

2024 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 2025 at 09:31 AM by Trish Harry (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 19 March 2025 at 09:32 AM by Trish Harry (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

About Our School

School context

Harrisfield Primary School, located in the City of Greater Dandenong, continued to provide quality education in 2024, with a total enrolment of 243 students. The school was supported by a dedicated team, including a Principal, an Assistant Principal, a Leading Teacher (Disability Inclusion), a Learning Specialist (Numeracy), and the full-time equivalent of 17.2 classroom and specialist teachers. Additionally, 7.8 full-time equivalent Education Support staff played a vital role in administration, student wellbeing, and classroom support for students with additional needs.

Our vision remained focused on fostering strong partnerships between parents and teachers to provide the best possible education for our students. Guided by our motto, 'Linking home, linking school', we prioritised collaboration and community engagement. Throughout 2024, we progressed through the second year of our Strategic Plan, with a key focus on strengthening teacher capacity to improve student learning outcomes.

The school's facilities included a mix of modern and traditional learning spaces. In 2024, instructional areas were organised into Junior (Years 1-2) and Senior (Years 3-6) Learning Houses, while the Administration building housed Prep students, a Year 3-4 class, Art, and Wellbeing services. The school grounds featured an oval, a multi-purpose hall, two basketball courts, and playgrounds specifically designed for age-appropriate play.

Harrisfield Primary School remained highly diverse, with more than 40 languages spoken within the community. The most common languages included Punjabi, Hindi, Urdu, Sinhalese, and Malay. Many families arrived on 457 or protection visas from Malaysia, contributing to our vibrant and inclusive school culture.

Students benefited from specialist programs in Physical Education (two hours per week), Visual Arts, Science, and Auslan, ensuring a well-rounded and engaging learning experience. In 2024, Harrisfield Primary School remained committed to excellence, inclusion, and opportunity for all.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Harrisfield Primary School remained committed to delivering high-quality teaching and learning through a strong focus on professional growth, evidence-based practices, and student engagement. Our coaching program played a key role in supporting teachers to implement the school's instructional model, ensuring consistency in teaching approaches and improved student outcomes.

Differentiation was a priority, with teachers working within well-established Professional Learning Communities (PLCs) to analyse data, share strategies, and tailor learning to meet diverse student

needs. Learning walks were regularly conducted, allowing staff to observe and adopt best practices, fostering a culture of continuous improvement.

Mathematics was a key focus area, with the school's Learning Specialist providing targeted support to enhance both teacher practice and student achievement. Through structured interventions and engaging approaches, students developed greater confidence and enjoyment in maths, leading to improved learning outcomes.

Our NAPLAN numeracy data reflected this high-quality work, with 72.7% of students in strong or exceeding in Year 5 numeracy. In addition, teacher judgements of students in years Prep-6 working at or above age expected standard in mathematics increased to 85.7% (up from 81.5% in 2023).

In the early years, Heggerty was successfully utilised as a structured phonics program in Foundation to Year 2, strengthening students' phonemic awareness and early literacy skills. The program supported our commitment to explicit and systematic literacy instruction, helping to build strong foundations for future learning.

Student learning data reflected the effectiveness of these strategies and initiatives. Teacher judgements of students in years Prep-6 working at or above age expected standard in English remained high at 90.9% in 2024.

Our comprehensive approach to professional learning and instructional excellence ensured that all students were challenged, engaged, and supported in their learning journey. Through collaboration, targeted interventions, and a commitment to best practice, Harrisfield Primary School continued to foster a culture of achievement and success.

Wellbeing

At Harrisfield Primary School, student wellbeing was a key priority, with a strong focus on fostering a positive, inclusive, and supportive school culture. In 2024, a Wellbeing Coordinator led a range of programs to develop students' social and emotional skills, promote respectful relationships, and encourage positive peer interactions. Key initiatives included the Resilience, Rights, and Respectful Relationships (RRRR) program, which helped students build emotional intelligence and resilience, and peer mediation, where trained student leaders supported conflict resolution in the playground.

The Prep Buddies program successfully fostered connections between older and younger students, easing the transition for Prep students and promoting a sense of belonging. Play Is the Way, a play-based social-emotional learning program, encouraged teamwork, empathy, and self-regulation through structured activities for all students from Prep to Year 6. Restorative Practices remained embedded in our approach to behaviour management, helping students take responsibility for their actions and repair relationships in a respectful and constructive manner.

