

# 2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 30 April 2025 at 10:24 AM by Damian Tirchett (Principal)

- As executive officer of the school council, I attest that this 2024 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 05 May 2025 at 12:24 PM by Damian Tirchett (Principal)

# HOW TO READ THE ANNUAL REPORT

## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Silvan Primary School is situated in the picturesque Dandenong Ranges and currently caters for 20 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 had 1.8 full time equivalent classroom teachers, full time teaching principal, 0.4 Business Manager and 3 classroom support teachers on a 1.46 time fraction. The Student Family Occupation Education during 2024 was 0.3057. 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 completed the PMSS program (Mathematics Specialist) in 2022 and has continued to embed this learning approach towards Numeracy education throughout 2024. The program continues to enable 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 2023
- 5 The school's participation in the Primary Mathematics and Science Specialists (PMSS) 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 Tutor Learning Initiative (TLI) for identified students, deliberately utilising 1:1 support measures as opposed to small group work.

#### 6 Implementation of the Professional Learning Communities (PLC) focusing on Teaching & Learning in Writing, saw student gains in writing achievement improve;

- through improved focus on individual student writing goals
- students defining and applying metacognitive strategies to improve their writing
- participation in writing conferences with explicit instruction and exemplars to follow, including immediate feedback
- unpacking the craft of writing with students via the use mentor texts highlighting specific writing techniques- metaphors, similes, adjectival phrases etc.

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 2024 completed by students, included:

**Effective Teaching Practice for Cognitive Engagement:**

**Differentiated Learning challenge** - 2023 - 81% of students felt 'Positive' 2024 - 78% of students felt 'Positive'

**Effective Classroom behaviour** - 2023 - 67% of students felt 'Positive' 2024 - 54 % of students felt 'Positive'

**Effective Teaching Time** - 2023 -97% of students felt 'Positive' 2024 - 88 % of students felt 'Positive'

**Stimulated Learning** - 2023 - 83 % of students felt 'Positive' 2024 - 100 % of students felt 'Positive'

The school progressed learning goals and student wellbeing outcomes through;

- targeted individual students attending weekly art therapist session with our art therapist
- whole school practice implementing Trauma Informed Teaching practices Berry Street Model techniques such as brain breaks, welcome circle, readiness to learn plans for targeted students
- 1:1 support from Education Support staff to aid students to become ready to learn
- Termly Student Support Group (SSG) meetings for at risk and funded students, outlining student goals and support measures in place to support learning
- Weekly social and emotional development lessons explicitly teaching students strategies to dysregulate emotions, co-regulate behaviour, empathise with peers, understand how stress manifests within our bodies, participate in mindfulness and generally develop coping strategies to manage emotional discomfort.

**Recommendation** - The school experienced a perceived drop in effective classroom behaviour and effective teaching time scores We still need to push response

rates higher in these two areas. Our stimulated learning responses increased since 2023 into 2024.

**Social Engagement: Sense of Connectedness endorsement**

**2023**

- 13% of students - Neutral
- 84% of students - Positive

**2024**

- 20% of students - Neutral
- 77% of students - Positive

**Recommendation** - The school has a drop in positive response results within this section of the survey. More positive responses can still be targeted for the future.

**Teacher Student Relations - High Expectations for Success endorsement:**

**2023**

- 0% of students - Not Positive
- 11% of students - Neutral
- 89% of students - Positive

**2024**

- 0% of students - Not Positive
- 0% of students - Neutral
- 100% of students - Positive

**Recommendation** - The school managed to improve results with 0 % 'Neutral' responses and a 100% endorsement of 'Positive' responses.

## Engagement

Average attendance rate across the school during 2024 was 87.7 % a slight decrease from the previous year of 88.2 %.

**2024** - 20 enrolments, 6 students had more than 20 days absent, that's 30% of enrolments.

**2023** - 22 enrolments, 9 students had more than 20 days absent, that's 45% of enrolments.

Chronic student attendance rates decrease last year as the school put in deliberate measures to improve attendance data by;

- providing breakfast/ Elevenies (**Elevenies**, are **short breaks taken around 11:00 a.m.**. They typically involve consuming a drink or snack, such as tea and a pastry). nutrition to students via the canteen daily
- same day checking of absenteeism with parents
- providing staff with explicit and correct coding for specific days of absents
- conducting special event days to encourage engagement to attend
- increasing student voice and advocacy in curriculum content delivery, to encourage attendance at school as students take greater ownership of their learning



