2022 Annual Report to the School Community

School Name: Silverton Primary School (5120)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 29 March 2023 at 04:30 PM by Mark Pollard (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 30 March 2023 at 05:22 PM by Kerrie Ngoma (School Council President)

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
- 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

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)

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.

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.

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

Silverton Primary School is situated in Noble Park North. It was designed as an Open Plan School and opened in 1977. It contains five flexible Learning Centres, as well as specialist facilities, around a central courtyard. Specialist facilities include learning spaces related to; Media Arts, Visual Arts, Physical Education, Instrumental / Classroom Music, Dance / Drama Studio, STEM, EAL, LOTE (Mandarin) and Science rooms. Physical features of the school include an undercover performance area, environmental pond area as well as a school vegetable garden and chicken coup. 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. The use of Digital technologies as a teaching tool is embedded throughout all teaching programs. Technology devices including laptops, desktop computers and iPads are readily available to all students as well as multiple interactive TVs in each Learning Centre. Robotics, 3D printing, coding, Media centre, green screen, radio/ recording studio are available to students in all levels. Science has become part of our school culture leading to many other positive environmental and social changes.

The school services a culturally rich community; with 59% of the student population from non-English speaking backgrounds. The enrolment in 2022 was 444 and an SFOE (Student Family Occupation and Education) index of 0.4002
In 2022 the school had a teaching staff of 33 teaching staff. This comprises two Principal Class personnel, one leading teacher, two learning specialists. 1.8 Learning Tutors and a mixture of expert, accomplished and graduate teachers. The school also employs a number of other staff 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.

The school's Learning Centres have been structured around the four levels for primary education, with staff working in professional learning communities 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 Foundation to Year Two 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.

Silverton Primary School is committed to providing a learning environment and education programs which will motivate, challenge and support students to become life-long learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, cultural diversity and the rights of all are highly valued and respected. Our school staffing community has developed the following values which are seen as being central to the life of the school:

• Respect - recognising and accepting the differences in ability, race, religion and beliefs of others.
• Honesty - truthfulness and open communication at all times.
• Teamwork- learning together to achieve the best possible outcomes for everyone.
• Learning – developing and acquiring knowledge, skills, values and positive attitudes.
• Responsibility – to be responsible for ones' own actions

Silverton's Out of Hours School and Vacation care continued to run each morning and afternoon during the school terms, as well as providing an extended holiday care program during holiday periods.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the AIP focused on the delivery of the system wide priority goals of:
Learning; catch-up and extension, particularly in Numeracy
Wellbeing; effectively mobilise available resources to support students' wellbeing and mental health

Embedded within these 2 priority areas were actions and activities we knew to support the areas identified within the 2020-2024 School Strategic Plan. Specifically, to continue to strengthen numeracy practices across the school by deepening the capacity of all staff and students to improve the quality and precision of their feedback, reflection, and goal setting.
To support this work, teachers participated in a team based project. This PLC project supported teachers to build their capacity to improve the quality and precision of numeracy feedback, reflection and goal setting and improve student learning outcomes in numeracy. The projects across the school, evidenced work of professional development, collegiate discussions, increased curriculum knowledge, identified next steps for teaching and learning and improved practices for student learning outcomes. Analysis of numeracy data from 2022 suggests strong results in NAPLAN Numeracy with 91% of Year 3 students and 85% of Year 5 students achieving above minimum standards and 43% of Year 3 students and 40% of year 5 students achieving in the top two bands. There is a strong correlation to this data and the percentage of Year 3-6 students assessed against the Victorian Curriculum Levels F-10 at or above expected level in Number and Algebra at 90%.