To further strengthen wellbeing, a Mental Health and Wellbeing Leader (MHWL) worked alongside staff to embed best practices in wellbeing education. This role focused on developing staff capacity to identify and support students' mental health needs, implement proactive strategies, and integrate wellbeing into everyday teaching practices.

In 2024, Harrisfield Primary School successfully implemented the Disability Inclusion (DI) initiative, enhancing support for students with diverse needs. This enabled tailored interventions, professional learning for staff, and increased access to specialist support. The DI approach

fostered an inclusive learning environment where all students could thrive academically, socially, and emotionally.

The success of these initiatives can be seen in our positive Student Attitudes to School data, with the percentage endorsement on sense of connectedness factor increasing to 79% in 2024 (up from 76% in 2023).

By prioritising student wellbeing, Harrisfield Primary School ensured a safe, supportive, and engaging learning environment where all students could thrive academically, socially, and emotionally. Through strong leadership, targeted programs, and a commitment to inclusive education, we continued to build a culture where students felt valued, supported, and empowered.

Engagement

In 2024, student attendance remained a key focus at Harrisfield Primary School, with 40% of students missing 20 or more days due to overseas travel, illness, and other factors. Targeted strategies, including regular communication with families, attendance monitoring, and support plans, aimed to improve engagement. A few students with chronic absenteeism were closely monitored by both the school and external agencies to provide additional support and intervention.

A positive in 2024 was the reduction in unexplained absences at the school, decreasing from 4.2% in 2023 to 3.9% in 2024. This decrease demonstrates the impact of strengthened communication with families, and targeted support strategies, ensuring more students remained engaged in their learning and connected to school.

As part of our response to absenteeism, Harrisfield Primary School prioritised student engagement through a range of initiatives designed to foster connection and participation. Lunch clubs, including drama, LEGO, drawing, and sports, provided students with structured, enjoyable activities during breaks, promoting social interaction and wellbeing. A highlight of the year was the whole-school production, which brought students, staff, and families together in a celebration of creativity and teamwork. These opportunities encouraged a strong sense of belonging and engagement within the school community.

Other highlights from the school year

There were a number of significant highlights in 2024. These included:

Camp: The Grade 5/6 students had a fantastic time at their adventure camp in Grantville. They embraced every challenge with enthusiasm, from physical challenges to team-building activities to exploring the great outdoors. It was wonderful to see their resilience, teamwork, and confidence grow throughout the camp.

Student Leadership Program: The 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 attended one workshop each term, where they learned

about the value of our marine environment and how to teach the wider community how to care for it.

Science, Technology, Engineering, Maths (STEM) Extension Program: In 2024, selected students had the opportunity to deepen their STEM knowledge and skills through an exciting partnership with Fulton Hogan. This program provided hands-on, real-world learning experiences that connected classroom concepts to industry practices. Students engaged in problem-solving tasks, engineering challenges, and collaborative projects that encouraged critical thinking and innovation. Working alongside professionals, they gained insights into how STEM is applied in infrastructure and construction, further inspiring their curiosity and passion for these fields. This partnership has been invaluable in extending students' learning beyond the classroom and equipping them with skills for future careers in STEM-related industries.

School production: The whole-school production in 2024 was a standout event, with each class working together to perform a vibrant and energetic dance routine. Students rehearsed for months, developing confidence, coordination, and teamwork as they perfected their performances. The production was a highlight of the year, bringing the school community together to celebrate creativity, collaboration, and school spirit.

School sports: in 2024 our students had great success in Athletics with a number progressing to division. We were also well represented in Cross Country and Interschool sport where four school teams participated in district school finals.

Community events: In 2024, our school community came together for several wonderful events that celebrated connection and diversity. The Mothers' and Fathers' Day Breakfasts were highlights of the year, with a fantastic turnout at both events. These special mornings gave students the opportunity to bring along an important adult in their lives to share a meal and enjoy quality time together. Our Harmony Day Dinner was another memorable occasion, where families shared delicious dishes from their cultures while enjoying music from around the world, creating a truly vibrant and inclusive atmosphere. To round off the year, the Family Picnic provided a relaxed and joyful way for families to come together, celebrate the year's achievements, and enjoy a sense of community before the holidays.