**The Attitudes to School Survey** highlighted the following;

**Stimulated Learning endorsement:**

0% of students - Neutral

100 % of students - Positive

**Sense of Inclusion endorsement:**

100% of students - Positive

**Student Voice & Agency endorsement:**

17% of students - Not Positive

8% of students - Neutral

75% of students - Positive

The school identified the following areas in need of improvement as a result of 2024 year:

**Student Voice & Agency**- 17% 'Not Positive' response

**Community Connections** - 67% 'High Community' response - needs to be higher

**Perseverance** - 17% 'Not Positive' response

**I Know What to do if I Experience Racism** - 17% 'Not Positive' response

## Financial performance

In 2024 the school had an accumulated balance of \$ 56 360 carried forward from the 2023 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.

The school run two major fundraising events for 2024 - Rapid Ascent Fun Run at the Silvan Reservoir and Wandin/Silvan Field Day.

Both fundraising events were sausage sizzles. Maintenance budgets were still spent to maintain facilities and provide teaching

resources across the school into 2024 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 2024 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  
[www.silvanps.vic.edu.au](http://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

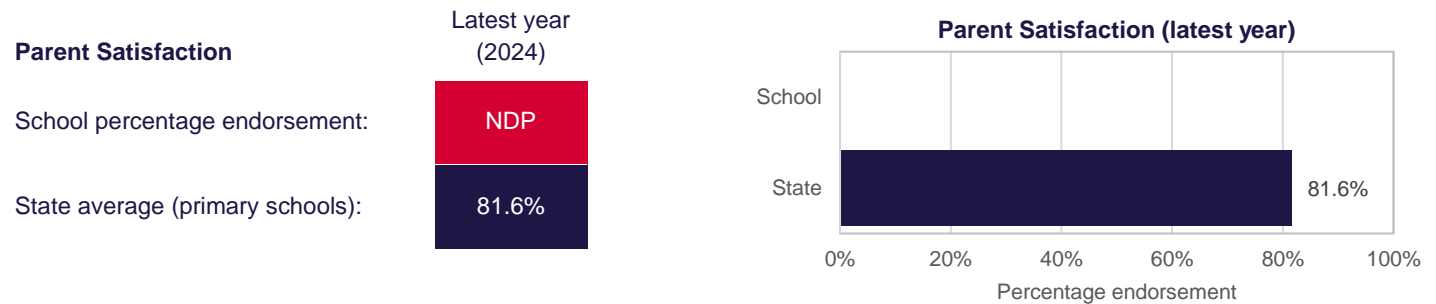
A total of 17 students were enrolled at this school in 2024, NDP female and NDP male.  
0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### 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**

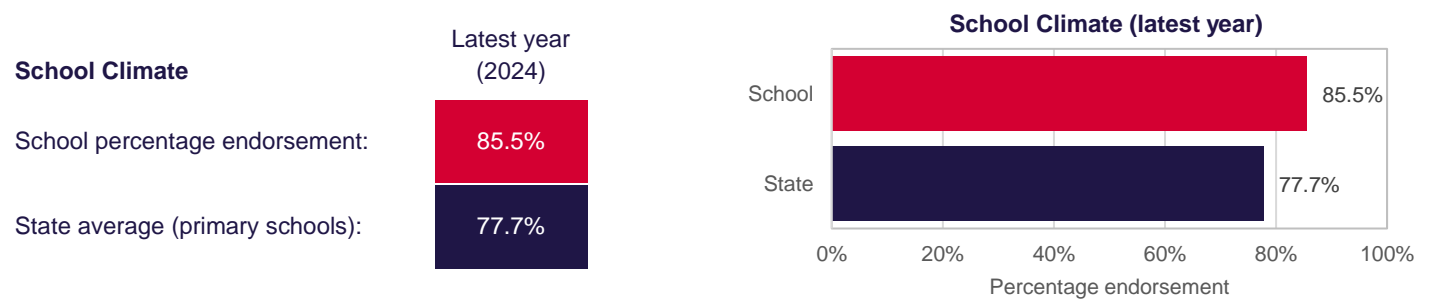
### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.  
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



