

2023 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 \(VIT\)](#)
- 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 19 March 2024 at 12:19 PM by Meredith Iaconese (Principal)

- This 2023 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 26 April 2024 at 03:08 PM by LISA SEUFERT (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023 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. Mid-year the library was relocated to a room adjacent to the school hall and the old library space was remodeled in preparation for a wellbeing hub to become operational in 2023. It is intended that this Hub will house the Wellbeing Teacher, Wellbeing Officer, Mental Health Leader, Disability and Inclusion Leader, speech Pathologist and Occupational Therapist. There will also be three spaces for individual, small and medium group sessions.

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 251, a significant number of students also transferred out to the growth areas of Clyde and the western suburbs throughout the year.

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 and AUSLAN

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was the first year of the new Strategic Plan following a self-evaluation and review process in 2022. Having been deeply involved in the self-evaluation and development of the new Strategic Plan, staff enthusiastically focused on continuing the work of supporting students with their learning and wellbeing. In 2023 the NAPLAN measures changed from 'top 2 bands' to 'exceeding and strong proficiency levels. Unfortunately, the targets in the School Strategic Plan were set using the bands scale, however the school can still measure successes against similar, network and state schools. The percentage of students achieving at the 'excelling and strong' proficiency levels in Reading, Writing and Numeracy were higher than similar schools, network schools and State results. The exceptions were Year 3 (Reading: HPS69% /State 70%), Year 5 (Numeracy: HPS 57%/State 68%).

Teacher judgements for 2023 indicated that the percentage of students in Years P-6 performing above the expected level in English (Reading and viewing, speaking and listening, writing) was higher than those of schools, network schools and State results.

In Mathematics, Years P-6, the strength was in Numeracy, where the percentage of students in Years P-6 performing above the expected level was also higher than the percentages of similar, network and State averages. Measurement and Geometry, Space and Probability were higher than similar and network averages and only slightly lower than state average. In 2023 the school allocated two staff (0.6EFT and 0.4EFT) in the roles of Tutors to work with students who were not making expected growth in both English and Mathematics. Their impact was certainly something to be celebrated as a number of students made significant improvements in the small group or 1:1 programs.

Wellbeing

The 2023 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:

- Student Voice and Agency (80%)
- School stage transitions (77%)
- Teacher concern (82%)
- Perseverance (83%)

Although the school did not reach the targets for Student voice and agency (70%) and Perseverance (74%) the response for School Staged Transitions was very positive (89%) and far stronger than those of similar, network and state results.

The school is progressing well in achieving the student wellbeing targets in the 4-year Strategic Plan.

- School stage transitions (4-year target 80%, 2023 achievement 89%)
- Teacher concern (4-year target 87%, 2023 achievement 88%)
- Perseverance (4-year target 90%, 2023 achievement 74%)

Throughout 2023 the school continued to implement strategies to increase student voice which included the introduction of:

- Parent Student Voice Handbooks
- Compass posts to parents of classroom learnings
- Compass posts to parents of pride and interest walls

Student well-being continued to be supported through the engagement of a 0.6EFT Health and Well-being Officer 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. They also coordinate lunch-time programs such as singing, finger-knitting and UNO club. The school also allocated a teacher one day per week to oversee student well-being and coordinate the Resilience, Rights, Respectful Relationships program which is delivered across all year levels. The school has established a student Respectful Relationships team with representatives from years 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 continued to experience high absenteeism throughout 2023. Some of this was due to many families taking extended vacations in the early and latter parts of the year, whilst most were due to students being unwell with colds and students remaining at home until they were free of symptoms. There were a few students whose chronic absenteeism was being monitored by both the school and external agencies. The data for the percentage of students with 30 or more days absent in 2023, other than those on an extended family holiday, indicated that students in year 2 had the highest level of absenteeism. However, of the 10 students in this year level whose absenteeism was extremely high, 4 were chronic non-attenders. The percentage of students at the school with high absences is impacted when there are more than one student in a family absent regularly or for extended periods. 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 adhere to school protocols for reporting attendance and inform us that their child is sick to have the absence approved. The school accesses the support of outside agencies to rectify these issues.

