

2022 Annual Report to the School Community

School Name: Silvan Primary School (1801)



- 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 26 April 2023 at 07:40 PM by Damian Tirchett (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 10 May 2023 at 05:46 PM by Daniel Svak (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
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

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

Silvan Primary School is situated in the picturesque Dandenong Ranges and currently caters for 22 students. The motto of the school is "Maximising Opportunities and Extending Potential". Students are organised into multi-age classrooms, with Foundation to year Three in the junior classroom and year Four to year Six in the senior classroom. The school has 1.8 full time equivalent classroom teachers, 0.5 specialist teacher, 0.4 Business Manager and 2 classroom support teachers on a 1.2 time fraction. The Student Family Occupation Education during 2022 was measured to fall in the Low-Medium range.

The school provides a broad curriculum which prioritises Numeracy, Literacy and Social & Emotional Development. The school offers a specialist program which includes a combination of P.E, Performing Arts, Digital Technology, LOTE-German, Science, Cooking and Art for both classes. The Investigative Inquiry Model of Learning is implemented in multi-age classrooms and supports a differentiated learning approach with identified intervention and extension programs for designated students. The school commenced the PMSS program (Mathematics Specialist) in 2021 and completed the program at the end of 2022. This program enabled all staff to develop greater confidence in teaching Numeracy in exciting and engaging ways. The school has a Computer Laboratory and Indoor Assembly area, and a Homecrafts and Kitchen Garden Centre which greatly enhances teaching and learning at Silvan Primary School.

Parent involvement and community support for extra curricular activities both during and after school hours is high and enables a range of programs to be offered for students. The school has excelled in Athletics and generally in all sporting activities in the Yarra Valley. The bi-annual school production engages all students and parents in a memorable event.

Staff awareness of student's strengths, weaknesses, character, skills & abilities, knowledge, learning, mental health, preferences & learning styles is a feature of the programs at Silvan Primary School. Through classroom & whole school approaches, student motivation is expected to move from extrinsic to intrinsic throughout their 7 year enrolment at Silvan Primary School. A strong sense of self is encouraged in each child. Student Welfare concerns are identified early and appropriate services provided where possible, including accessing external services such as 'Art Therapy'. The 'Play is the Way' program, based on supporting both social and emotional development, provides teaching and learning that promotes the development of resilience, respect, pride, honesty, excellence, fairness, progression, tolerance, empathy and social skills in all students.

School promotion and marketing has always been of paramount concern for school council & staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Framework for Improving Student Outcomes (FISO) 2.0 Initiatives:

1. To build staff understanding of FISO 2.0 unpacking the 5 core elements underpinned by the 2 dimensions.
2. To improve the learning growth of every student in Literacy (Writing)
3. To improve the engagement of each student in their learning.

Key Improvement Strategies:

1. Build the capability of teachers to use Evidence-based High Impact Teaching Strategies in order to provide strategic focus on the core element of FISO 2.0 – Teaching & Learning
2. Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework.
3. Implement regular PLC protocols in meetings to specifically analyse student data to inform Teaching & Learning focuses. This has allowed teachers to align curriculum delivery to address identified student needs as well as agreed improvement targets. In other words identify points of need based on data analysis then plan, implement and assess explicit units of work - targeted at identified deficits.
4. Build teacher capacity to identify and teach to each students point of learning(POL)

Progress - Challenges & Highlights During 2022

The school is still dealing with the negative impact and fallout as a result of remote learning/lockdowns, even though it has been a year since this occurrence. Negative student behaviour, coupled with a low readiness to learn has had an impact on both students and staff.

The school's participation in the PMSSA program has rejuvenated our approach to Teaching & Learning of Numeracy. This included improved approaches towards mixed ability grouping, learning including the four proficiencies, student choice, low floor/high ceiling inclusive learning and hands on engaging authentic tasks.

Closing the gap by implementing the TLI for identified students.

NAPLAN data and formative assessment analysed to inform Teaching and Learning goals and targets.

Embedding SMART goals into Individual Education Plans that are continually reviewed and assessed to address individual student point of need. Goals and targets achieved are celebrated and new goals and targets frequently assessed/modified to ensure targets are met and new targets made.

Wellbeing

The school prides itself on its social and emotional development learning.