### 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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

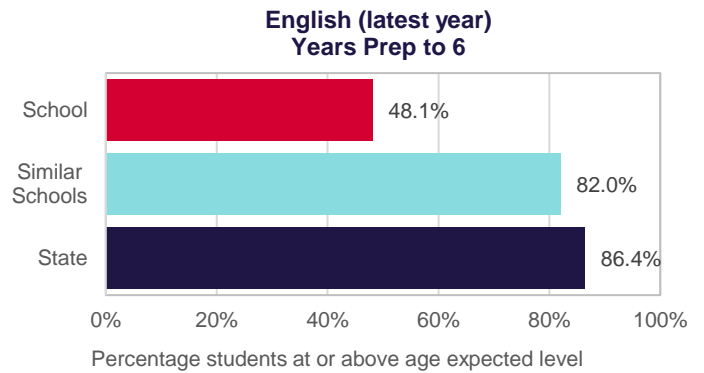
48.1%

Similar Schools average:

82.0%

State average:

86.4%



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

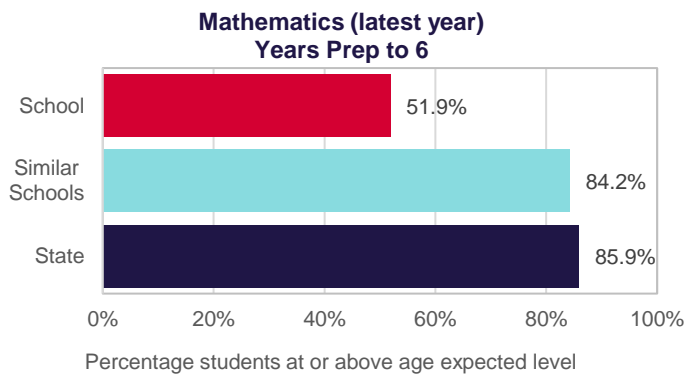
51.9%

Similar Schools average:

84.2%

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.

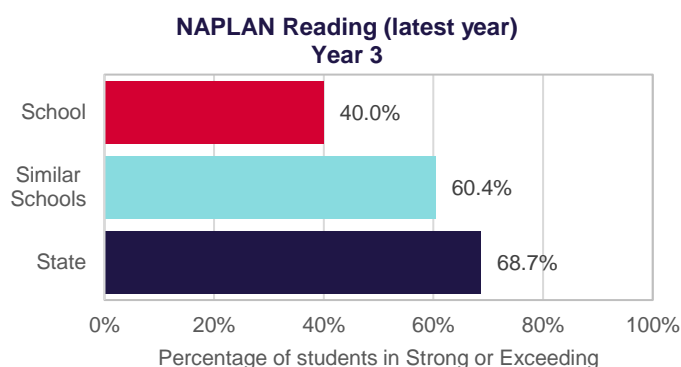
### NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

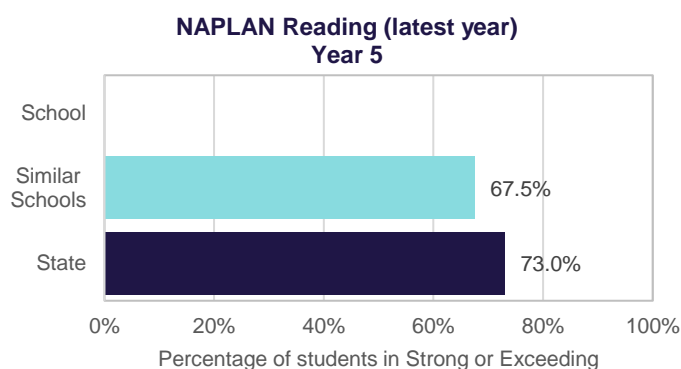
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.0%	37.5%
Similar Schools average:	60.4%	62.3%
State average:	68.7%	69.2%



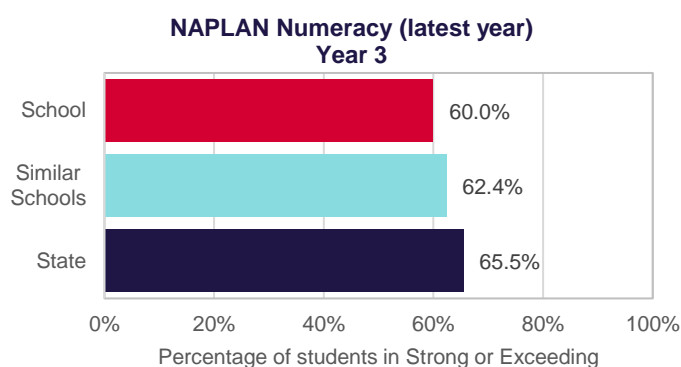
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	100.0%
Similar Schools average:	67.5%	72.0%
State average:	73.0%	75.0%



