

# 2017 Annual Report to the School Community



School Name: Silverton Primary School

School Number: 5120

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Silverton Primary School is situated in Noble Park North. It was designed as an Open Plan School and opened in 1977. It contains five open flexible Learning Centres, as well as specialist facilities, around a central courtyard. Specialist facilities include learning spaces related to; the Learning Resource Centre (Library), Media Centre, Visual Arts, Gymnasium, Instrumental Music, Dance / Drama Studio, Robotics, EAL and Science rooms. Physical features of the school include an undercover performance area, environmental pond study area as well as a school vegetable garden and hen house. Each Learning Centre also includes numerous outdoor learning areas. The school has an extensive oval for the children to use, numerous playgrounds facilities catering for all ages, as well as synthetic hard court areas with markings for basketball, netball, tennis and volleyball. There is a well-equipped television studio, FM radio /sound recording studio and planetarium to compliment the style of learning that is fostered throughout the school.

Silverton Primary School is a school with a diverse cultural, social and economic community. The school services a culturally rich community; of 30 different nationalities, with 65% of the student population from non-English speaking backgrounds. The enrolment in 2017 was 520 and an SFOE (Student Family Occupation and Education) index of 0.4955.

The school's Learning Centres have been structured around the four levels for primary education, with staff professional learning teams at each of these Levels. This structure allows for as well as encourages, extensive team planning and curriculum implementation. Team teaching between classes is expected. Teachers' strengths are utilised in order for the students to master specific skills and develop understandings that can be transferred into independent research projects.

The school's major focus is on teaching and learning with an emphasis on making the curriculum "authentic". Children accept responsibility for their own learning, along with learning through collaboration with peers and adults. Opportunities are also provided for students to pursue personal learning passions and negotiate their curriculum. The development of open-ended "Inquiry-Based" learning is embedded into the practices across the school and "Play Based" learning is entrenched in grades Prep-2 through "Discovery Time". These approaches build upon the idea that students are actively involved in learning and continually reconstruct understandings in light of experience. It encourages students to participate in active investigation and to integrate, rather than separate their knowledge, as they move from acquisition of facts to the development of deeper understandings.

The school has been recognised World-Wide as a Microsoft Showcase School, one of only eight schools nationally as a "Powerhouse" school in the Social Ventures National Bright Spots Program and a Global research Project School for New Pedagogies in Deep Learning.

Currently the school has a teaching staff of 37.6 teaching staff. This comprises two Principal Class personnel, one leading teacher and a mixture of expert, accomplished and graduate teachers. The school also employs a number of tutors and Education support staff to support the rich curriculum that is provided. The schools grounds are well maintained by a handyman/gardener, which is supported strongly by the whole school community.

Visual Arts, Instrumental Music, Dance and Drama are provided in an extensive "Arts" program. Tutors are brought to the school for dance/drama and instrumental music. Over 143 children learn an instrument with choices ranging from percussion, violin, piano/keyboard, guitar and vocals. Every child in the school participates in the Visual Arts program as well as either a weekly dance or drama class. A significant feature of the school is the Senior and Junior bands. Each year the Senior Band performs a "road tour".

Physical Education is a focus in the school. 65% of children were involved in the annual swimming program during 2017. Grade 5 and 6 children are involved with interschool sport throughout Semester One, with school camps also being offered to students in Grade 4 and 6. In Grade 2 the program is initiative with a sleepover at the school. Since 2015, students have been given the opportunity to participate in the Active After School Activity program.

The use of ICT as a teaching tool is embedded throughout all teaching programs. After a successful trial in 2014, the 1:1 laptop tablet program was introduced for all Grade 3 to 6 children. Technology devices including laptops, desktop computers and iPADS are readily available to all students as well as multiple interactive whiteboards/TVs in each Learning Centre. Robotics, 3D printing, coding, the TV studio, green screen, radio/ recording studio are available to students in all levels.

Mandarin is our LOTE program in the school. We have developed a strong connection with Yan Cheng No.1 Primary School in China with a visit from 12 students and 2 teachers over the past 2 years. Online communication occurs between both schools involving staff members and students.