Whole School, deliberate, timetabled learning around developing behaviour education continues unrelentingly throughout the year via 'Rock & Water', 'Play is the Way' and 'Berry Street Educational Model' strategies and programs, as well as using the Te Rito Toi initiative, a trauma informed program designed to help students make sense of disasters and crises. The school also continued to provide sessions for targeted students to attend art therapy. We continued to encourage student voice and greater student decision making concerning curriculum and extra curricula foci.

Attitudes to School Survey (AtoSS) data for 2022, completed by students, included:

Emotional & Relational Engagement - Peer Relationships:

4% of students felt 'Very bad at this'

12% of students felt 'Bad at this'

51% of students felt 'Good at this'

31% of students felt 'Very good at this'

Social Engagement - Sense of Connectedness (to school) endorsement:

11% of students - Neutral

80% of students - Positive

Teacher Student Relations - High Expectations for Success endorsement:

7% of students - Not Positive

3% of students - Neutral

90% of students - Positive

Engagement

Average absences across the school during 2022 was 22.6, an increase from the previous year of 16.92 days per student per year. Unexplained absence days during 2022 were 5 %, whilst Unapproved absences was 21%, well down from the previous year (61%). Silvan Primary achieved 0 % students with 20 or more days absent, a pleasing decrease from 35% from the previous year.

The Attitudes to School Survey highlighted the following;

Stimulated Learning endorsement:

27% of students - Neutral

73 % of students - Positive

Sense of Inclusion endorsement:

10 % of students - Not Positive

10% of students - Neutral

80% of students - Positive

Student Voice & Agency endorsement:

20% of students - Not Positive

23% of students - Neutral

57% of students - Positive

The school identified the following areas in need of improvement as a result of 2022 year:

- Embed rich differentiated learning the Teaching & Learning of Literacy
- Increasing student voice and agency

Financial performance

In 2022 there was \$ 23 053 carried over from the 2021 Student Resource Package.

As always the school ran a tight budget and relied on fundraising and community donations to help finance and provide staffing to ensure;

- all key learning areas have experienced staff to deliver curriculum
- the school has a financial buffer to continue to staff classrooms, considering current trend of falling student enrolments
- an increase in Education Support Staff time fractions to provide support for our unfunded, vulnerable students.

Unfortunately, the school was unable to run our major fundraising events due to a variety of unforeseen events . Maintenance budgets were still spent to maintain facilities and provide teaching resources across the school into 2022 and beyond. Our school appreciates that an up to date ICT network and facility is a vital component of ICT learning and the ability of students to navigate the connected world.

Revenue during 2022 was below expectation as parents found that school fees were not able to be a priority.

Quarterly grants from the Commonwealth have again enabled the school to run the Sporting Schools Program. The take-up rate for this program is extremely encouraging and it links into the school's strong focus on healthy living and eating and the relationship between active bodies and active minds. The school also received additional BARR funding (as the school is a BAR school) and used to ensure our grounds were safe from excessive vegetation – this money was used to clean gutters and remove trees around our SIP.

For more detailed information regarding our school please visit our website at

<https://www.silvanps.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 22 students were enrolled at this school in 2022, 4 female and 18 male.

NDP percent of students had English as an additional language and 0 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).

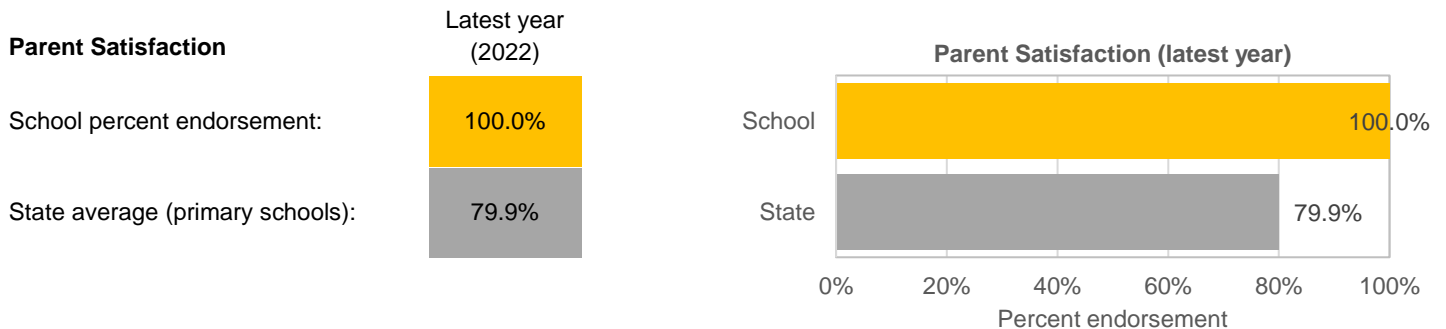
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