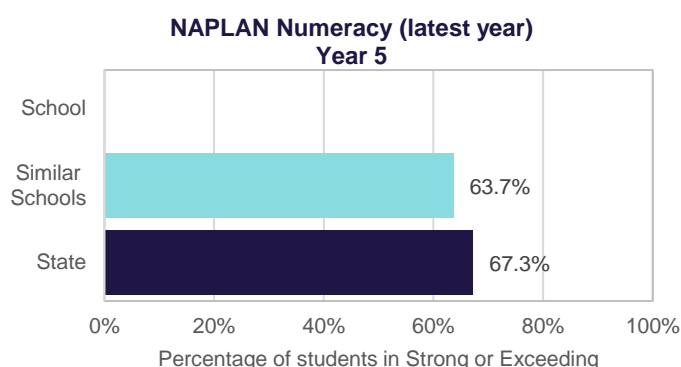
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	37.5%
Similar Schools average:	62.4%	66.5%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	85.7%
Similar Schools average:	63.7%	65.7%
State average:	67.3%	67.6%



## 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 2022

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

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

NDP

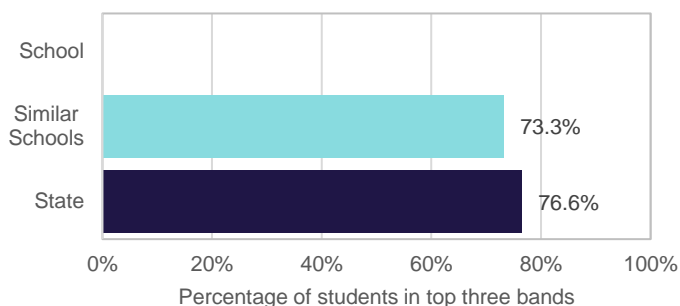
Similar Schools average:

73.3%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

66.7%

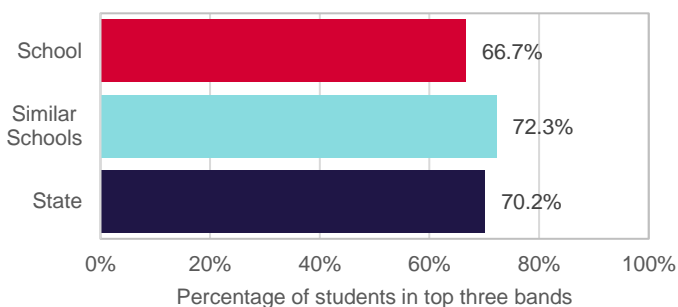
Similar Schools average:

72.3%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDP

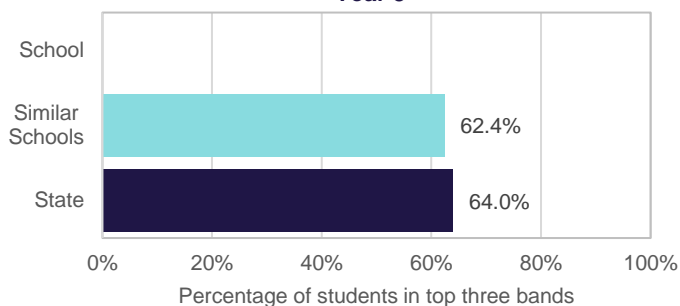
Similar Schools average:

62.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

33.3%

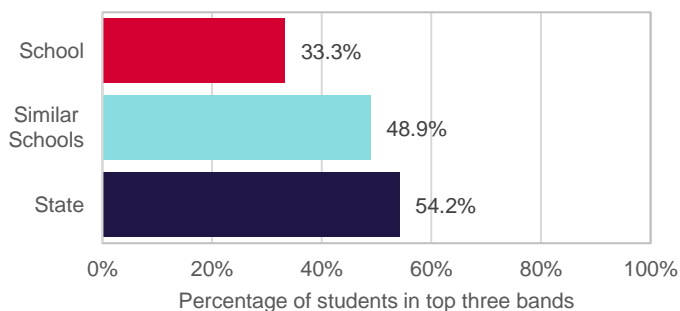
Similar Schools average:

48.9%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

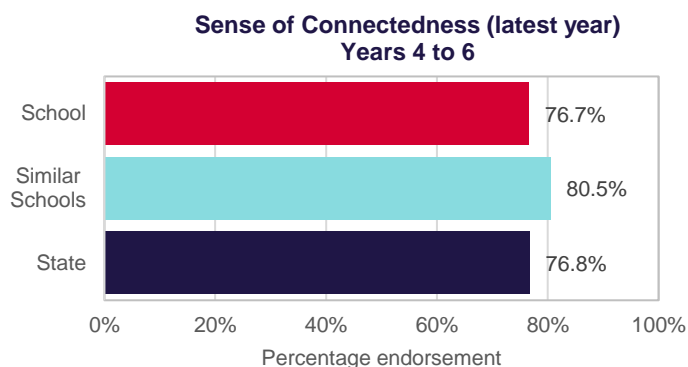
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	76.7%	82.3%
Similar Schools average:	80.5%	79.8%
State average:	76.8%	77.9%