Science has become part of our school culture leading to many other positive environmental and social changes. Programs such as the "i sea, i care" program, the Earth Watchers Program, Kids Teaching Kids conferences as well as our strong connections with external sources such as CERES, Melbourne Water and City of Greater Dandenong.

Silverton's Out of Hours School care has increased over the year with the employment of more qualified staff. In 2017, School Vacation program for our school community ran throughout the year which was well attended.

The school promotes parent and community involvement throughout the curriculum programs, parent education courses and extra-support programs. Parents attend training courses before they are involved in the classroom with the children.



Courses such as “Classroom Helpers”, as well as courses related to both Literacy and Numeracy are provided to assist parents and caregivers. A strong Parents Association focuses on fundraising and supporting the school programs. The School Council is highly committed and supportive of the school and provides positive direction and guidance.

## Framework for Improving Student Outcomes (FISO)

During 2017, our FISO (Framework for Improving Student Outcomes) initiatives focused on the following:

Priority – Excellence in teaching and learning

Curriculum planning and assessment: Schools will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs

Silverton Primary School has been identified as a high achieving school, and we want to maintain and continue to improve teacher practice and student outcomes. Curriculum planning and assessment is important as it informs the school of student needs and future directions.

Priority – Positive Climate for learning

Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students

Over the past two years the development and implementation of a new whole school wellbeing program, Silverton Super Students (#SSS) has been a focus for our Student Welfare Coordinator. We want to make sure that every student’s educational path, curriculum, instruction, and schedule be personalised to meet his/her learning needs. Students with attendance concerns was a priority last year which saw administrative changes to address this problem.

## Achievement

Silverton Primary is aiming high and is proud of the 2017 student learning outcomes, with achievements similar or higher in Year 3 and 5 Naplan Literacy and Numeracy results.

The Victorian Curriculum Teacher Judgement data for 2017 was higher than other Victorian schools in both English and mathematics. This is an outstanding outcome given the 65% EAL background of students.

Our teaching and support staff are continually engaged in a range of specific and targeted professional development to ensure they have the most current knowledge and skills. The Department’s new resource HITS (High Impact Teaching Strategies) was used when developing Silverton’s Staff Passport, a teacher’s reflection and observation booklet.

The school has had an extensive and ongoing focus on coaching/mentoring to build teacher capacity to support student learning. Teachers work collaboratively to implement programs that focus on essential learnings, analysis of data and curriculum differentiation. Through weekly Professional Learning Team meetings, teachers focus on targeting the needs of students to maximize their learning potential and outcomes.

Teams have a collective responsibility for all students and teachers have had significant Professional Development related to data analysis, to enable them to develop and interpret student data, and to plan more rigorously to meet the individual learning needs. There were 14 students participating in the Program for Students with Disabilities and all students were assessed against their individual learning goal, and all showed progress at a satisfactory level or higher in relation to achieving their individual goals. High achieving students are also placed on Education Learning Plans.

## Engagement

On average there is a 92% attendance rate across the school. The major reason for absences is children going on extended family holidays. This is an area over which the school has no control but highly impacts the absentee rate. Employment of a Student Welfare Coordinator who works closely with the families to ensure the children’s education is not compromised. Regular text messages to parents were occurring daily for students with attendance concerns.

Silverton’s lunchtime activities program is well established to engage the children during their breaks from classroom instruction.

Community Engagement activities included:

- During 2017 we had a number of students involved Kids Teaching Kids Conference, Marine Ambassador program, State School Spectacular, Salesforce – Hour of Code, Robotics and Chess competitions and the Network Math competition.



- A successful school concert based on Silverton's student learning characters Tilly and Nic.
- Our highly successful Open Night, Performing Arts Showcase, Celebrating our Learning Performances and House Events.
- Conducting a range of parent workshops in Literacy, Numeracy to further assist our parents to support their children's learning at home.

## Wellbeing

Silverton have a funded Primary Welfare Officer who supports students and staff with engagement and wellbeing programs. Student Safety, Connectedness to School and Connectedness to Peers remained a strong focus throughout 2017 and there were four main programs to support these. The Start Up program remained the central focus of Wellbeing, ensuring a safe and orderly learning environment is maintained and this underpins all other wellbeing initiatives. Early Bird Reading and our Breakfast program are still going strong. The Valuable Learning Habits program saw some minor changes to lift the profile with positive results especially making a Valuable Learning Habit student captain.