Wellbeing

The wellbeing needs of our students are of the highest priority. Formal wellbeing programs are provided to support this goal, in addition to the provision of individual care and support for our students. All programs offered to our community have an emphasis on forming positive relationships to foster the best way to support our student's unique needs. Silverton's Start Up Program is dedicated to building positive relationships; developing friendships of students and assisting students to work in teams. A variety of activities that promote our #SSS program are included in the program, with a particular focus on RESPECT, POSITIVE RELATIONSHIPS and GROWTH MINDSET. The Respectful Relationships program has been further developed into the school's wellbeing repertoire. The work to build staff capacity in implementing school wide positive behaviour and relationship expectations was initiated through both internal and external professional development as well as the creation and implementation of the whole school positive expectations grid. Sentral is being used to track behaviour incidents. The wellbeing team used data from Sentral to identify, monitor and respond to trends in data both within the learning centres and in the yard.
A focus on staff and student wellbeing was a key priority in 2022 in response to the changing needs presenting after the challenges faced in both 2020 and 2021 as a result of the Covid Pandemic. With a further emphasis placed on utilising available resources to support student wellbeing, numerous initiatives and programs were implemented and/or sustained including; commencement of an onsite Play Therapy program, facilitation of the Shine program and the ELVA program, wellbeing co-ordinator working with vulnerable year 3-6 students on a weekly basis, implementation of the PawPals program, continuation of breakfast club for all members of the school community, increased frequency and variety of lunchtime clubs offered to students throughout each week, employment of an external psychologist to provide one on one support to students and a restructuring of the Educational Support (ES) Staff timetable to support our most vulnerable students.
The focus for Term Four shifted heavily to the wellbeing of our community after the tragic passing of our Principal, Amanda Prosser. We were guided by advice from SSS Psychologists and untilised the services of the Employee Assistance Program to ensure that counselling was offered to any staff or students who needed this level of support. It was an extremely challenging time for all members of the Silverton community who knew and loved Amanda, who had been a valued member of the school for twenty years.

Engagement

Opportunities for connection between home and school have continued to strengthen in 2022. The continued use of the school data management system Sentral, and regular newsletters provide frequent and up to date reminders and information about what is happening in and around the school. Termly opportunities are provided for families to meet with teachers to discuss their child's learning goals and accomplishments through meet and greets, literacy/numeracy learning conversations and student led conferences. This combined with twice yearly reports provides parents/carers with regular updates on their child's academic and social successes.
Student attendance remained a challenge in 2022 with the percentage of F-6 students who were absent 20+ days sitting at 42%; much higher than our target of 17% yet slightly better when compared with other schools in the network and across the state. Upwards of 65% of those absences are listed as medical. With continued encouragement by the health department to stay home for

5 days if covid positive or showing any symptoms, it is not surprising that these statistics are so high. It remained a priority at Silverton Primary to continue working with families to ensure students were at school and learning. The school continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly letters to parents with unexplained absences and made phone calls after a 2 day absence. The school worked closely with families to support students with chronic absences.

Silverton has a strong focus on Student Agency, Voice and Leadership in order to maintain or increase students' engagement levels. A dedicated Professional Learning Community (PLC) in the area of Student Agency continues to meet in order to ensure Student Agency across the curriculum and programs across the school. Our Student Leadership stems formally from our Grade Six leaders to our Silverton Student Committee (SSC) through to Kids Teaching Kids, Marine Ambassador program and Dandenong Children's Advisory Committee. All these programs provide opportunities for students to have influence or voice in school life, local or global issues. Student Leaders attend School Council, staff meetings, PLC meetings and inspire future student leaders.

Various lunchtime activities and clubs were implemented throughout the year to further engage students. Some examples of these include chess, origami, sport, drawing club, computer club, just dance, yoga, etc. In the wider community, Silverton Primary School participated in States School Spectacular dance performances, e-sports competitions, Chess competitions, Interschool Sports, Maths Competitions, Swimming and other district sporting events.

Other highlights from the school year

Throughout the year Silverton Primary School students were engaged in a number of camps and excursions. Year Six students attended a week long camp in Corop at Camp Kookaburra. Year Four and Five students attended a three day camp at Waratah Beach Camp. The Silverton community ran an Art Show which showcased artwork from all students in the school. Families were invited into the school for a gallery walk and to enjoy live performances by our junior band, senior band and dance troups. Silverton Primary School also celebrated success as the national champions of the ESports competitions in both Mario Kart and Just Dance.

