

# 2022 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 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 15 March 2023 at 01:29 PM by Meredith Iaconese (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 17 March 2023 at 08:54 AM by Reena Bammi (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

Harrisfield Primary School is located in the City of Greater Dandenong and was established in 1955. The school buildings are a mix of new and older style open plan spaces. In 2022 the instructional spaces operated as Junior (years 1-2) and Senior (years 4-6) learning houses. The Administration building housed the Prep students and one year 3-4 class in addition Art, Library and Well-being staff.

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 experienced high mobility throughout the year and whilst data provided reflects that the enrolment at the end of the year was 235, a significant number of students also transferred out to the growth areas of Clyde, Tarneit and Wallan. Many of these families had been planning to relocate earlier however the issues which were created by COVID lockdowns, such as labor and material shortages meant that many spent most of the year waiting for their new homes to be completed.

The school is very culturally diverse with more than 40 different languages spoken by members of our school community. Currently, the most prolific languages spoken are Punjabi, Hindi, Urdu, Sinhalese and more recently Malay. Many families have arrived holding 457 visas and we also have a significant number of families arriving from Malaysia on protection visas.

The staffing profile of the school included a Principal and an Assistant Principal, the full time equivalent of 15.4 classroom teachers/specialist teaching staff, a Primary Welfare Officer (0.6), Chaplain (0.4). There was the full time equivalent of 4.3 Education Support staff, who work as Office Administration staff and in classrooms supporting students with special needs. The school provided specialist programs in Physical Education (2 hours per week), Visual Arts and Science. Sadly we were unable to offer our AUSLAN program in 2022 due to staff shortages and ongoing issues stemming from COVID. We are investigating an online AUSLAN program for 2023.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2022 the school undertook the four year School Review process. Staff engaged in deep analysis of current practice and data. Students and community members were provided with opportunities to share their thoughts through focus groups with an external consultant. All of this evidence was presented in a written school self-evaluation which was submitted to DET. An external reviewer and a panel of two local Principals and our School Council President then completed fieldwork where they visited classes, reviewed data and interviewed students and parents. The process was extremely affirming and whilst we may not have met all of our four year targets our achievements were high and worthy of celebration.

In the 2022 NAPLAN tests the percentage of students achieving in the top three bands for Years 3 and 5, Reading, Writing and Numeracy were higher than similar schools, network schools and State results.

The 4-year average (averaged over 3 years due to COVID) for the percentage of students achieving in the top three bands for Years 3 and 5, Reading, Writing and Numeracy were higher than similar schools, network schools and State results with the exception of year 5 numeracy which was 1.8% lower than the State.

Further, the 2022 NAPLAN tests the percentage of students achieving in the top two bands for Years 3 and 5, Reading, Writing, Spelling, Punctuation/Grammar and Numeracy were higher than similar schools, network schools and State results.

Teacher judgements for 2022 indicated that the percentage of students in Years P-6 performing above the expected level in English (92.6%) and Mathematics (88%) was also higher than the percentages of similar schools and State averages.

## Wellbeing

The 2022 Annual implementation plan set four targets for improved student well-being.

These targets were to increase the percentage of positive endorsement in the Attitudes to School Survey for:

- Not Experiencing Bullying to be at or above 95% (2023:99%)
- Sense of Confidence to be at or above 82% (2023:94%)
- Effective Classroom Behaviour to 85% (2023:93%)
- Self-regulation and Goal Setting to be at or above 90% (2023:93%)

Throughout 2022 the school continued to implement strategies to increase student voice which included the introduction of:

- opportunities to provide feedback to student leaders at assembly. Students and parents attending assemblies were provided with templates to provide feedback on many aspects of the weekly assemblies which are student led.
- new goal setting journals and process which was developed in response to feedback from students (consultation process)
- 'Aspiration story characters' to support students in identifying the type of person or learner they wish to be in life. These stories and characters directly link to our classroom practices that are designed to amplify student voice.