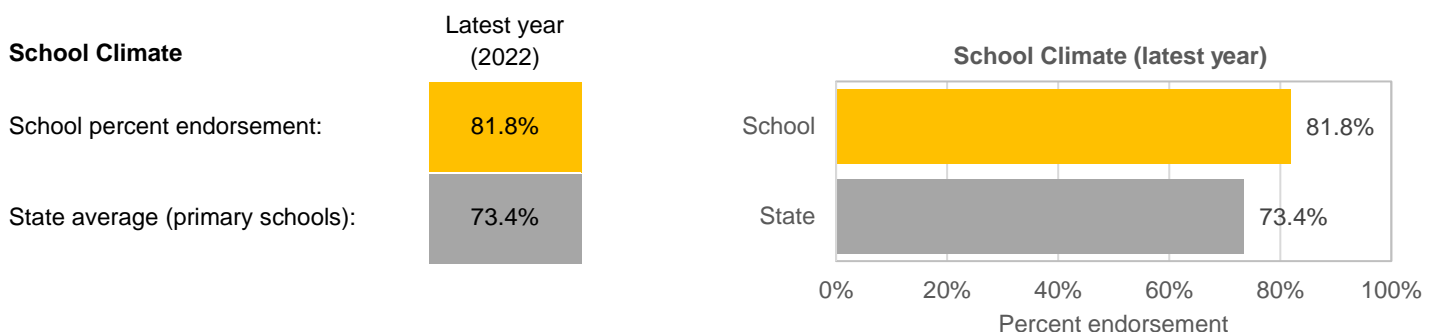


School Staff Survey

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.



LEARNING

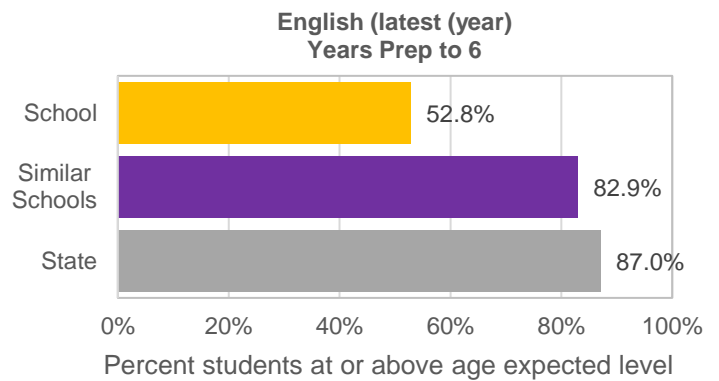
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

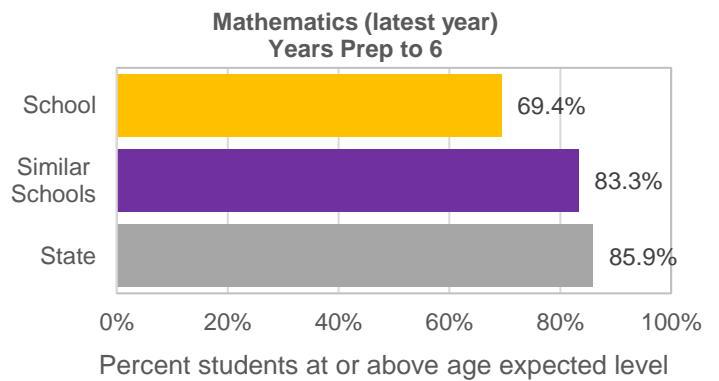
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	52.8%
Similar Schools average:	82.9%
State average:	87.0%



Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	69.4%
Similar Schools average:	83.3%
State average:	85.9%



LEARNING (continued)

