorative communication. Student engagement was supported in various ways such as: whole school weekly assemblies where we celebrated achievements across all areas of the curriculum and values awards, celebrating students who demonstrated our school values. The assemblies were run by the elected school leaders and Grade 6 students. Attention was given by the staff to deliver engaging learning tasks and to include the students in planning and feedback of lessons, building ownership.

The strategies that we employ to address non-attendance include communicating the importance of attendance and impact on learning for those not regularly attending to families, calling families when there is an unexplained absence and meeting with families to discuss the strategies that will support improved attendance for their children where required.

The average attendance rate for students in 2025 was 91.1% with our school having an average of 17.6 days of non-attendance for students during the year. 31% of our students had an attendance rate of 95% or higher for the year, well above similar school (24%) and state (27%) averages.

Other highlights from the school year

Some of the other highlights of our 2025 school year at PHPS included:

- The Year 3-6 three-day camp to Billabong Ranch as part of our school camping program
- Whole school end of year concert held at Panton Hill Reserve
- Grade 6 Graduation where we celebrated the achievements of our Year 6 students
- Our Year 6 and Prep Buddy Program, enabling students to develop strong relationships across year levels and support our Prep students during their first year of primary school through the leadership of our upper primary students

- Student attendance in district sporting events and participation in an interschool sport competition where our Footy and Netball B teams finished runners up for the year.

Financial performance

Panton Hill Primary School maintained a good financial position throughout 2025. The School's Strategic Plan, 2025 Annual Implementation Plan and 2025 School Budget provided the framework for school council allocation of funds to support programs and priorities.

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

Within 2025 some of our major purchases included: increased allocation of funds to classroom literacy budgets to fund the further supplementation of classroom resources and implementation of Little Learners Love Literacy, Art supplies, administration equipment, whole school maintenance including significant works on the fire pump and leak detection supporting the upkeep of the fire system.

In March 2025 a school funded new playground was installed (\$163,933) and completion of whole school painting works was made (\$69,585).

Towards the end of 2023 we were successful in obtaining a National Student Wellbeing Grant which will fund a school wellbeing worker from 2024 - 2028. These funds were allocated to the hire of our school psychologist working one day a week.

At the end of 2025, Panton Hill Primary School had a school resource package with a surplus. This surplus has been strategically managed to ensure that the school can accommodate financially for our 2026 existing staff profile including the addition of an Integration Aide prior to the completion of DI funding results.

At the beginning of the 2025 year, we received Tutor funding of \$26,500 which employed an experienced teacher part-time to support students with numeracy and literacy. Our school received Equity funding of \$4,564 was used to supplement the cost of the tutor. The school committed further funds of \$35,530 to the tutoring program.

We received the Bush Fire Grant (\$24,530) which funded works in our school grounds including: tree lopping, branches cut, debris removed, gutters cleaned, regular mowing and repairs and maintenance of our bush fire system.

Our peri-urban transition funding was (\$47,340) 48% of the full amount. This funding was used to maintain rural services such as the fire pump, sewerage systems and other school needs.

**For more detailed information regarding our school please visit our website at
<https://www.pantonhill.vic.edu.au/>**

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 153 students were enrolled at this school in 2025, 80 female and 72 male. NDA had English as an additional language and NDP 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	70.6%	
	Similar schools	79.2%	
	State	82.0%	

School Staff Survey

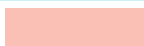
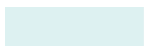
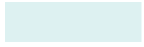
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	92.4%	
	Similar schools	77.6%	
	State	77.4%	

LEARNING

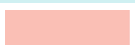
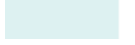
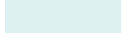
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	92.7%	
	Similar schools	89.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	86.4%	
	Similar schools	87.7%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

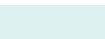
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	81.8%		81.7%
	Similar schools	75.4%		74.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	85.7%		80.4%
	Similar schools	82.5%		82.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	81.8%		78.3%
	Similar schools	74.8%		74.3%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	71.4%		72.5%
	Similar schools	75.6%		74.3%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	92.3%	
	Similar schools	75.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	92.3%	
	Similar schools	70.2%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	75.9%		82.2%
	Similar schools	73.5%		73.7%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	88.9%		91.3%
	Similar schools	74.7%		74.3%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	17.6	18.2
	Similar schools	20.8	21.5
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	91.0%	
Year 1	School	91.6%	
Year 2	School	90.3%	
Year 3	School	90.5%	
Year 4	School	93.1%	
Year 5	School	90.6%	
Year 6	School	90.1%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$1,630,160
Government Provided DET Grants	\$237,409
Government Grants Commonwealth	\$3,539
Government Grants State	\$0
Revenue Other	\$17,268
Locally Raised Funds	\$114,765
Capital Grants	\$0
Total Operating Revenue	\$2,003,140

Equity	Actual
Equity (Social Disadvantage)	\$9,312
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$9,312

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

Expenditure	Actual
Student Resource Package ¹	\$1,611,840
Adjustments	\$0
Books & Publications	\$294
Camps/Excursions/Activities	\$70,856
Communication Costs	\$2,216
Consumables	\$25,521
Miscellaneous Expenses ²	\$6,629
Agency Staff	\$2,218
Professional Development	\$6,790
Equipment/Maintenance/Hire	\$21,868
Property Services	\$111,379
Salaries & Allowances ³	\$104,602
Support Services	\$21,741

Expenditure	Actual
Trading & Fundraising	\$67,555
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,901
Total Operating Expenditure	\$2,069,410
Net Operating Surplus/-Deficit	(\$66,270)
Asset Acquisitions	\$153,622

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$282,538
Official Account	\$13,295
Other Accounts	\$0
Total Funds Available	\$295,833

Financial Commitments	Actual
Operating Reserve	\$76,262
Other Recurrent Expenditure	(\$0)
Provision Accounts	\$0
Funds Received in Advance	\$2,608
School Based Programs	\$5,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$24,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$227,870

All funds received from the Department of Education, 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.