

# 2018 Annual Report to The School Community



School Name: Harrisfield Primary School (4730)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2018 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 25 March 2019 at 10:19 AM by Meredith Iaconese  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 25 March 2019 at 11:28 AM by Helen Kelly (School  
Council President)

## About Our School

### School context

Harrisfield Primary School is located in the City of Greater Dandenong and is approximately 35 kilometres from the centre of Melbourne AND WAS established in 1955.

The school buildings are a mix of new and older style open plan spaces. The instructional spaces operate as Junior (years 1 to 3 students) and Senior (years 4 to 6 students) learning houses. The main building houses the Prep students, administration, Art and Library. The school grounds include an oval, a large asphalt area with two basketball courts, two sets of play equipment and a multi-purpose hall

The school experiences high mobility and whilst data provided reflects that the enrolment at the end of the year was 232, enrolments were as high as 252 throughout the year. The school enrolled 43 new students throughout the year, which did not include Prep students who commenced at the beginning of the school year. In addition the school exited 46 students from year Prep-5 throughout the school year. Families relocated to rural areas for employment and the growth corridors to become home owners. The school is very culturally diverse and currently there are 40 different languages spoken by members of the school community. Whilst the number of languages spoken does not vary from year to year the languages themselves do. Currently the most prolific languages spoken are Punjabi, Hindi, Urdu and Sinhalese. Many families have arrived of 457 visas and although highly educated in their mother country it is often a challenge finding gainful employment in their profession. The staffing profile of the school includes a Principal and an Assistant Principal. The full time equivalent of 15.7 classroom teachers/specialist teaching staff and a Primary Welfare Officer/Chaplain. There is the full time equivalent of 5.9 Education Support staff, who work as Office Administration staff and in classrooms supporting students with special needs.

The school provides learning programs referenced to the approved Victorian curriculum frameworks, differentiated to meet student needs.

The school provides specialist programs in Physical Education, Visual Arts, Science, Digital Technologies and AUSLAN which is the sign language of the Australian deaf community. In 2018 the school offered a Performing Arts program in preparation for a bi-annual school production.

The school engages the services of a 0.4 full time equivalent Speech Pathologist who supports students with identified needs and facilitates a number of programs aimed at developing oral language.

The Primary Welfare Officer/Chaplain works with parents, individual students, small groups, lunch-time activities and whole class programs to support the wellbeing needs of the school community.

The school also operates a playgroup for families from within the local community and a specialist playgroup coordinated by the City of Greater Dandenong.

### Framework for Improving Student Outcomes (FISO)

The school has placed emphasis on the following FISO improvement initiatives which fell under the category of Excellence in Teaching in Learning:

- Building practice excellence
- Curriculum planning and assessment

Throughout 2018 the school has placed emphasis on building the capacity of students to provide constructive feedback to both their peers and teachers. Whilst this has been encouraged for a number of years, teachers engaged in an action research project to identify the most effective age appropriate method of obtaining feedback on their practice from students. Teachers utilised their guided reading sessions to develop the skills in their students because they were able to focus on developing the skills and confidence in students in a small group situation. As the year progressed and students became more confident and many have transferred these skills to their teachers in other curriculum areas. They are also becoming more responsive to feedback on many aspects of their written work, oral presentations and behaviour from their peers.

Instructional Coaching and Peer Observation has continued to be a priority throughout 2018 with a focus on 'how

teachers support students to measure their understanding against the success criteria in each lesson' and 'how effectively teachers are embedding feedback in each lesson.'

### **Achievement**

2018 was a successful year for Harrisfield Primary School in that our overall student achievements against the Victoria Curriculum standards (P-6) were higher than the state in Reading and marginally higher in Mathematics. NAPLAN results for Reading and Mathematics were not as high as in previous years however, Writing outcomes were significantly higher in both years 3 and 5.

2018 was a School Review year and the school engaged in a deep self-reflection of all areas of practice. The term 4 review was completed by a panel of 4 external personnel including two Principals, a dedicated reviewer and the Senior Education Improvement Leader (SEIL). Staff and students from across all levels were interviewed by the panel.

The strategic direction for the future is to realign the teaching of mathematics by providing staff with significant professional learning. There will a focus on ensuring that there is a consistency of practice from teacher to teacher and that all staff continue to be supported to build their practice through the maintenance of the existing coaching model. The challenge for all staff is the high level of transience within the general school population and providing students with the skills required to comprehend the language in the NAPLAN tests, especially the Mathematics test when the students are recently arrived with little English.

### **Engagement**

The students who participated in the Attitudes to School Survey report that they are finding their learning extremely engaging - stimulating learning (Yr 4-98%, Yr 5-97%, Yr 6-97%) and motivation and interest (yr 4-100%, Yr 5-98%, Yr 6-95%), high expectations for success (yr 4-100%, Yr 5-95%, Yr 6-100%).

