

2016 Annual Report to the School Community



School Name: Panton Hill Primary School

School Number: 1134



Name of School Principal:

Kylie Richards

Name of School Council President:

Jason Ditcham

Date of Endorsement:

27thMarch 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

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.

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 2016 enrolment of 116 and 7.6 full time teaching staff (including Principal) being within the usual range. Panton Hill Primary School has a Student Family Occupation Index of 0.3647, a Student Family Occupation and Education Index of 0.3033, a very high stability rating and a very low percentage of students from a background other than English. In 2016 about 7% 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 2016 the initiatives Panton Hill Primary School chose to focus on were: Curriculum planning and assessment and empowering students and building school pride. The key improvement strategies for Curriculum planning and assessment included developing consistent models of teaching for reading and mathematics. By the end of 2016 all staff had attended pd on the VCOP method of teaching writing and the checklists are being utilised for assessment throughout the school. Teachers had all attended collegiate visits targeting these identified areas. In maths, staff have agreed upon continuing with the whole part whole method of teaching and the consistent implementation of this in all classrooms will continue. The key improvement strategy under empowering students and building school pride included continuing with circle time in all classrooms and continuing with the leadership roles throughout the school.

Achievement

2016 NAPLAN results for Year 3 were similar in Reading and higher in Numeracy to the matched school comparison. It was higher than the matched school comparisons for the 4-year average in Numeracy and similar for Reading.

2016 NAPLAN results for Year 5 Reading were slightly lower than expected level and were similar in Numeracy to the matched school comparisons. It was slightly lower than the matched school comparisons in the four-year average in Reading and similar for Numeracy.

The school provided Reading Recovery and a support teacher in Literacy 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.

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student attendance is slightly lower in the matched school comparisons with Victorian Government Schools for the 2013-2016 period. 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. We also have several students with health problems that impact on their attendance and affect data in our small cohort.

For 2016 the PHPS attendance rate was similar to the median of all Victorian primary year levels.

All year levels recorded 90% attendance or higher, with 95% for Year 1, Year 2 and Year 5. Students like to come to school and the school is generally well supported by parents.

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.



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 5/6 students measures aspects such as connectedness to school and student perceptions of safety. The results for PHPS in 2016 showed we were similar to the matched school comparisons and similar over the last four years, 2013-2016. For 2016 Student Perceptions of Safety showed that PHPS was slightly lower than the median for all Victorian Government year levels. As a result of this, further investigation was done with students with many of them identifying bush fire as having an impact on their perception of safety.

As a school community we continue to implement programs that develop independent, confident students, well prepared for future changes and transitions.

For more detailed information regarding our school please visit our website at
panton.hill.ps@edumail.vic.gov.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

| School Profile | |
|--|--|
| <p>Enrolment Profile</p> <p>A total of 116 students were enrolled at this school in 2016, 64 female and 52 male. There were 0% of EAL (English as an Additional Language) students and 0% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p> | |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p> | |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

| Achievement | Student Outcomes | School Comparison |
|---|---|---------------------------------|
| <p>Teacher judgment 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 Performance Summary</i>.</p> | <p>Results: English</p> <p>Results: Mathematics</p> | <p> Similar</p> <p> Similar</p> |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

| 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>● Similar</p> <p>● Similar</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>● Lower</p> <p>● Lower</p> <p>● Similar</p> <p>● Similar</p> |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

| 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>33 %</td> <td>53 %</td> <td>12.8 %</td> </tr> <tr> <td>Numeracy</td> <td>25 %</td> <td>63 %</td> <td>12.8 %</td> </tr> <tr> <td>Writing</td> <td>33 %</td> <td>60 %</td> <td>7 %</td> </tr> <tr> <td>Spelling</td> <td>13 %</td> <td>67 %</td> <td>20 %</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33 %</td> <td>53 %</td> <td>12.8 %</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 33 % | 53 % | 12.8 % | Numeracy | 25 % | 63 % | 12.8 % | Writing | 33 % | 60 % | 7 % | Spelling | 13 % | 67 % | 20 % | Grammar and Punctuation | 33 % | 53 % | 12.8 % | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 33 % | 53 % | 12.8 % | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 25 % | 63 % | 12.8 % | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 33 % | 60 % | 7 % | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 13 % | 67 % | 20 % | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 33 % | 53 % | 12.8 % | | | | | | | | | | | | | | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