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

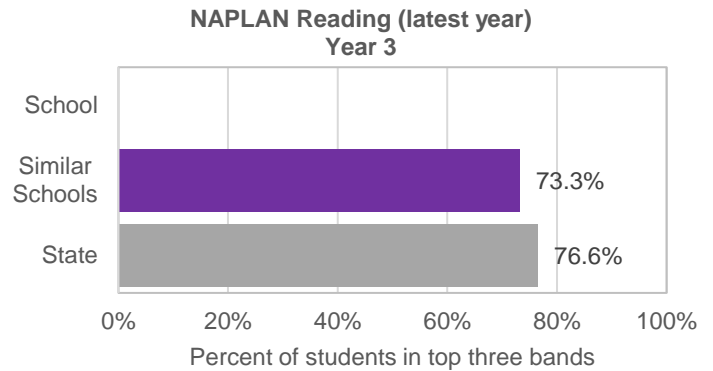
NAPLAN

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

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

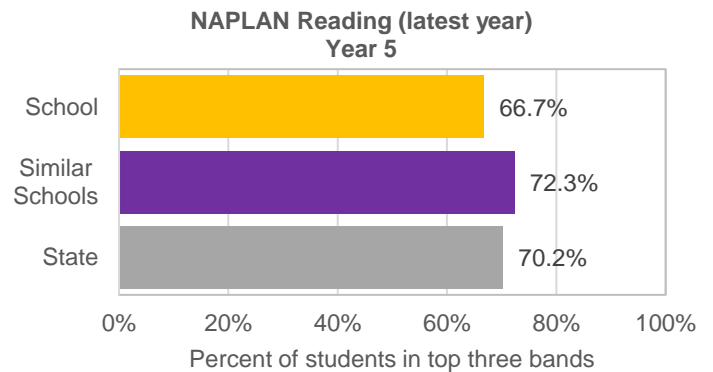
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	85.7%
Similar Schools average:	73.3%	72.1%
State average:	76.6%	76.6%



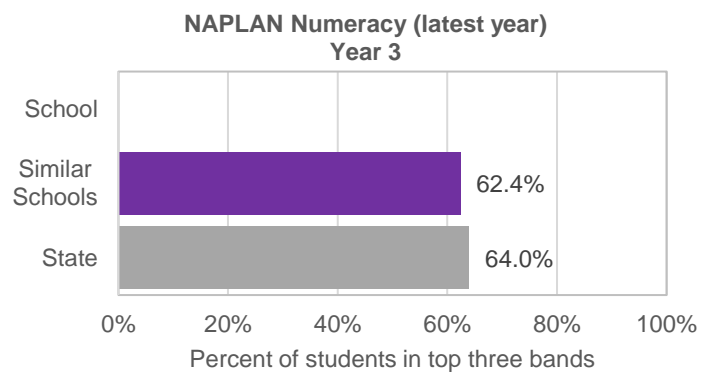
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	75.0%
Similar Schools average:	72.3%	65.6%
State average:	70.2%	69.5%



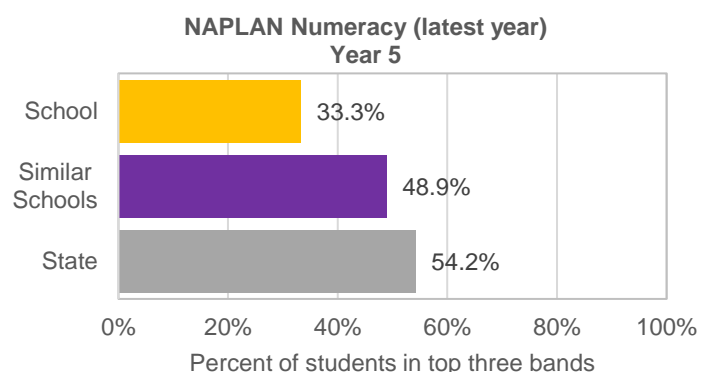
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	85.7%
Similar Schools average:	62.4%	65.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	58.3%
Similar Schools average:	48.9%	49.3%
State average:	54.2%	58.8%