Students sense of connectedness increases as students move from year 4 (89%) to year 5 (96%) to year 6 (99%). As a school we believe that this is due to the Senior Learning House operating across year 4-6 and students take time to feel more connected to everyone in their Learning House.

In 2018 there was a small number of students who had significant absences at the beginning of the school year. The administration and well-being staff worked closely with these families to support them to get their children to school. However, many of the issues related to housing and travel and eventually these students relocated to schools closer to their homes. Extended family holidays to home countries results in many students having high absences. Whilst the school does encourage people not to take extended vacations during school time the impact of our efforts is minimal. The introduction of the SMS initiative has had a positive impact upon unapproved absence and this program is supported by the weekly distribution of letters to parents who do not inform the school when their child is absent.

### **Wellbeing**

The school employs a full-time Primary Welfare Officer/Chaplain to support student well-being through individual counselling, group counselling and the implementation of a number of small group programs. Throughout the year there have been programs offered in building resilience, managing anger, developing and maintaining friendship groups and personal health and hygiene.

The goals in the 2018 Annual Implementation Plan were developed from the previous Attitudes to School Survey (connectedness to peers, student moral and student distress) and those categories have been removed from the 2018 survey. Students reported high levels of well-being in all elements of the survey (84%-100%) with the exception of 'bullying' which presented as an area for significant concern. Following the release of the survey results the school leaders interviewed all students and students also completed an anonymous survey which did not reflect the same results as the Attitudes to School Survey. Student perception of 'bullying' as indicated through this school based survey is more reflective of a lack of a clear understanding of the concept of bullying and individual students ability to manage day-to-day social interactions with their peers. The school has since

conducted a number of work-shops to support students to build the resilience to manage low level conflict between friends and will implement strategies and programs to further develop these skills in 2019.

### **Financial performance and position**

There were no extraordinary expenditure items in 2018. The annual result was in significant surplus because \$139,607 had been brought forward from the previous year. This amount has been building over recent years because we have a young staff at Harrisfield and did not have an Assistant Principal for term 1 therefore there were significant financial savings. We have high mobility and students tend to relocate to other suburbs at the end of the year. New enrolments tend to occur after census date so it is important to ensure that there is a surplus to enable the employment of an additional classroom teacher if required.

**For more detailed information regarding our school please visit our website at**  
<https://harrisfieldps.vic.edu.au/>

# Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 232 students were enrolled at this school in 2018, 129 female and 103 male.

66 percent of students had English as an additional language and 2 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.9	85.1	78.3	91.6

### 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	67.1	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.5	90.1	82.6	95.3	Similar
Mathematics	91.5	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	73.3	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	60.0	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	52.9	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	41.2	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	73.1	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	59.8	65.7	51.2	80.0	Higher
Year 5	Reading (4 year average)	58.3	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	54.3	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student’s gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	32.0	48.0	20.0
Numeracy	16.0	64.0	20.0
Writing	19.2	69.2	11.5
Spelling	26.9	50.0	23.1
Grammar and Punctuation	26.9	46.2	26.9

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.6	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.8	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	88	91	91	92	93	93	96

## WELLBEING

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	94.2	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	94.1	81.7	73.8	88.7	Higher

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	93.4	81.2	72.2	90.3	Higher
<b>Percent endorsement (2 year average)</b>	93.5	81.8	73.7	89.7	Higher

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$2,320,452
Government Provided DET Grants	\$378,287
Government Grants Commonwealth	\$18,233
Government Grants State	\$0
Revenue Other	\$25,412
Locally Raised Funds	\$75,509
<b>Total Operating Revenue</b>	<b>\$2,817,893</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$247,008
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$247,008</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,203,494
Adjustments	\$0
Books & Publications	\$2,821
Communication Costs	\$3,544
Consumables	\$54,028
Miscellaneous Expense <sup>3</sup>	\$137,888
Professional Development	\$15,148
Property and Equipment Services	\$125,064
Salaries & Allowances <sup>4</sup>	\$86,734
Trading & Fundraising	\$11,807
Travel & Subsistence	\$29
Utilities	\$20,306
<b>Total Operating Expenditure</b>	<b>\$2,660,863</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$157,029</b>
<b>Asset Acquisitions</b>	<b>\$5,399</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$85,090
Official Account	\$24,222
Other Accounts	\$503,213
<b>Total Funds Available</b>	<b>\$612,525</b>

Financial Commitments	Actual
Operating Reserve	\$68,378
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$38,543
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	\$155,604
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$612,525</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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

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

### **Engagement**

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

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

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

## WHAT DOES SCHOOL COMPARISON REFER TO?

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

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

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

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F–10 sets out what every student should learn during 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').