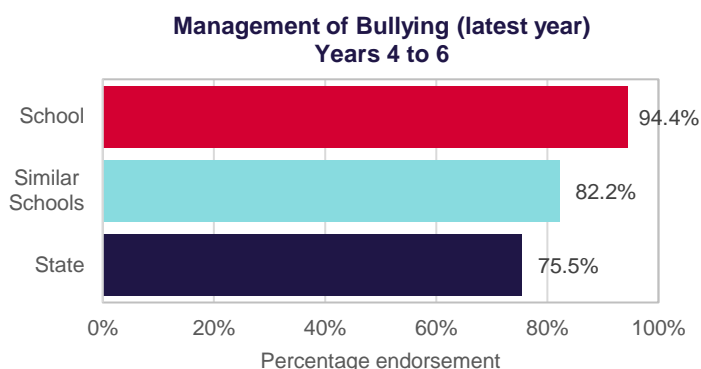


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	94.4%	88.1%
Similar Schools average:	82.2%	82.3%
State average:	75.5%	76.3%

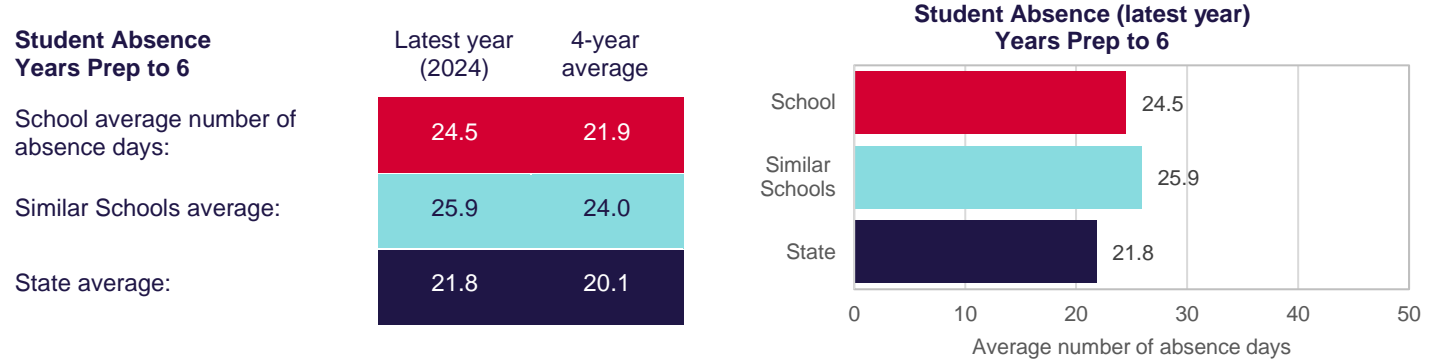


ENGAGEMENT

**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.



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 (2024):	NDP	NDP	NDA	92%	NDP	83%	85%





# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$477,827
Government Provided DET Grants	\$158,301
Government Grants Commonwealth	\$2,450
Government Grants State	\$0
Revenue Other	\$28,862
Locally Raised Funds	\$19,332
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$686,772</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,156
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,156</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$496,129
Adjustments	\$4,220
Books & Publications	\$0
Camps/Excursions/Activities	\$5,786
Communication Costs	\$2,132
Consumables	\$14,188
Miscellaneous Expense <sup>3</sup>	\$3,145
Professional Development	\$2,043
Equipment/Maintenance/Hire	\$7,934
Property Services	\$22,517
Salaries & Allowances <sup>4</sup>	\$74,780
Support Services	\$8,019
Trading & Fundraising	\$5,825
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$8,143
<b>Total Operating Expenditure</b>	<b>\$654,861</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$31,911</b>
<b>Asset Acquisitions</b>	<b>\$780</b>

- (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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$293,842
Official Account	\$14,008
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$307,851</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$25,752
Other Recurrent Expenditure	\$2,367
Provision Accounts	\$0
Funds Received in Advance	\$194
School Based Programs	\$172,957
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$8,498
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$61,374
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$271,142</b>

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