Financial performance

Harrisfield Primary School remains in a strong financial position, recording a significant surplus for 2024. This financial stability has allowed the school to invest in key infrastructure projects, including preparations for the future Early Learning Centre (ELC), which will be operated by the state government. As part of these preparations, the school relocated the sliding gate on Princes Hwy. Other school improvements included relocating the science room and installing water and an external door to enhance its functionality.

Looking ahead, the school is carefully managing the surplus to plan for future maintenance needs. The BER buildings, all fitted with air-conditioning units installed at the same time, may require simultaneous replacement, and the Admin LTC building will require external painting in the coming years. The surplus will be strategically allocated to ensure these projects can be completed as needed.

Equity funding received in 2024 was used to support teaching and support staff as part of the Student Resource Package, ensuring continued high-quality learning opportunities for students.

With a strong financial position at year-end, the school is well-placed to fund future improvement projects that will benefit the entire school community.

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

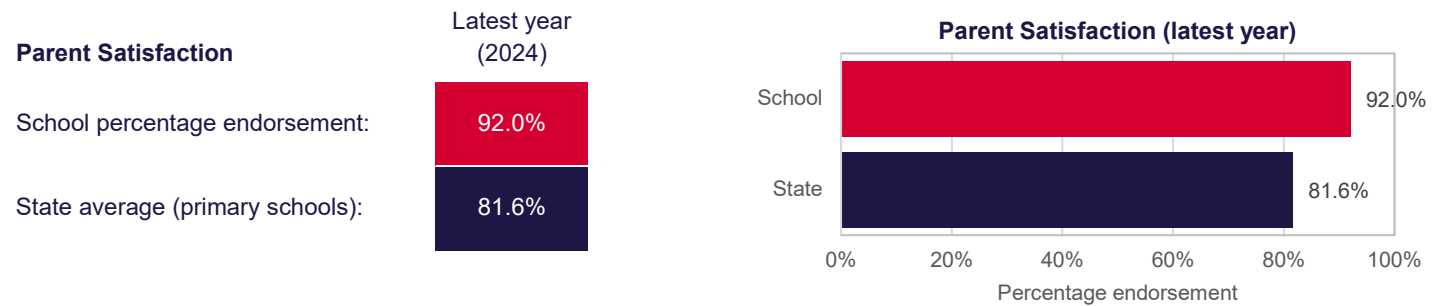
A total of 243 students were enrolled at this school in 2024, 132 female and 111 male.
66 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

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

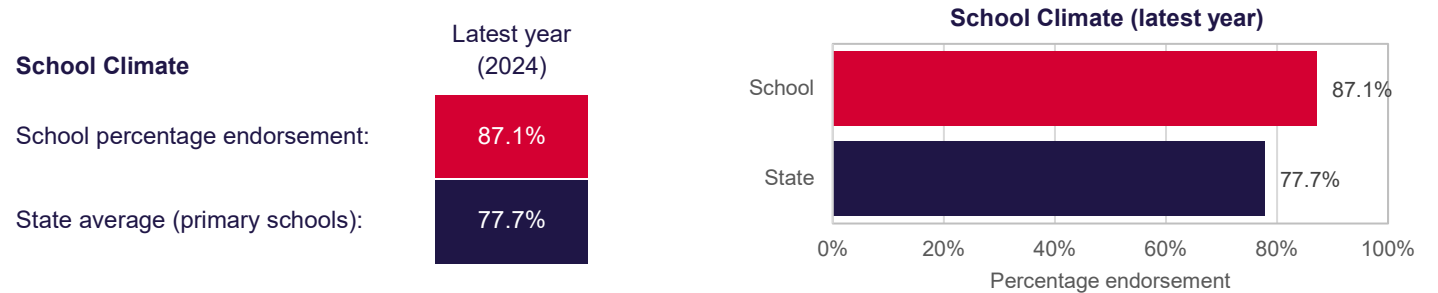
The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