Other highlights from the school year

There were a number of significant highlights in 2023. These included:

Sovereign hill Long Day Excursion: Year 5-6 students had a wonderful day learning about our Victorian Gold Rush history. They left school early and travelled to Ballarat not returning until 10.30pm

Student Leadership Program: Marine ambassadors Dolphin Research Institute for Environmental Leadership Victorian Marine Ambassador Program 'i sea, i care' is an award-winning program that fosters a strong sense of 'Marine and Coastal Self-Esteem' and stewardship for the truly unique marine values in Victoria. Our Student Leaders (Marina Ambassadors) attend one workshop each term, where they learn about the value of our marine environment and how to teach the wider community how to care for it.

Girl guides: Harrisfield hosts our very own Girl Guides unit. The girls meet each week and build their skills acquiring badges as they develop those skills. A special highlight was the state camp to Britania Park in the Yarra Junction and the Regional camp in Mt Martha.

Art fiesta: A wonderful week of entertaining and engaging activities which focused on the various elements of The Arts. There were daily activities such as cross-stitch, music, dance and performances by Brass Bedlam, Scott's BMX bike and even a magician.

Art show: The Annual Art Show was an enormous success with nearly all families attending to see their own and other children's artwork. Each student completed a watercolor canvas which was on display along with many other pieces of art which they had been creating prior to the event.

School sports: in 2023 our students had enormous success in Athletics with a number progressing to division. We were well represented in Cross Country and Interschool sport 4 teams progressed to district finals, 3 of which became premiers.

Mothers' Day Breakfast and Father's Day Afternoon Tea: Two events which our parents look forward to each year. There was a wonderful turnout for both of these events. They were special times for students to bring along an adult who is important to them with whom to share this occasion.

The school made very good use of the Wellbeing Boost money to ensure that all students have participated in funded excursions and activities.

Financial performance

There were no extraordinary expenditure items in 2023. There is a significant surplus \$364,760. This amount has been building over recent years because we have a young staff and utilize our existing staff to build their capacity.

Parts of the school are old and will require maintenance which may not come under the facilities rolling funds program. We are also beginning to see air conditioners around the school aging and requiring replacement. Given that the BER buildings all have air-conditioners which were installed at the same time it is necessary to plan for the possibility of them all failing at the same time. The existing school building (Admin LTC) will require external painting in the coming years so the surplus will be well utilized in the future.

We have high mobility and students tend to relocate to other suburbs at the end of the year. New enrolments tend to occur after the census so it is important to ensure that there is a surplus to enable the employment of an additional classroom teacher if required. When reflecting on expenditure for the 2023 school year it was noted that some of our planned spending did not occur. 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 able to access an AUSLAN online program which equates to a part-time teacher. The program is excellent and meets our needs. Respectful Relationships Lead School events moved to online format thus reducing the need for catering and it was not necessary for our existing staff to complete training thus the budget expenditure was reduced. The whole school conference to Silverwater was less than first anticipated as a team of staff completed training prior to the event and therefore we did not require an external presenter. Leadership did not attend the network conference due to illness. In contrast the CRT budget resulted in significant deficit due to staff presenting with colds and influenza throughout the year.

The school did receive some unplanned income through regular Hall hire to a VCE tutor.

The school relocated the library to an area adjacent to the school hall and made modifications to the former library space to transform it into a Wellbeing Hub to house all wellbeing staff and make provision for individual and small group programs and activities. At the same time it was necessary to restore an area which had been damaged by white-ants.

Finding replacement staff for a teacher who went on family leave was a challenge so for one term we used a CRT to backfill this role. Also for a term we were unable to find a replacement for our Health and Wellbeing Officer who also went on family leave. This position remained vacant for one term.

The school does contract a private Speech Pathologist for two days and this is a significant expense.

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 257 students were enrolled at this school in 2023, 137 female and 120 male.

65 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).