Financial performance

Silverton Primary School maintained a sound financial position throughout 2022. The 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

Silverton's Equity Funding has been earmarked to employ staff and deliver literacy and numeracy 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.

The Financial Performance and Position report shows an end of year deficit which was expected as Silverton employed additional staff to assist with the continuation of the Tutor Learning Initiative and to support the wellbeing of our students and families.

A large Shade Sail was constructed in front of the Science/STEM rooms which was funded by Parents Association fundraising as well as funds received through the Outdoor Learning Grant.

A Community Joint Use Agreement between the Silverton PS and Dandenong City Council was developed which outlines the joint use of WJ Turner Reserve.

For more detailed information regarding our school please visit our website at https://www.silverton-ps.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 450 students were enrolled at this school in 2022, 203 female and 247 male.

60 percent of students had English as an additional language and 1 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).
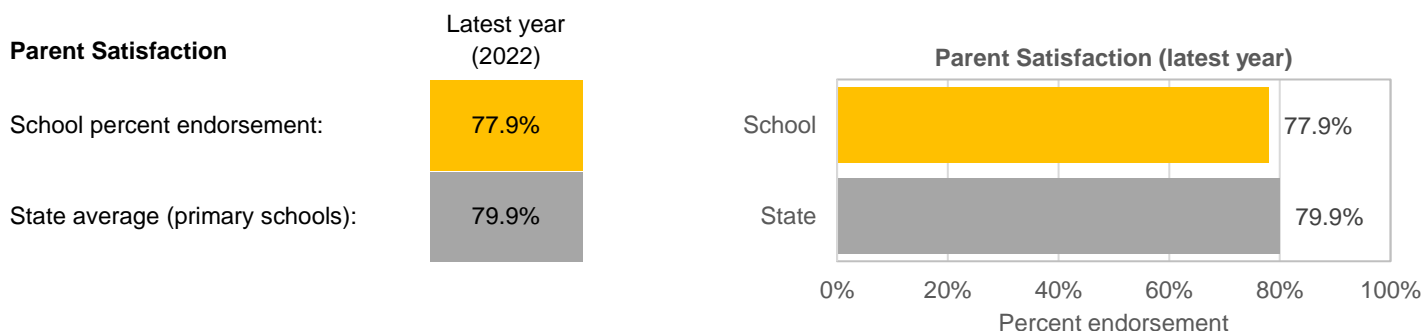
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

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:	77.9%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

School	77.9%
State	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:	83.3%
State average (primary schools):	73.4%

School Climate (latest year)

School	83.3%
State	73.4%
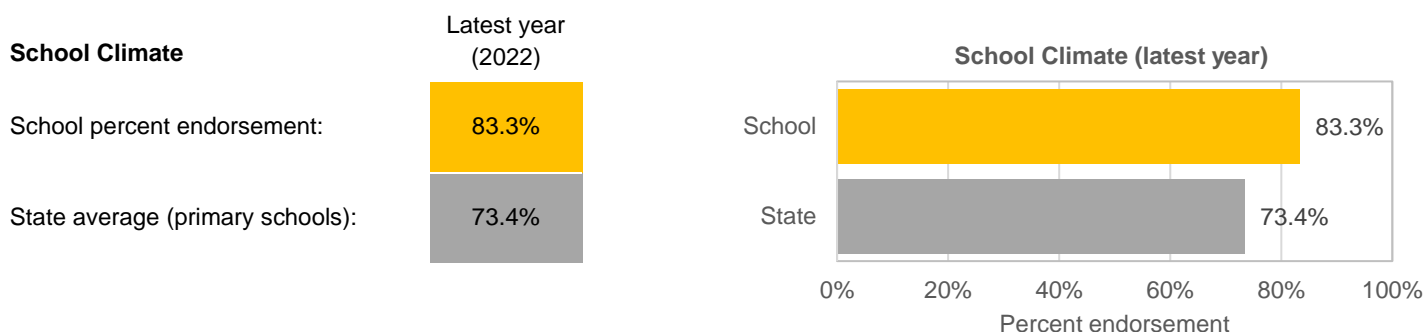
LEARNING

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:	91.4%
Similar Schools average:	82.0%
State average:	87.0%