With a dedicated whole school focus on school values, developing common language around agreed behaviours, setting high expectations Silverton's student incident data improved over the year. Student Voice is strong and active through the Silverton's Leadership Team and Student committee. In 2017, student leaders came and reported to School Council which was a great success. Silverton is also an active member of the Student Voice/Agency Community of Practice for Victoria and Dandenong.

Student physical fitness was also a focus with the school continuing to participate in the Active After School's program throughout 2017. The intention of the program is to provide students with physical activity beyond the school hours and with a view to encourage students to participate in more external sporting activities in the future.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 520 students were enrolled at this school in 2017, 262 female and 258 male.</p> <p>65 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>61%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>44%</td> <td>34%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>44%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>37%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	57%	17%	Numeracy	27%	61%	12%	Writing	22%	44%	34%	Spelling	37%	44%	20%	Grammar and Punctuation	37%	37%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## 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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	91 %	91 %	92 %	92 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	91 %	91 %	92 %	92 %	93 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

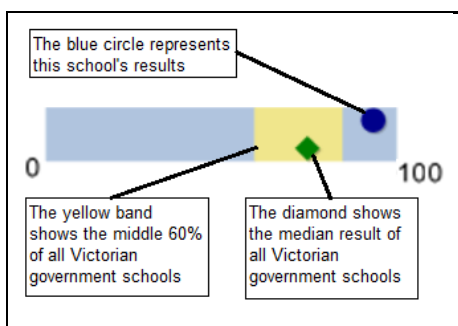
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

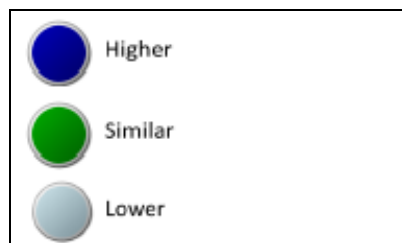


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').

## Financial Performance and Position

### Financial performance and position commentary

Silverton Primary School continues to operate efficiently and responsibly within established and audited budgetary processes. Through continued prudent staffing decisions in 2017, we maintained a small staffing surplus by the end of the year. 2016 surplus funds were converted to cash to provide assistance to a range of Council projects in 2017. Silverton's Equity Funding has been earmarked to employ staff and deliver programs to support our Strategic Plan goals as well as the government's Education State priorities. The school received a number of Commonwealth Grants to support the Out of School Hours / School vacation program.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,364,383	High Yield Investment Account	\$473,073
Government Provided DET Grants	\$742,254	Official Account	\$55,634
Government Grants Commonwealth	\$184,186	Other Accounts	\$169,653
Revenue Other	\$36,197	<b>Total Funds Available</b>	<b>\$698,360</b>
Locally Raised Funds	\$393,583		
<b>Total Operating Revenue</b>	<b>\$5,720,603</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$406,680		
<b>Equity Total</b>	<b>\$406,680</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,257,470	Operating Reserve	\$233,280
Books & Publications	\$2,130	Asset/Equipment Replacement < 12 months	\$40,000
Communication Costs	\$13,069	Capital - Buildings/Grounds incl SMS<12 months	\$50,000
Consumables	\$153,576	Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Miscellaneous Expense <sup>3</sup>	\$400,601	Revenue Received in Advance	\$122,509
Professional Development	\$27,619	School Based Programs	\$60,000
Property and Equipment Services	\$441,287	Other recurrent expenditure	\$30,000
Salaries & Allowances <sup>4</sup>	\$351,806	Asset/Equipment Replacement > 12 months	\$20,000
Trading & Fundraising	\$69,602	Capital - Buildings/Grounds incl SMS>12 months	\$32,571
Travel & Subsistence	(\$12,832)	Maintenance -Buildings/Grounds incl SMS>12 months	\$30,000
Utilities	\$56,431	<b>Total Financial Commitments</b>	<b>\$698,360</b>
<b>Total Operating Expenditure</b>	<b>\$5,760,759</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$40,156)</b>		
<b>Asset Acquisitions</b>	<b>\$30,337</b>		

(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 05 March 2018 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.*