WELLBEING

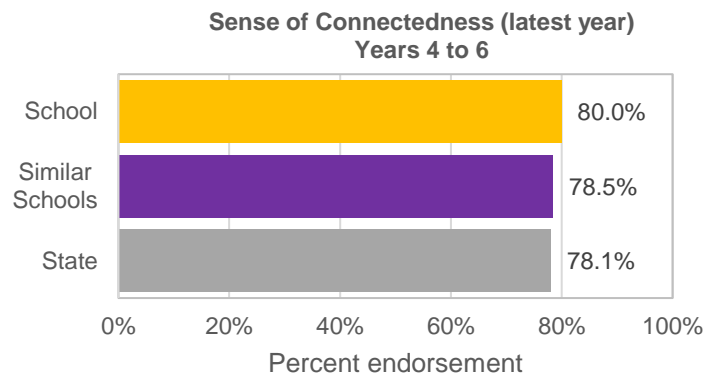
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	80.0%	82.3%
Similar Schools average:	78.5%	80.8%
State average:	78.1%	79.5%

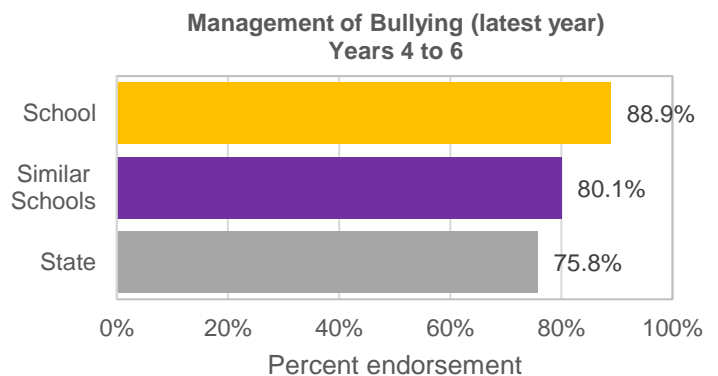


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	88.9%	90.5%
Similar Schools average:	80.1%	83.6%
State average:	75.8%	78.3%



ENGAGEMENT

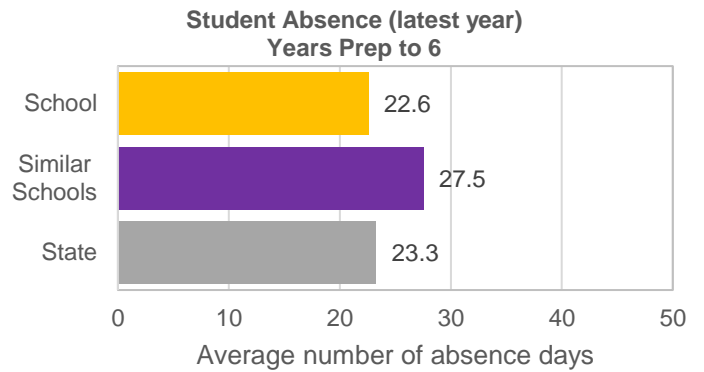
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.6	17.7
Similar Schools average:	27.5	18.9
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDA	90%	NDP	79%	94%	89%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$525,178
Government Provided DET Grants	\$106,536
Government Grants Commonwealth	\$82,200
Government Grants State	\$0
Revenue Other	\$8,881
Locally Raised Funds	\$15,965
Capital Grants	\$0
Total Operating Revenue	\$738,760

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,429
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,429

Expenditure	Actual
Student Resource Package ²	\$433,241
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$7,960
Communication Costs	\$1,922
Consumables	\$8,354
Miscellaneous Expense ³	\$5,393
Professional Development	\$2,497
Equipment/Maintenance/Hire	\$11,214
Property Services	\$26,313
Salaries & Allowances ⁴	\$17,868
Support Services	\$14,666
Trading & Fundraising	\$6,037
Motor Vehicle Expenses	\$82
Travel & Subsistence	\$0
Utilities	\$8,161
Total Operating Expenditure	\$543,709
Net Operating Surplus/-Deficit	\$195,051
Asset Acquisitions	\$34,455

- (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	\$169,481
Official Account	\$7,543
Other Accounts	\$0
Total Funds Available	\$177,024

Financial Commitments	Actual
Operating Reserve	\$14,788
Other Recurrent Expenditure	\$3,690
Provision Accounts	\$0
Funds Received in Advance	\$74,484
School Based Programs	\$28,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$16,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$46,830
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$183,792

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.