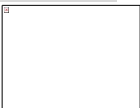
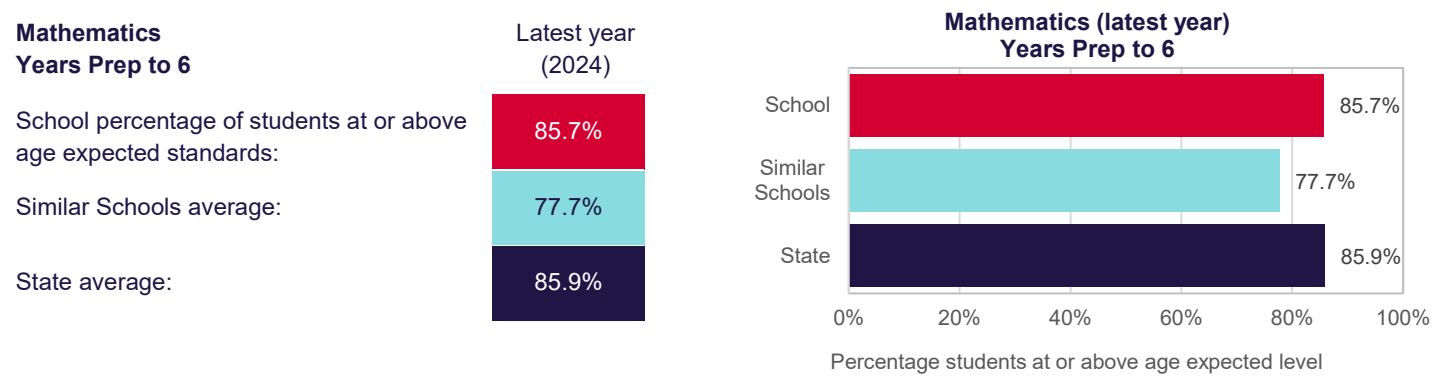
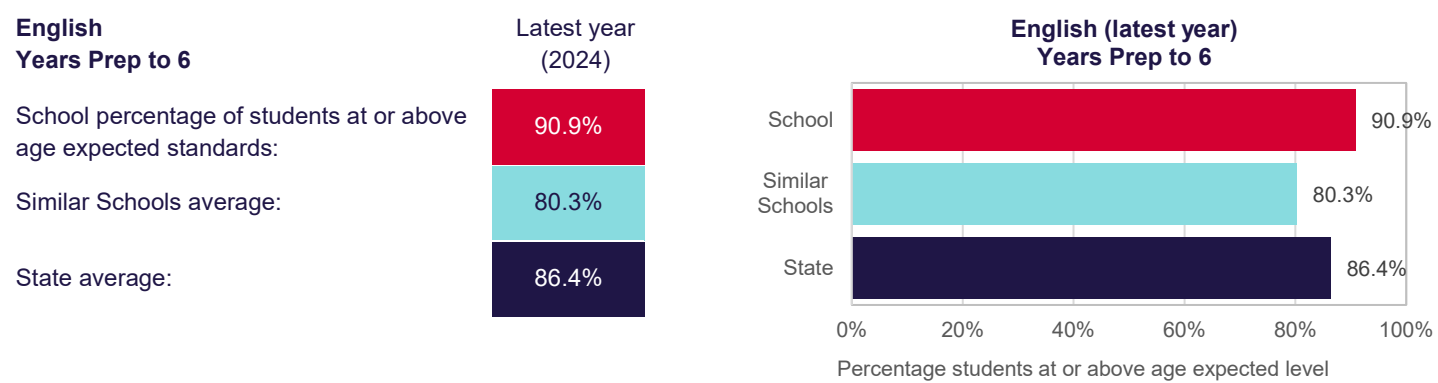


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



LEARNING (continued)