English (latest (year) Years Prep to 6

School	91.4%
Similar Schools	82.0%
State	87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
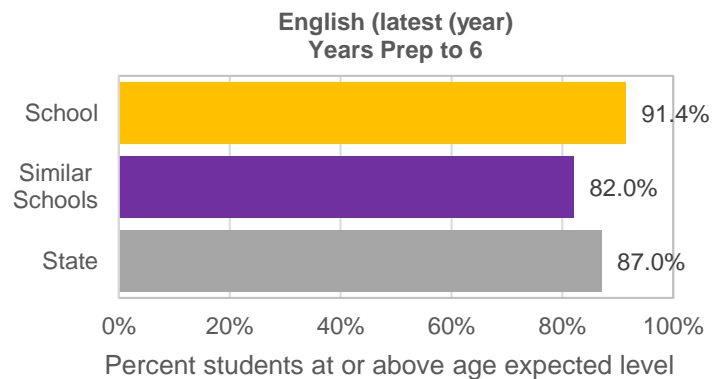
Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	92.7%
Similar Schools average:	80.1%
State average:	85.9%

Mathematics (latest year) Years Prep to 6

School	92.7%
Similar Schools	80.1%
State	85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
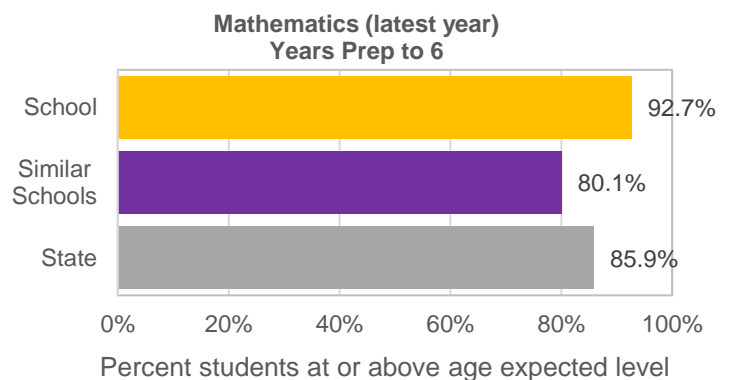
LEARNING (continued)

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.
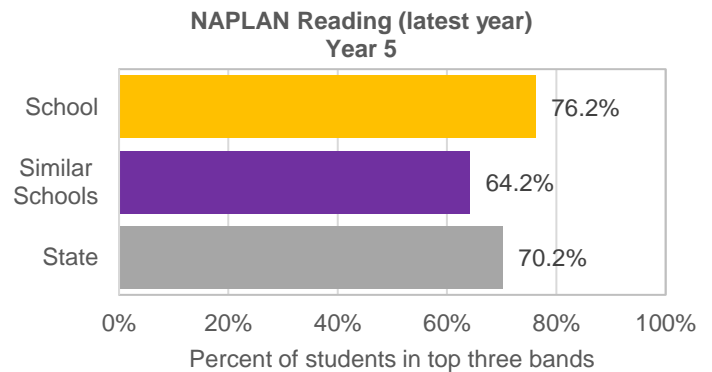
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	67.8%	76.1%
Similar Schools average:	72.2%	71.2%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