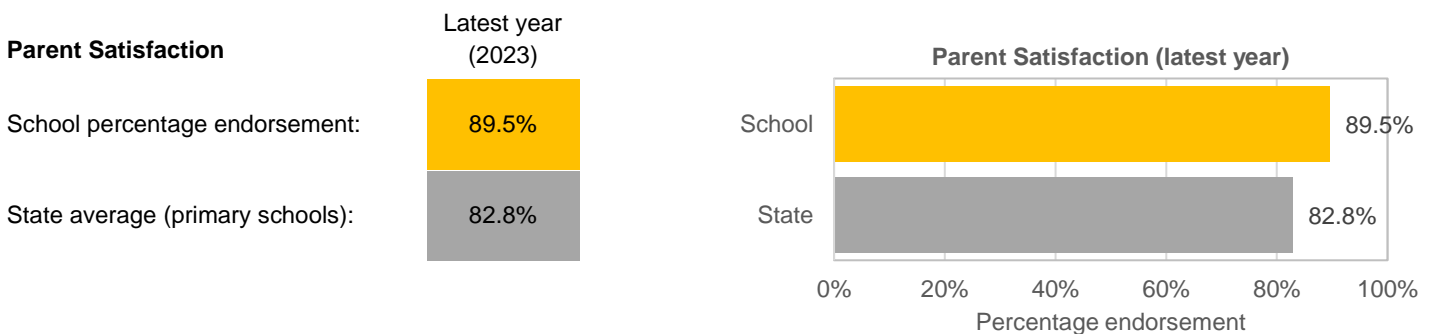
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

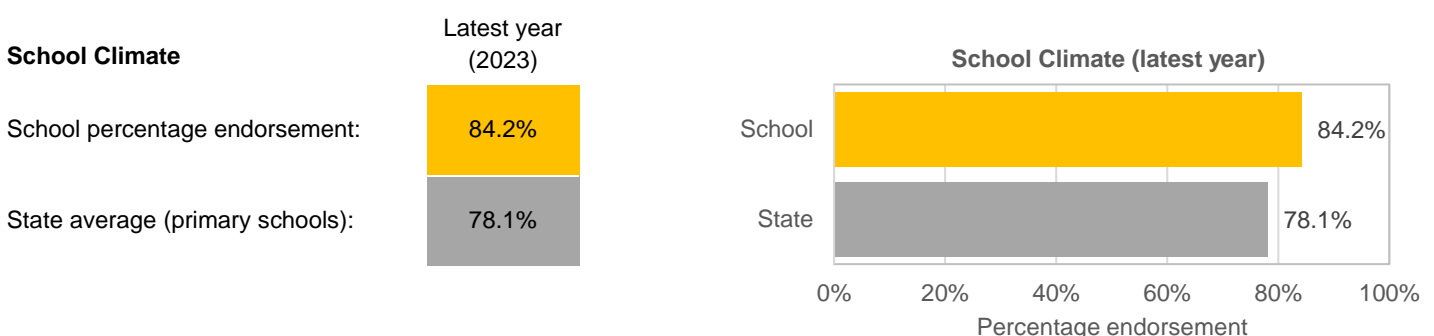


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percentage 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
(2023)

School percentage of students at or above age expected standards:

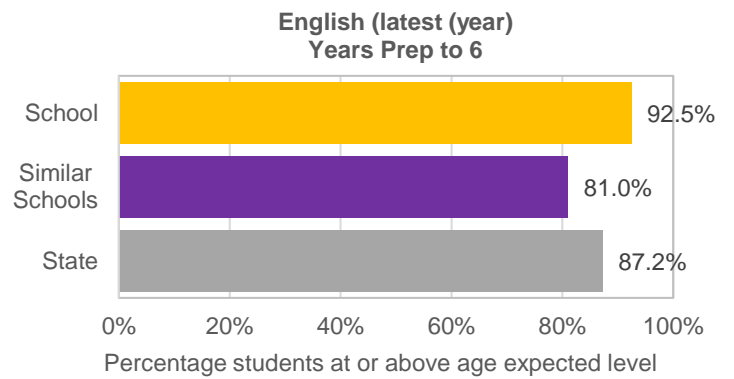
92.5%

Similar Schools average:

81.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

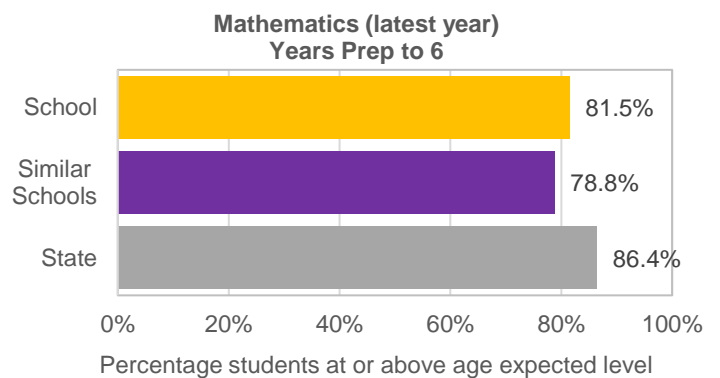
81.5%

Similar Schools average:

78.8%

State average:

86.4%



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, and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.0%

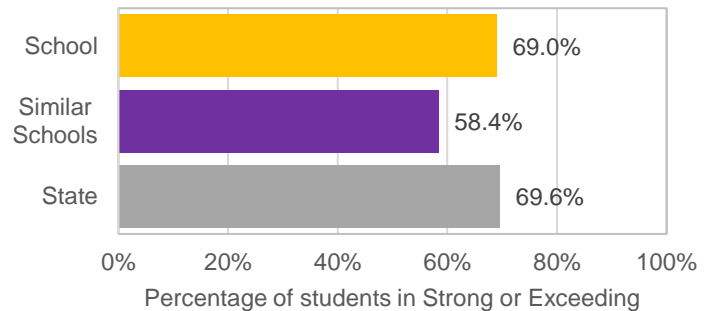
Similar Schools average:

58.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.3%

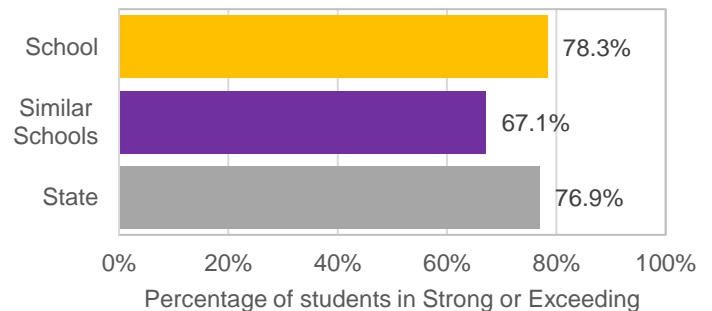
Similar Schools average:

67.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.0%

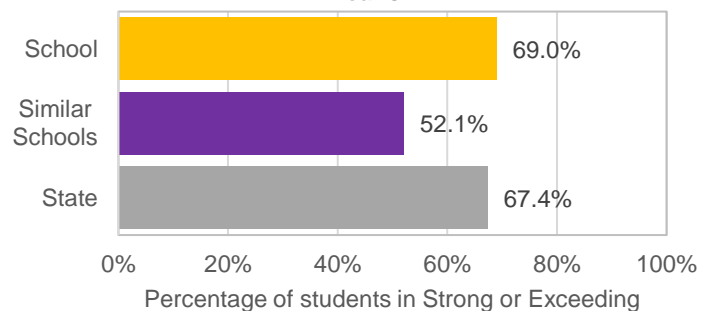
Similar Schools average:

52.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.5%

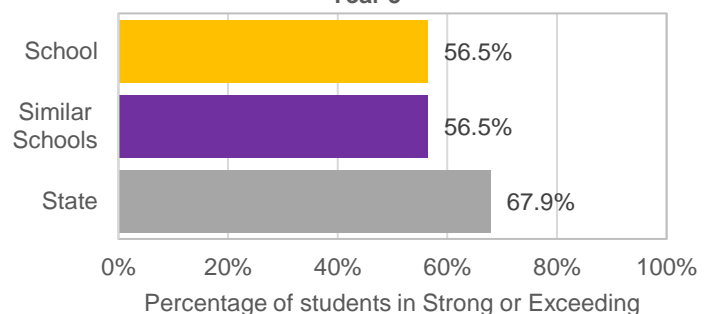
Similar Schools average:

56.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023, and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

92.5%

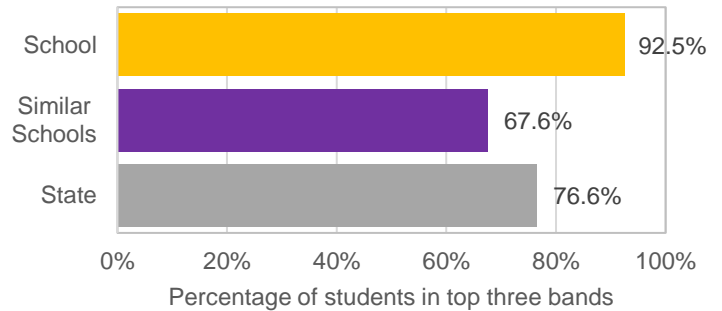
Similar Schools average:

67.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

80.6%

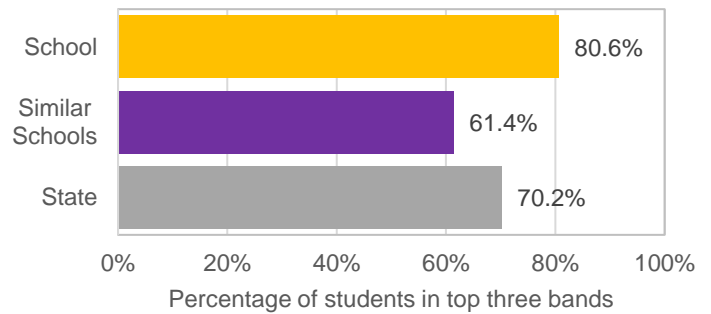
Similar Schools average:

61.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

72.5%

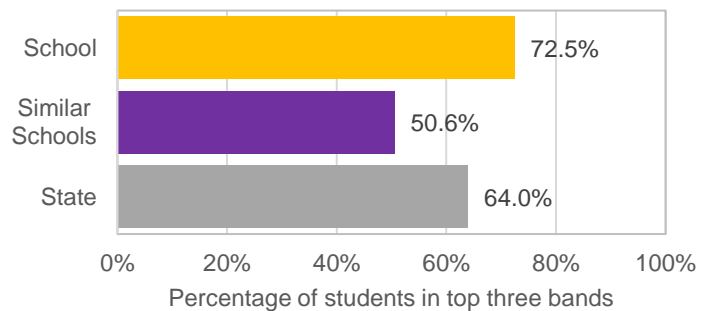
Similar Schools average:

50.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

54.3%

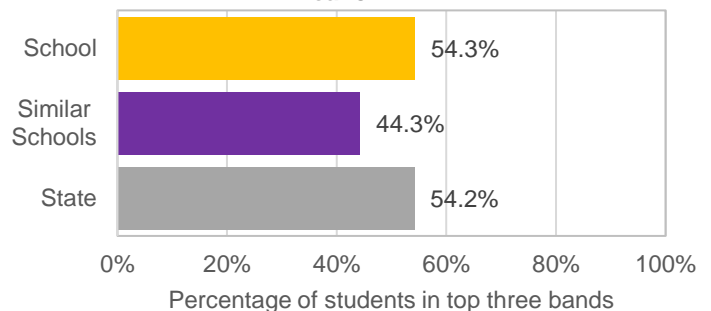
Similar Schools average:

44.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

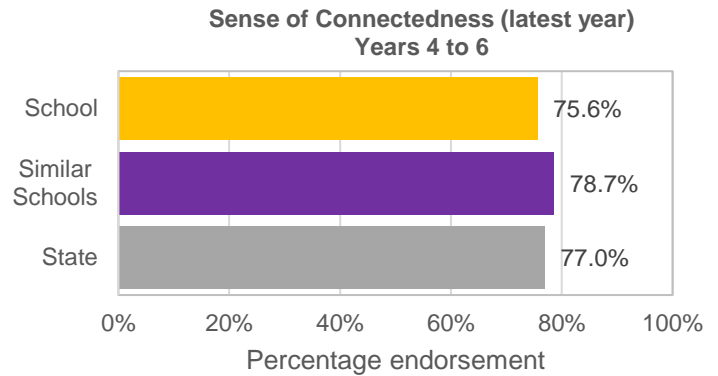
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	75.6%	83.6%
Similar Schools average:	78.7%	80.0%
State average:	77.0%	78.5%

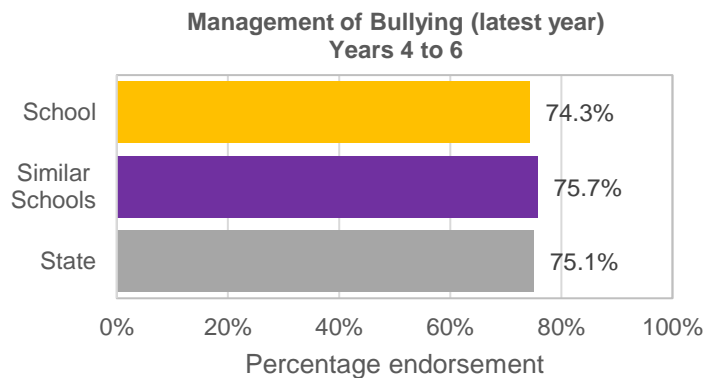


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	74.3%	84.0%
Similar Schools average:	75.7%	76.8%
State average:	75.1%	76.9%



ENGAGEMENT

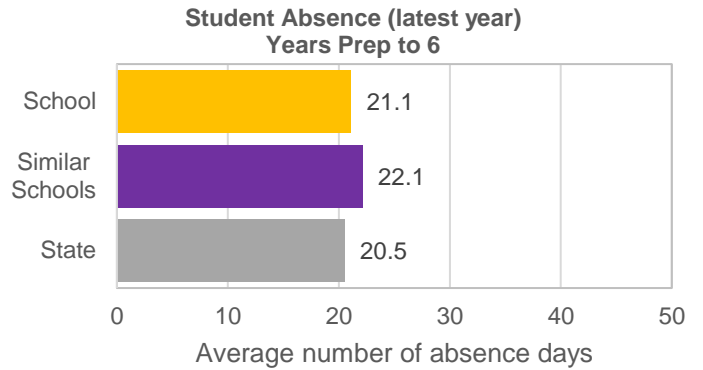
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	21.1	20.4
Similar Schools average:	22.1	20.6
State average:	20.5	18.1



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 (2023):	88%	89%	86%	91%	92%	89%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,092,230
Government Provided DET Grants	\$505,325
Government Grants Commonwealth	\$11,010
Government Grants State	\$0
Revenue Other	\$30,874
Locally Raised Funds	\$48,056
Capital Grants	\$0
Total Operating Revenue	\$3,687,495

Equity ¹	Actual
Equity (Social Disadvantage)	\$164,937
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$164,937

Expenditure	Actual
Student Resource Package ²	\$2,694,398
Adjustments	\$0
Books & Publications	\$2,879
Camps/Excursions/Activities	\$68,142
Communication Costs	\$2,133
Consumables	\$49,398
Miscellaneous Expense ³	\$6,749
Professional Development	\$11,695
Equipment/Maintenance/Hire	\$70,063
Property Services	\$54,585
Salaries & Allowances ⁴	\$15,464
Support Services	\$315,293
Trading & Fundraising	\$10,780
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,156
Total Operating Expenditure	\$3,322,735
Net Operating Surplus/-Deficit	\$364,760
Asset Acquisitions	\$14,815

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$663,188
Official Account	\$10,802
Other Accounts	\$0
Total Funds Available	\$673,990

Financial Commitments	Actual
Operating Reserve	\$97,805
Other Recurrent Expenditure	\$3,512
Provision Accounts	\$0
Funds Received in Advance	\$16,530
School Based Programs	\$50,915
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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
Total Financial Commitments	\$268,762

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.