

2016 Annual Report to the School Community



School Name: Silverton Primary School

School Number: 5120



Name of School Principal:

Amanda Prosser

Name of School Council President:

Daud Ally

Date of Endorsement:

27th March

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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



Education and Training



About Our School

School Context

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 new 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 73% of the student population from non-English speaking backgrounds and speaking a total of 56 different languages. 25% of families are recipients of the CSEF. These factors give the school an ICSEA rating of 988. The current enrolment of 530 has shown an increase over more than one hundred students since 2012.

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. In 2016, 2 teachers were recognised as Microsoft Innovative Expert Educators.

Currently the school has a teaching staff of 40 teaching staff. This comprises three Principal Class personnel, one leading teacher and a mixture of expert, accomplished and graduate teachers. The school also employs a number of tutors and teacher aides to support the rich curriculum that is provided. The increase in student numbers throughout the review period has translated into greater staff uptake and turnover. 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 138 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 2016. 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. This program had a 95% uptake in its first year. 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.

After considerable review and discussions with nearby Secondary Schools, this review cycle has seen a transition from French to Mandarin as the LOTE program in the school. A strong connection with Yan Cheng No.1 Primary School in China has further developed in 2016 with a visit from 12 students and 2 teachers.

Science has become part of our school culture leading to many other positive environmental and social changes.



Programs such as DeforestACTION, 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 2016, Silverton ran its first ever Vacation Care program for our school community which was well a great success.

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. Membership of council is very stable.

Framework for Improving Student Outcomes (FISO)

During 2016, 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 wanted 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.

In 2016 Silverton staff members planned and reported against the new Victorian Curriculum.

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*

At Silverton there is an expectation of respectful social and learning behaviour. We want to make sure that every student’s educational path, curriculum, instruction, and schedule be personalised to meet his/her learning needs.

Achievement

Silverton Primary is aiming high and is proud of the 2016 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 2016 was higher than other Victorian schools in both English and mathematics. This is an outstanding outcome given the 73% 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 school has had an extensive and ongoing focus on coaching 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 11 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.



Curriculum Framework implemented in 2016

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

Engagement

On average there is a 92% attendance rate across the school. The major reason for absences is children going on extended family holidays. Data indicates an average of over 3.87 days per child due to family holidays. This figure has been slowly increasing over the past two years. This is an area over which the school has no control but highly impacts the absentee rate. Employment of a Welfare Officer who works closely with the families to ensure the children's education is not compromised.

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

Community Engagement activities included;

- During 2016 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.
- We introduced our first ever 'Art Show' which was well supported by our school community.
- Our highly successful Open Night, Performing Arts Showcase, Celebrating our Learning Performance 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 2016 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.

With a dedicated whole school focus on school values, developing common language around agreed behaviors, setting high expectations Silverton's student incident data improved over the year. Student Voice was strong and active through the Silverton's Leadership Team and Student committee

In 2016, our school completed the eSmart accreditation process for schools to manage cybersafety and wellbeing. eSmart helps teachers, students and the whole community embrace the benefits of technology and reduce exposure to risks such as cyberbullying, identity thief, online accessing or sending inappropriate content. eSmart is an initiative of the Alannah and Madeline Foundation, a national charity committed to protecting children from violence.

Student physical fitness was also a focus with the school continuing to participate in the Active After School's program throughout 2016. The intention of the program is to provide students with physical activity beyond the school hours and with a view to encouraging students to participate in more external sporting activities in the future.

In 2016, Silverton's Well-being programs were reviewed as part of our School Review process.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 541 students were enrolled at this school in 2016, 261 female and 280 male. There were 68% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>46%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>39%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>51%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>48%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>45%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	46%	22%	Numeracy	33%	39%	27%	Writing	20%	51%	29%	Spelling	30%	48%	22%	Grammar and Punctuation	31%	45%	24%	<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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	92 %	92 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	92 %	92 %	92 %	93 %	93 %										



Performance Summary

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

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

How to read the Performance Summary

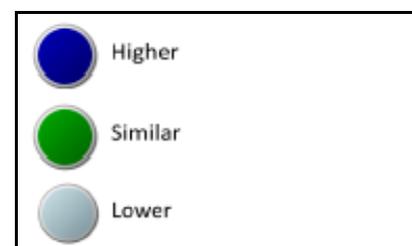
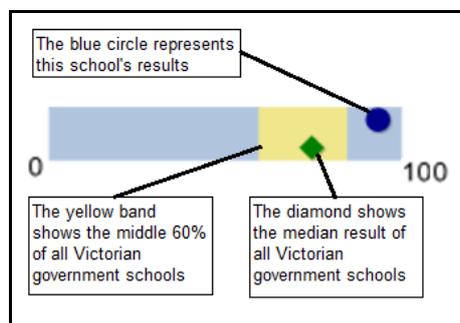
What are student outcomes?

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

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

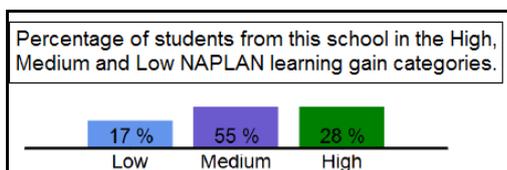
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

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

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

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

What is a School Comparison?

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

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

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

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

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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

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

Revenue	Actual
Student Resource Package	\$4,315,077
Government Provided DET Grants	\$1,001,346
Government Grants Commonwealth	\$88,323
Government Grants State	(\$1,615)
Revenue Other	\$62,587
Locally Raised Funds	\$474,950
Total Operating Revenue	\$5,940,668

Expenditure	
Student Resource Package	\$4,123,759
Books & Publications	\$1,543
Communication Costs	\$18,595
Consumables	\$137,269
Miscellaneous Expense	\$274,189
Professional Development	\$55,742
Property and Equipment Services	\$333,208
Salaries & Allowances	\$382,489
Trading & Fundraising	\$45,001
Travel & Subsistence	\$3,799
Utilities	\$40,967
Adjustments	(\$400)

Total Operating Expenditure **\$5,416,160**

Net Operating Surplus/-Deficit **\$524,508**

Asset Acquisitions **\$646**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$614,912
Official Account	\$51,536
Other Accounts	\$166,853
Total Funds Available	\$833,301

Financial Commitments	
Operating Reserve	\$210,359
Asset/Equipment Replacement < 12 months	\$65,000
Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Revenue Received in Advance	\$87,943
School Based Programs	\$70,000
Other recurrent expenditure	\$30,000
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds incl SMS>12 months	\$120,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$20,000
Total Financial Commitments	\$833,301

Silverton Primary School continues to operate efficiently and responsibly within established and audited budgetary processes. Through continued prudent staffing decisions in 2016, we maintained a small staffing surplus by the end of the year. These surplus funds were converted to cash to provide assistance to a range of Council projects in 2016. Silverton's Equity Funding (have 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 program which has grown in popularity over the last two years.

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.