Student well-being continues to be supported through the engagement of a Health and Well-being Officer (M,T,W) and Chaplain (W,Th). These staff facilitate whole class, small group, and individual sessions with students in areas identified through our whole school emotional needs data base. In addition they coordinate lunch-time programs such as singing, finger-knitting and UNO club.

Early in 2022 the school held an anti-bullying day. On this day students rotated through a variety of activities and attended a Bully-buster performance.

The resilience, rights, respectful relationships program is delivered across all year levels. The school has established a student Respectful Relationships team with representatives from year 5 and 6. These students support the RR coordinator to organise the whole school Well-being Day, presentations for assemblies and dissemination of relevant information across the classes.

## Engagement

The school experienced high absenteeism throughout 2022. Some of this was due to many families taking extended vacations in the latter part of the year, whilst most was due to students being unwell with colds and students remaining at home until they were free of symptoms. It was a year of conflict because whilst we adhered to 'if you are sick stay at home' we struggled with students not attending school. There were many occasions throughout terms 2 and 3 where classes were as small as 10 students due to illness. Students had been so protected in 2020 and 2021 that when they returned to school they had no resilience and caught colds easily.

This was most obvious in the lower half of the school when students play and work closely with their friends and have limited personal hygiene. Many families live in small apartments and units, sometimes with more than one family per house. In those homes the colds cycled through the family two and three times before a student could return to school.

The data for the percentage of students with 20 or more days absent in 2022 indicated that students in years 5 and 6 had fewer days than other similar, Network and State schools whilst students in years Prep-4 had far more than those groups.

Throughout the year teachers, leaders and well-being staff continually engaged with families where there were significant absences or regular patterns in absences. This included emails, phone calls and home visits. We were able to improve attendance for some students, however there was and still is a small group of families who continue to keep their children at home. These are documented as parent choice unapproved however, some now do adhere to school protocols for reporting attendance and inform us that their child is sick to have the absence approved. The school access the support of outside agencies to rectify these issues.

### Other highlights from the school year

In early 2022 we faced many challenges due to extended period of remote learning and restrictions which were still in place. These impacted on our very popular whole school events such as Harmony dinner, twilight sports and our highly popular Mother's Day High Tea. Fortunately by September things had changed and we were able to offer a special Father's Day Breakfast which was attended by more than 100 guests. The listing of restrictions also meant that we could host our bi-annual school production to a sold out audience at the DRUM theatre in Dandenong. Within weeks of the production we also hosted our Art Show to which nearly all families attended. Towards the end of the year the community was once again looking forward to a whole school gathering at the local All Abilities Playground in Noble Park. Sadly this time we were beaten by the weather with a week of torrential rain.

### Financial performance

When reflecting on expenditure for the 2022 school year it was noted that COVID continued to impact upon some areas of school budgets even though there was a full year of on-site learning. The school did not spend the money budgeted for professional learning as much of this was facilitated internally and some programs were cancelled due to insufficient numbers. We were unable to access an AUSLAN teacher, therefore the program was not offered and the budget not spent. Well-being programs such as REACH and Harmony Day presentations were not offered in the same manner because facilitators were not available and therefore programs were either cancelled or reduced. Respectful Relationships Lead School events moved to online format thus reducing the need for catering. The whole school conference to Silverwater did not proceed due to concerns re sharing accommodation. Leadership did not attend the network conference for similar reasons. In contrast the CRT budget resulted in significant deficit due to staff presenting with COVID or COVID like symptoms not being permitted to attend on site for up to 5 days. The school did receive some unplanned income through regular Hall hire to a VCE tutor.

**For more detailed information regarding our school please visit our website at**  
<https://harrisfieldps.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 247 students were enrolled at this school in 2022, 134 female and 113 male.