School	67.8%
Similar Schools	72.2%
State	76.6%

Percent of students in top three bands
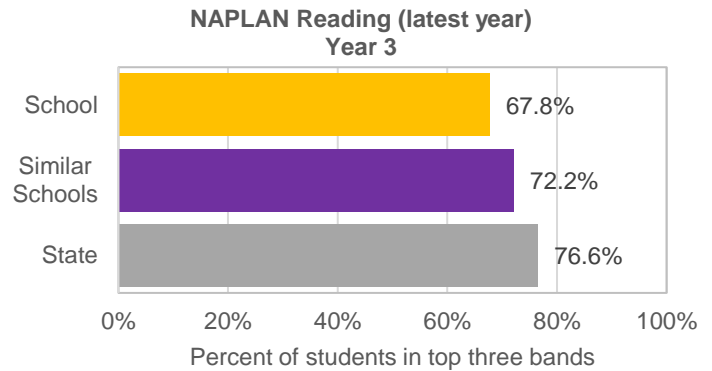
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	76.2%	71.5%
Similar Schools average:	64.2%	62.5%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

School	76.2%
Similar Schools	64.2%
State	70.2%

Percent of students in top three bands

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	71.7%	71.8%
Similar Schools average:	55.9%	55.9%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

School	71.7%
Similar Schools	55.9%
State	64.0%

Percent of students in top three bands
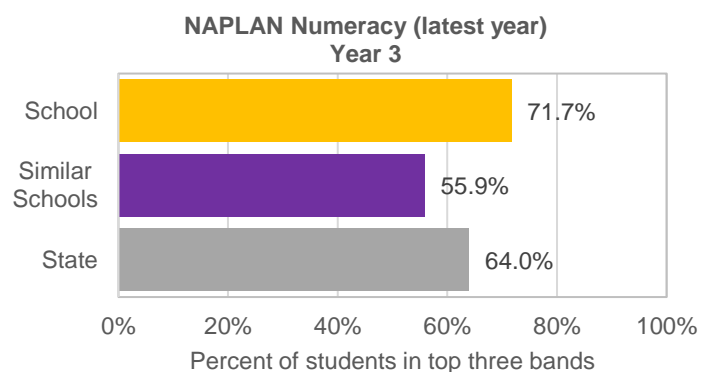
Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	66.5%
Similar Schools average:	46.0%	50.6%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

School	71.4%
Similar Schools	46.0%
State	54.2%

Percent of students in top three bands
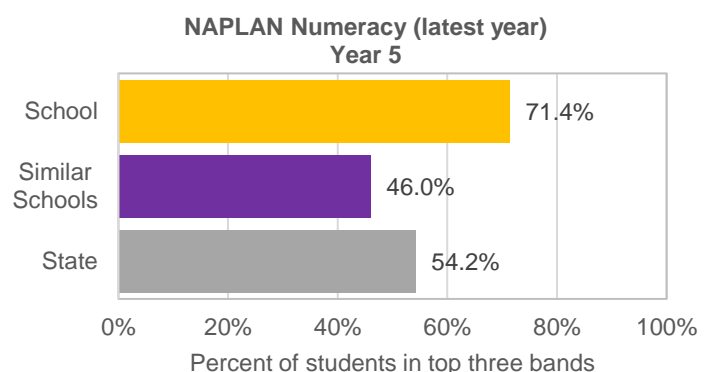
WELLBEING

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:	74.0%	75.4%
Similar Schools average:	77.7%	80.0%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6

|	
School	74.0%
Similar Schools	77.7%
State	78.1%

Percent endorsement
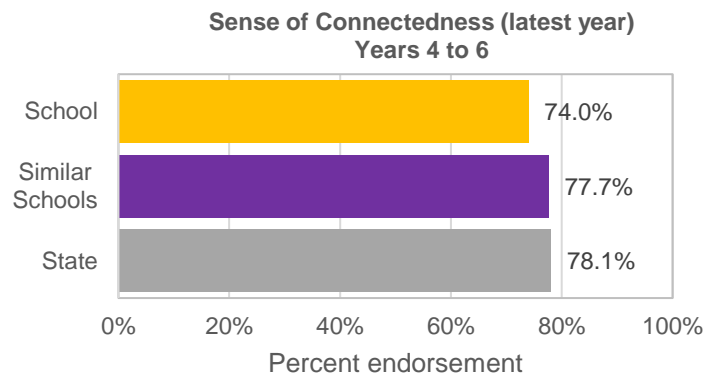
Student Attitudes to School – Management of Bullying