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

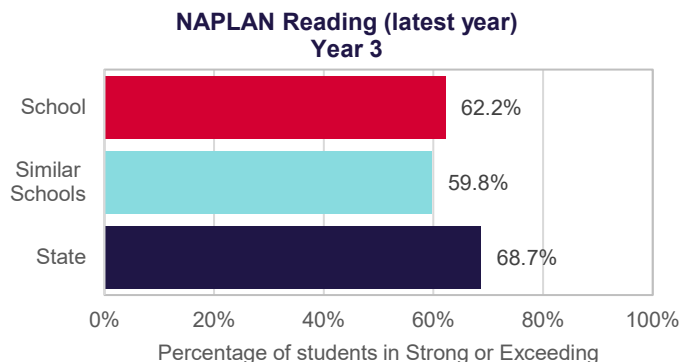
NAPLAN

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

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

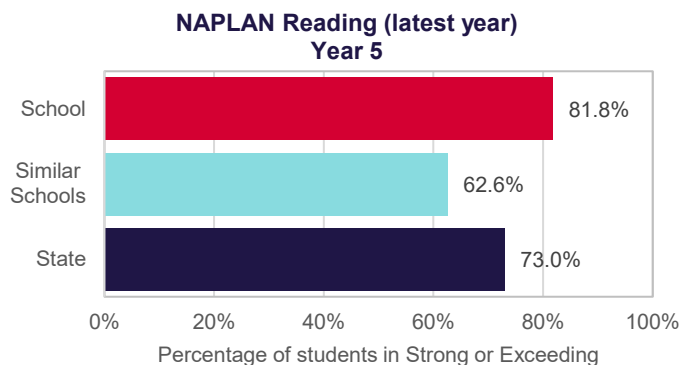
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.2%	65.2%
Similar Schools average:	59.8%	59.5%
State average:	68.7%	69.2%



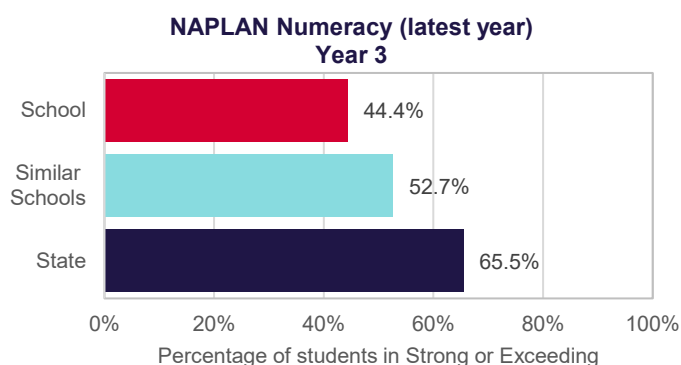
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.8%	80.4%
Similar Schools average:	62.6%	65.3%
State average:	73.0%	75.0%



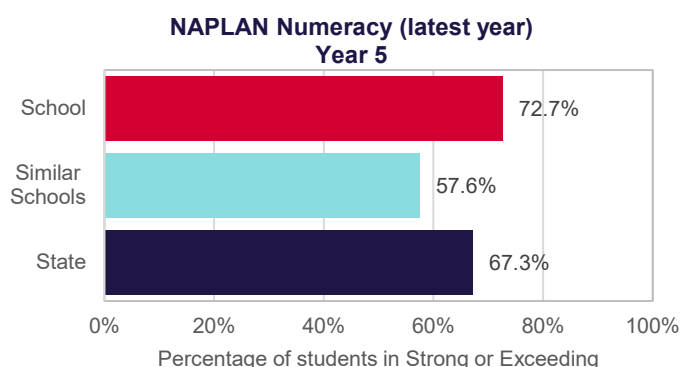
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.4%	55.4%
Similar Schools average:	52.7%	52.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.7%	66.1%
Similar Schools average:	57.6%	57.0%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

92.5%

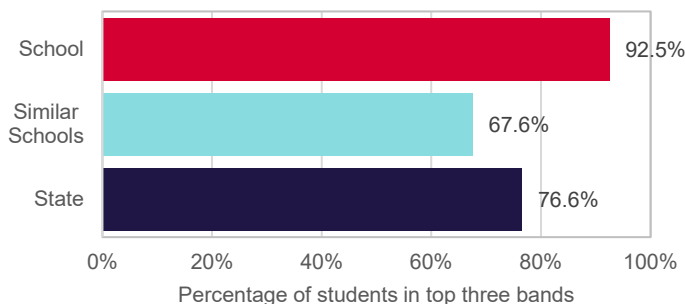
Similar Schools average:

67.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

80.6%

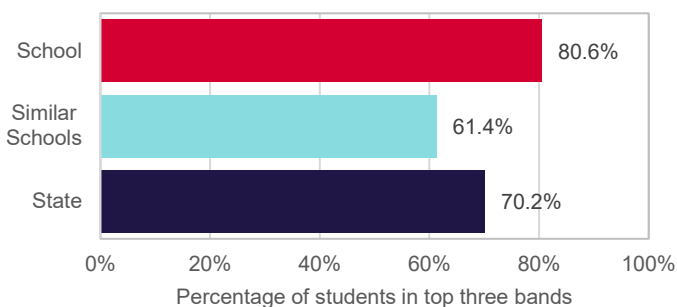
Similar Schools average:

