

2022 Annual Report to the School Community

School Name: Sunshine Harvester Primary School (5526)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 23 March 2023 at 10:28 AM by Pollyanna Hansen (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 30 March 2023 at 04:02 PM by Peter Mooney-Smith (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).

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)

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.

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.

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

Sunshine Harvester Primary School is a modern, purpose-built school located on the border of Sunshine and Braybrook, approximately 15 kilometres from Melbourne CBD. The school advocates for learning and wellbeing by providing every student with wide-ranging opportunities in an open-plan, team teaching environment, centred on strong relationships and connections.

Sunshine Harvester Primary School has a clear focus on literacy, numeracy and wellbeing, and offers specialist subjects including Art, STEM, Health & PE, Music and Auslan. Student progress is monitored against individual learning goals obtained through conferencing, and is complimented by a range of formative and summative assessment tools.

The school comprises four main buildings, each accommodating multiple teaching and learning spaces. Building A houses our junior school cohorts of Foundation and Year 1 in two large open plan learning spaces and also includes a contemporary STEM room. Building B is the Administration hub. This building includes reception, a small conference space, staff room and the offices of the Principal class team and the Business Manager. There is a purpose built outdoor breakfast club/ kitchen area and canteen that operate out of this building. Also, within this building there is a medium sized multipurpose space that is primarily used for Health & PE and Music programs as well as a designated Art Room. Building C is where our middle school cohorts are located, this includes Years 2, 3 & 4 across three different open plan learning areas. This building adjoins a portable building comprising two classrooms and office space housing our wellbeing and TLI programs. Building D is referred to as the BER where our senior cohorts of Year 5 and 6 are located. The external school grounds include a large covered basketball court, a regular sized turfed oval, two covered playgrounds and a fitted stand alone kitchen and workshop which adjoins a fenced kitchen garden and is used for, amongst other purposes, our Out of School Hours Care program - Camp Australia.

Our facilities, grounds and buildings feature the most up to date educational technologies. Every student has access to an assigned portable computer supplied by the school, and the majority have devices at home as a result of the Bridging the Digital Divide Initiative. Each learning space incorporates digital television screens for the incorporation of multimodal literacies and is equipped with the latest Sound Field amplification systems.

Sunshine Harvester Primary School's enrolment was at 382 for the February census increasing to 394 (including the 9 international students) at certain points during the academic year, with a fairly even split of genders. Numbers fluctuate during the school year due to high student mobility rates. This is part of the school's ever changing operational context.

The August Census data for 2022 indicated that the Student Family Occupation (SFO) index was 0.6919 and the Student Family Occupation Equity (SFOE) index was 0.5696 taking into account parents' occupations. The school's overall socio-economic band is low. Approximately 80% of our students are enrolled as English as an Additional Language (EAL) students and 1% identifying as indigenous Australians.

Sunshine Harvester Primary School has International Accreditation - Level 1, making us one of the only primary schools in the area who can take standard international enrolments. In 2022, we had 9 international

students enrolled at the school. We have a strong partnership with Western English Language School.

The majority of our Foundation students arrive with below age appropriate levels of language development in all three English dimensions, and are often 18 months to two years behind expected school-entry level when assessed on the English Online Interview. Many Foundation students have not attended kindergarten, or have had a disrupted experience as we reconnected as a result of the 2020-2021 COVID-19 pandemic lockdowns.

Our student background profile provides significant challenges, which means our staffing profile includes welfare, intervention (both teaching and ES) and multicultural educational support staff.

Our local community is a rich mix of diverse cultural, ethnic and language backgrounds with many families having experiencing past trauma as refugees, or due to vulnerable home environments. A large proportion of families receive government support payments. Building student success is about forging strong and trustworthy partnerships between home, school and the community.

The school workforce plan includes 40.5 staff, 6 working in a part time capacity. The composition includes 3 Principal Class members, 1 Literacy Instructional Leader (Learning Specialist), 1 SWPBS Learning Specialist, 29.6 classroom teachers and 11 Educational Support Staff. We have a Social Worker employed 2.5 days a week and an IT Technician on Fridays. There are no staff from an Aboriginal Torres-Straits Islander background.

Sunshine Harvester Primary School is committed to developing an inclusive environment that empowers life long learners, emerging leaders and respectful global citizens.