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:	61.5%	63.6%
Similar Schools average:	73.5%	76.7%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6

|	
School	61.5%
Similar Schools	73.5%
State	75.8%

Percent endorsement
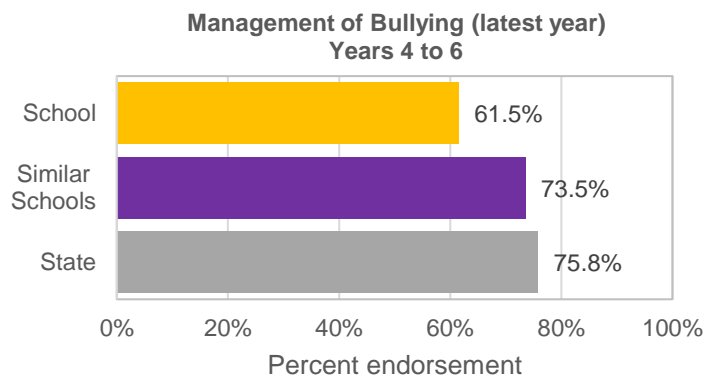
ENGAGEMENT

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:	22.3	15.7
Similar Schools average:	25.5	19.5
State average:	23.3	17.0

Student Absence (latest year)
Years Prep to 6

School	22.3
Similar Schools	25.5
State	23.3

Average number of absence days
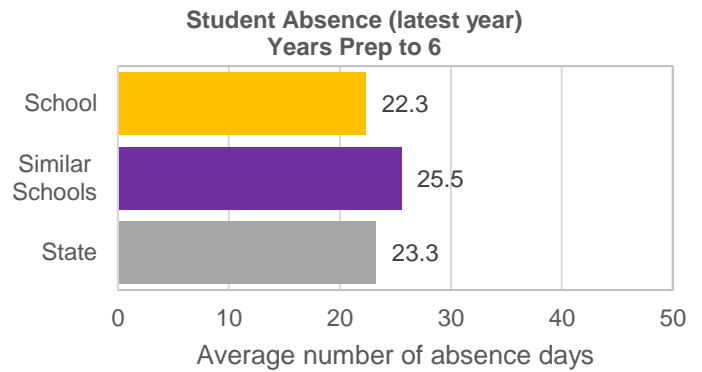
Attendance Rate (latest year)

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):	89%	85%	90%	89%	89%	88%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$4,256,542
Government Provided DET Grants	$482,698
Government Grants Commonwealth	$164,621
Government Grants State	$0
Revenue Other	$51,558
Locally Raised Funds	$350,993
Capital Grants	$20,000
Total Operating Revenue	**$5,326,412**

Equity [1]	Actual
Equity (Social Disadvantage)	$188,216
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$188,216**

Expenditure	Actual
Student Resource Package [2]	$4,343,876
Adjustments	$0
Books & Publications	$81
Camps/Excursions/Activities	$136,714
Communication Costs	$9,403
Consumables	$46,532
Miscellaneous Expense [3]	$10,579
Professional Development	$23,384
Equipment/Maintenance/Hire	$156,521
Property Services	$47,455
Salaries & Allowances [4]	$494,246
Support Services	$125,036
Trading & Fundraising	$51,111
Motor Vehicle Expenses	$5,198
Travel & Subsistence	$0
Utilities	$47,663
Total Operating Expenditure	**$5,497,798**
Net Operating Surplus/-Deficit	**($191,385)**
Asset Acquisitions	**$5,310**

(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

Funds available	Actual
High Yield Investment Account	$251,979
Official Account	($5,739)
Other Accounts	$0
Total Funds Available	**$246,240**

Financial Commitments	Actual
Operating Reserve	$188,058
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$38,618
School Based Programs	$48,736
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$275,412**

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.