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

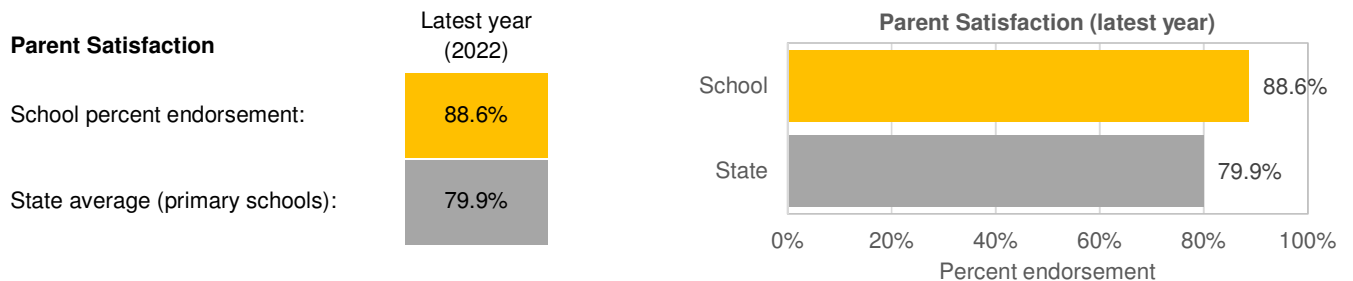
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

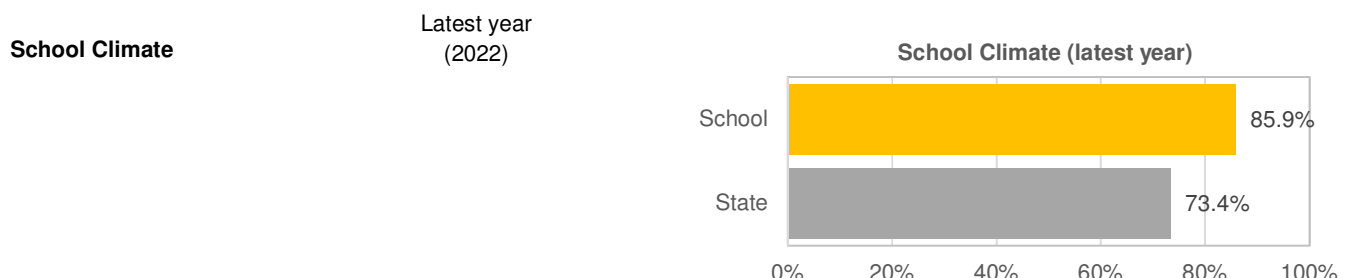


### School Staff Survey

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.



School percent endorsement:

85.9%

State average (primary schools):

73.4%



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English

##### Years Prep to 6

School percent of students at or above age expected standards:

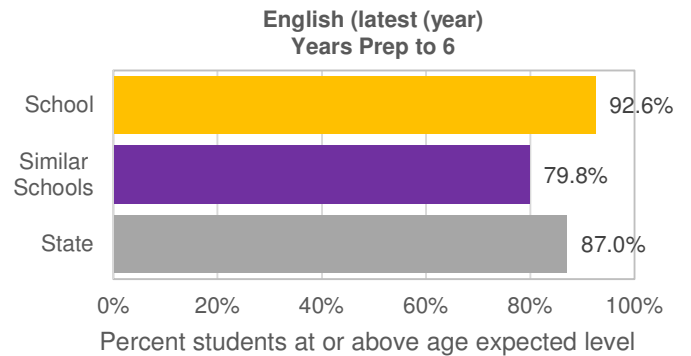
Latest year (2022)  
92.6%

Similar Schools average:

79.8%

State average:

87.0%



#### Mathematics

##### Years Prep to 6

School percent of students at or above age expected standards:

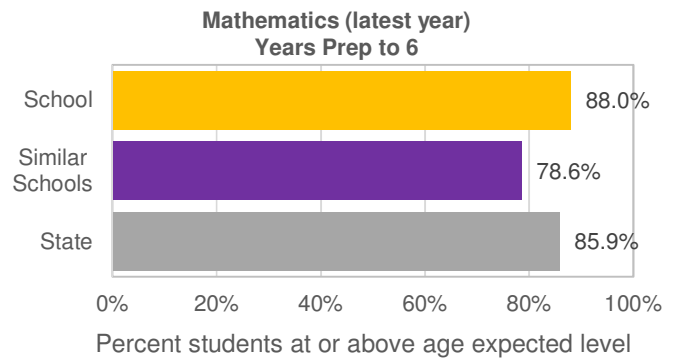
Latest year (2022)  
88.0%

Similar Schools average:

78.6%

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.