61.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

72.5%

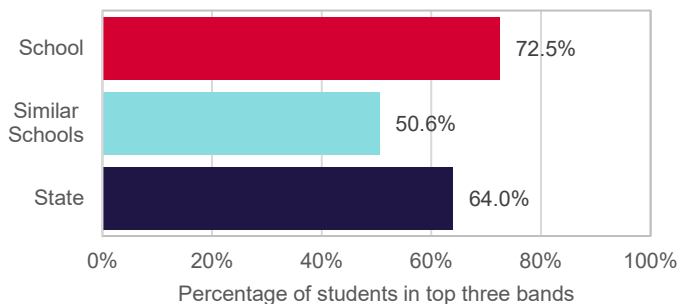
Similar Schools average:

50.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

54.3%

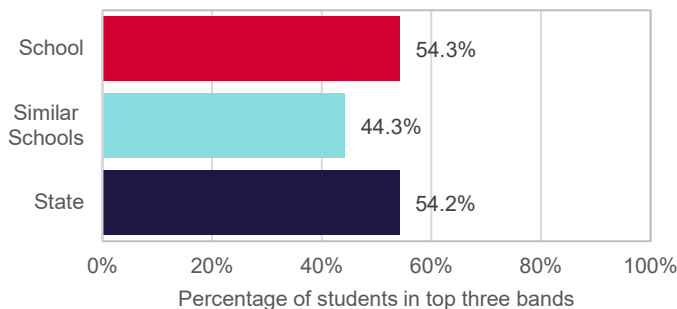
Similar Schools average:

44.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

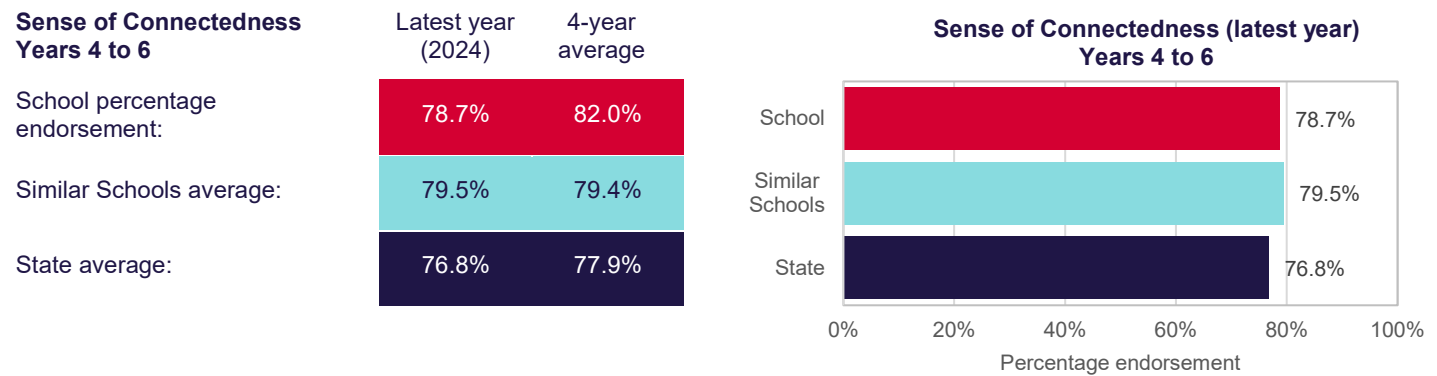


WELLBEING

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.