| 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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>94 %</td> <td>95 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>90 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 94 % | 95 % | 95 % | 93 % | 93 % | 95 % | 90 % | <p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> | <p> Similar</p> <p> Lower</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 94 % | 95 % | 95 % | 93 % | 93 % | 95 % | 90 % | | | | | | | | | | |



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---------------------------------|
| <p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p> | <p> Similar</p> <p> Similar</p> |
| <p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p> | <p> Lower</p> <p> Similar</p> |

How to read the Performance Summary

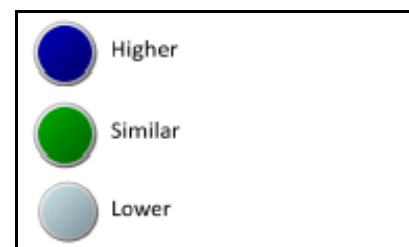
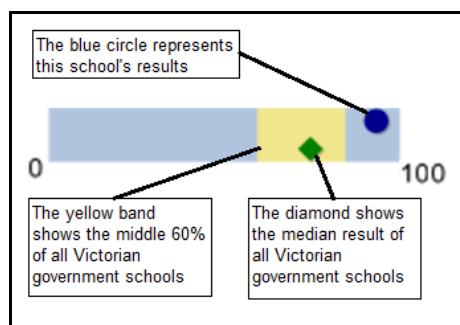
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

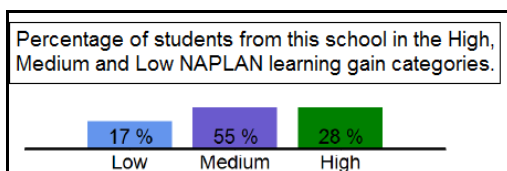
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$872,049 |
| Government Provided DET Grants | \$96,737 |
| Government Grants Commonwealth | \$17,042 |
| Government Grants State | \$745 |
| Revenue Other | \$10,802 |
| Locally Raised Funds | \$131,393 |
| Total Operating Revenue | \$1,128,768 |

| Expenditure | |
|------------------------------------|--------------------|
| Student Resource Package | \$887,628 |
| Books & Publications | \$793 |
| Communication Costs | \$6,040 |
| Consumables | \$28,724 |
| Miscellaneous Expense | \$44,379 |
| Professional Development | \$3,451 |
| Property and Equipment Services | \$79,171 |
| Salaries & Allowances | \$90,003 |
| Trading & Fundraising | \$21,151 |
| Utilities | \$14,117 |
| Total Operating Expenditure | \$1,175,459 |

| | |
|---------------------------------------|-------------------|
| Net Operating Surplus/-Deficit | (\$46,690) |
| Asset Acquisitions | \$0 |

Financial Position as at 31 December, 2016

| Funds Available | Actual |
|-------------------------------|-----------------|
| High Yield Investment Account | \$18,479 |
| Official Account | \$6,978 |
| Other Accounts | \$71,449 |
| Total Funds Available | \$96,906 |

| Financial Commitments | |
|--|-----------------|
| Operating Reserve | \$43,524 |
| Asset/Equipment Replacement < 12 months | \$17,000 |
| Capital - Buildings/Grounds incl SMS<12 months | \$19,382 |
| School Based Programs | \$17,000 |
| Total Financial Commitments | \$96,906 |

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

A decision was made and was endorsed by School Council to fund a music teacher using school funds. We also had significant maintenance projects including painting and new fences, which affected the budget and explains the deficit. Grants received were from Diamond Creek Rotary Club (\$1000) for Yr6 leadership and a Sporting Schools' Grant from the Federal Government (\$3900).