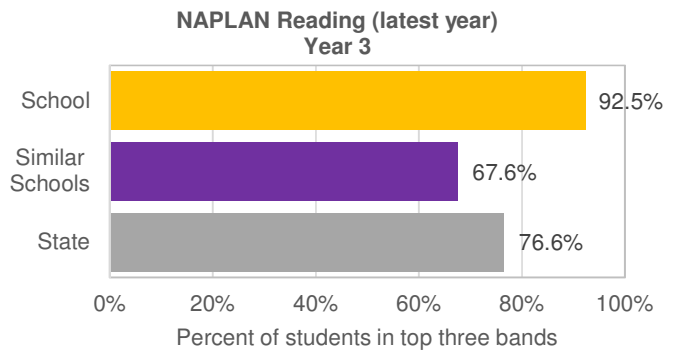
### NAPLAN

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.

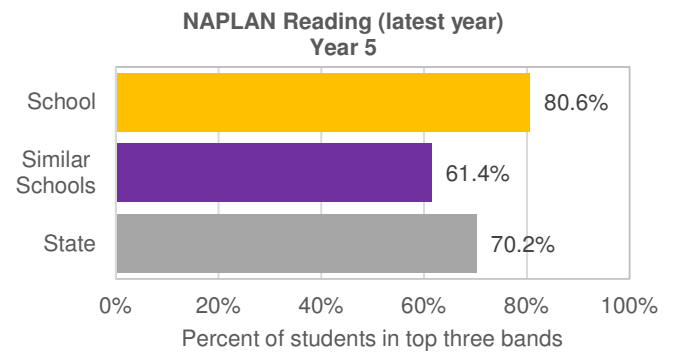
#### Reading Year 3

	Latest year (2022)	4-ye average
School percent of students in top three bands:	92.5%	87.0%
Similar Schools average:	67.6%	67.8%
State average:	76.6%	76.6%



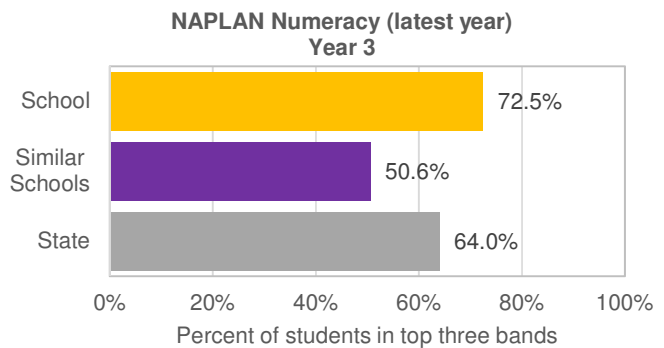
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.6%	72.7%
Similar Schools average:	61.4%	60.7%
State average:	70.2%	69.5%



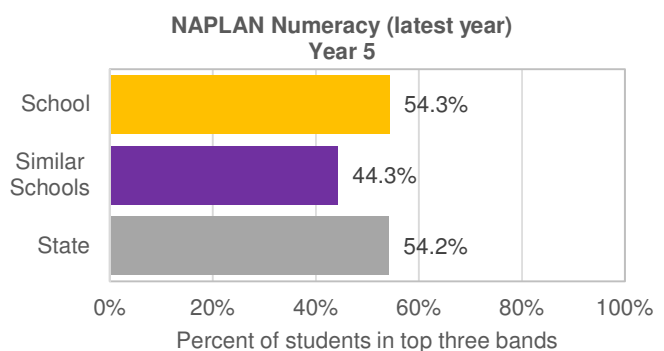
#### Numeracy Year 3

	Latest year (2022)	4-ye average
School percent of students in top three bands:	72.5%	67.8%
Similar Schools average:	50.6%	52.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-ye average
School percent of students in top three bands:	54.3%	57.0%
Similar Schools average:	44.3%	47.9%





Department  
of Education

State average:

54.2%

58.8%

Harrisfield Primary School

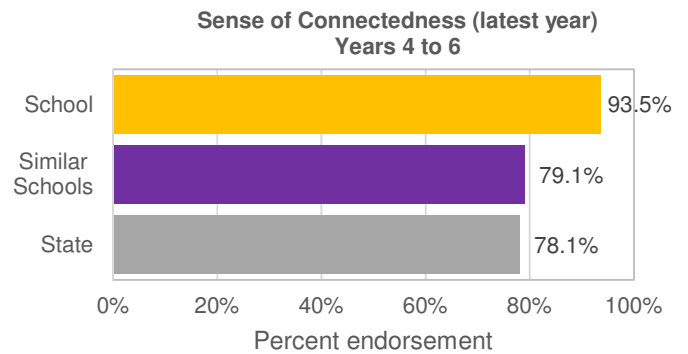
## WELLBEING

**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).

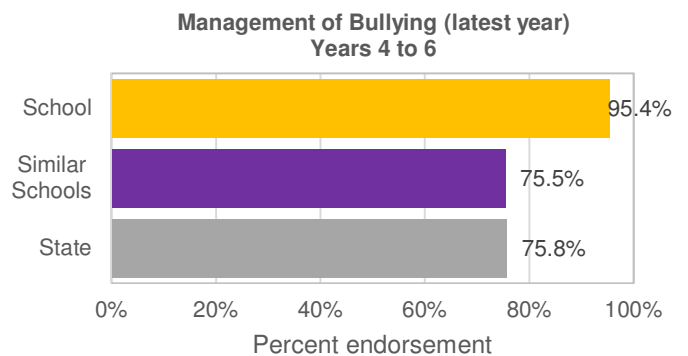
<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2022)	4-year average
School percent endorsement:	93.5%	86.6%
Similar Schools average:	79.1%	80.9%
State average:	78.1%	79.5%



### 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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2022)	4-year average
School percent endorsement:	95.4%	86.8%
Similar Schools average:	75.5%	77.9%
State average:	75.8%	78.3%



## ENGAGEMENT

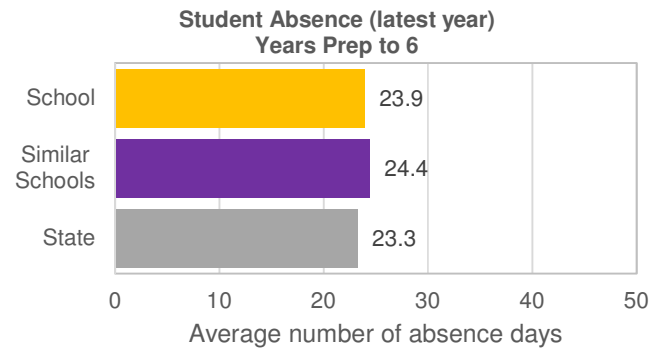
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.9	19.3
Similar Schools average:	24.4	19.5
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):	85%	85%	88%	90%	88%	90%	92%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,739,987
Government Provided DET Grants	\$443,044
Government Grants Commonwealth	\$13,703
Government Grants State	\$0
Revenue Other	\$10,853
Locally Raised Funds	\$54,853
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$3,282,439</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$180,035
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$180,035</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,522,198
Adjustments	\$0
Books & Publications	\$2,891
Camps/Excursions/Activities	\$56,723
Communication Costs	\$1,945
Consumables	\$44,717
Miscellaneous Expense <sup>3</sup>	\$8,257
Professional Development	\$8,300
Equipment/Maintenance/Hire	\$29,512
Property Services	\$56,290
Salaries & Allowances <sup>4</sup>	\$40,790
Support Services	\$239,184
Trading & Fundraising	\$8,729
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,628
<b>Total Operating Expenditure</b>	<b>\$3,036,164</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$226,275</b>
<b>Asset Acquisitions</b>	<b>\$22,465</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$708,096
Official Account	\$17,204
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$725,300</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$77,637
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$16,871
School Based Programs	\$42,100
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$25,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$301,608</b>

*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.*