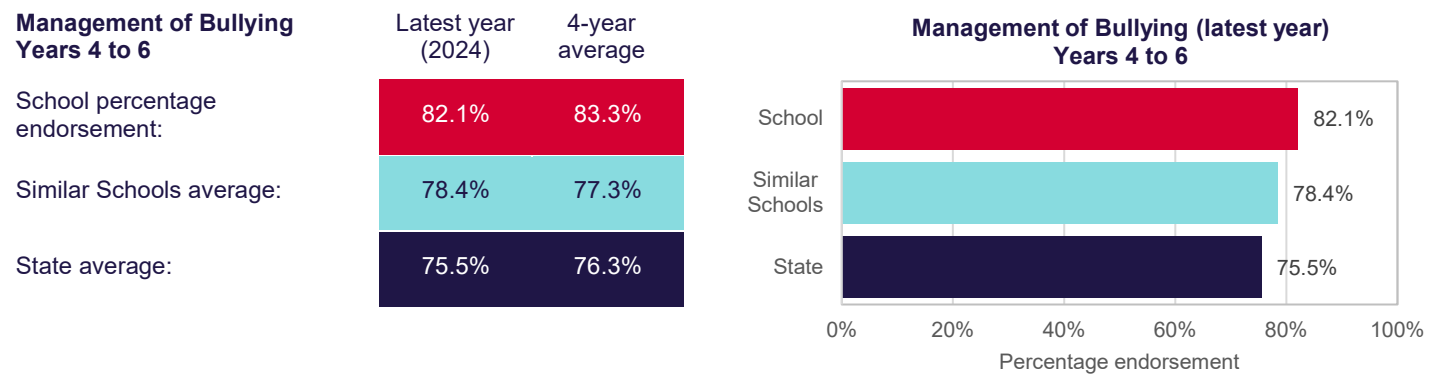
Student Attitudes to School – Sense of Connectedness

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).



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).

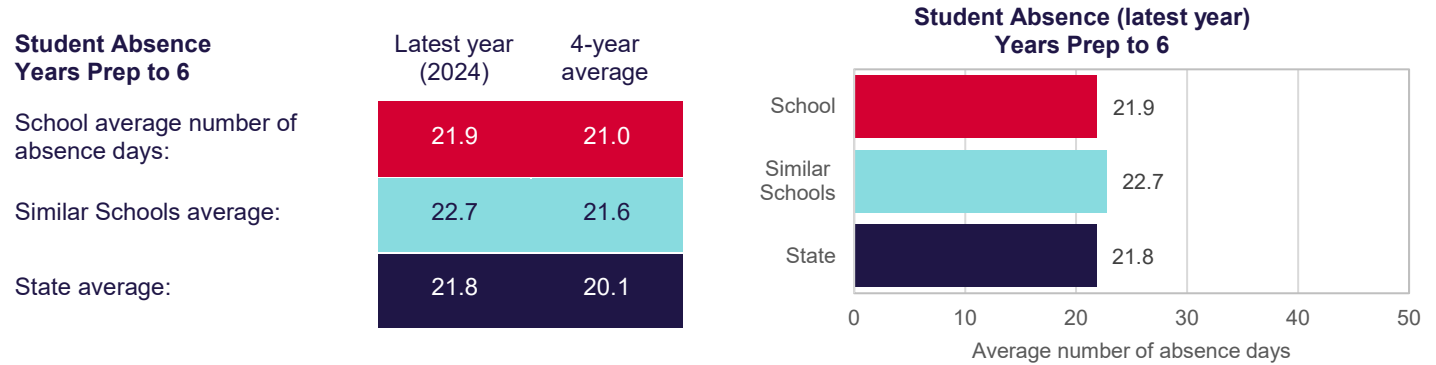


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	88%	89%	89%	87%	92%	91%	86%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,011,897
Government Provided DET Grants	\$492,549
Government Grants Commonwealth	\$13,403
Government Grants State	\$0
Revenue Other	\$31,756
Locally Raised Funds	\$47,522
Capital Grants	\$0
Total Operating Revenue	\$3,597,126

Equity ¹	Actual
Equity (Social Disadvantage)	\$180,209
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$180,209

Expenditure	Actual
Student Resource Package ²	\$3,075,517
Adjustments	\$0
Books & Publications	\$2,890
Camps/Excursions/Activities	\$56,060
Communication Costs	\$2,352
Consumables	\$57,676
Miscellaneous Expense ³	\$7,151
Professional Development	\$8,158
Equipment/Maintenance/Hire	\$57,253
Property Services	\$114,468
Salaries & Allowances ⁴	\$4,557
Support Services	\$285,411
Trading & Fundraising	\$10,858
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,939
Total Operating Expenditure	\$3,703,291
Net Operating Surplus/-Deficit	(\$106,165)
Asset Acquisitions	\$6,785

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$715,755
Official Account	\$3,908
Other Accounts	\$0
Total Funds Available	\$719,664

Financial Commitments	Actual
Operating Reserve	\$104,917
Other Recurrent Expenditure	\$4,547
Provision Accounts	\$0
Funds Received in Advance	\$12,855
School Based Programs	\$139,690
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	\$362,009

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.