Progress towards strategic goals, student outcomes and student engagement

Learning

In Term 1, the school engaged in a successful review process, where we were able to demonstrate evidence of growth against FISO Version 1.0 throughout the duration of the School Strategic Plan (SSP). As a staff, we undertook an audit of school policies and key documentation for VRQA compliance, and conducted surveys on a range of continua including FISO 1.0 and the Numeracy Instructional Model. The review resulted in the transition from FISO 1.0, to FISO 2.0 and an updated school vision encompassing staff and student voice.

The review highlighted the need for a **‘Teaching and Learning’** focus on Numeracy and an **‘Assessment’** focus on differentiation. We established a Numeracy School Improvement Team (SIT), which undertook a range of professional learning opportunities including participation in the Brimbank/ Melton Numeracy Leaders workshops and involvement in a community of practice with Footscray North and Dinjerra Primary Schools’ to learn about the development and implementation of proficiency scales.

The school continues to have a focus on distributed **‘Leadership’** underpinned by a culture built on strong relationships and connection. This is promoted through ongoing coaching of Collaborative Team Leaders in the areas of strengths and wellbeing and is supported by the work undertaken in Professional Learning Communities.

A priority focus on student and community '**Engagement**' was necessary after the extensive lockdowns in 2020 and 2021. The consistent implementation of the School Wide Positive Behaviour Support Framework (SWPBS) guarantees that students are supported to feel positively connected to school through practices, such as Greetings at the Door, Opportunities to Respond, and Individualised Goals. Engagement was further amplified through the Student Support Group process, where parent and student voice was included in the development of Individual Education Plans.

The school reopened to the community to showcase student learning through an Art exhibition and fortnightly assemblies facilitated by student leadership groups. Families engaged through the Seesaw digital platform and supported larger school events including the Family picnic and Year 6 Graduation.

In 2022, we were fortunate enough to extend our '**Support Resources**' to include a Mental Health and Wellbeing Coordinator for four days a week. The coordinator was involved in extensive professional learning provided by the Department of Education and Training (DET) and supported both staff and students to begin exploring the concepts of mental health and wellness.

The school continued its implementation of the Tutor Learning Initiative (TLI) with a focus on numeracy, and Levelled Literacy Intervention (LLI) scaffolding student groups in the area of reading comprehension.

In 2022, SHPS transitioned to NAPLAN online testing. Our Year 3 Reading data was 7% higher than that of similar schools with 85% of students performing at or above benchmark. This was replicated in our 2022 Year 5 Reading data where our cohort was 1% higher than similar schools, with our lowest percentage of students in the bottom two bands since prior to 2017.

Our Naplan Numeracy and Writing results indicate that both our Year 3 and 5 cohorts are exceeding the percentage of students in the top two bands compared to those in similar schools and like schools.

The area of Spelling was particularly promising with both cohorts out performing similar schools, network schools and the state.

Our Victorian Curriculum teacher judgement scores in English and Numeracy continued to remain conservative in comparison to student NAPLAN data, particularly at the higher end.

Wellbeing

2022 saw the return to full time onsite learning and with this, new challenges, especially in the areas of student and staff wellbeing.

During Term 1, the focus was on re-establishing both behavioural and learning expectations for students and ensuring that staff had the opportunity and time to adjust to the changes in planning and instructional delivery, and to respond to the identified increased student need. As restrictions lessened in later terms, the school was able to open up to shared cohort activities and to the wider community with school wide events, culminating in a Family Picnic during Term 4.

Initiatives that were newly implemented or re-introduced included:

- Adherence to COVID safe protocols - as required by DET, Vic Government and advice from the Health Department.

- Keeping the majority of teaching teams the same in 2022 as in 2021, so as to provide some consistency for both staff and students.
- Employment of a Mental Health teacher under the MHiPS pilot project to respond to increased student wellbeing needs.
- A focus on the reteaching of the SWPBS behavioural expectations through a refreshed behavioural matrix (co-designed with students) and the use of targeted 'Cool Tools' teaching resources.
- Commitment to the HITS model of instructional practice to enhance student engagement and growth
- Introduction of Social Groups across all year levels to support the development of social skills and appropriate behaviours.
- Professional Learning for staff focused on supporting their own well being, as well as providing them the knowledge to identify mental health issues in their students.
- Home visits to students reluctant to return to school and identified as significant absenteeism risks.
- Provision made for allied health professionals to conduct therapies and assessments on site with students.
- Parent Teacher Interviews and Student Support Group Meetings were conducted, where possible, via Webex, to reduce exposure to COVID and also to streamline the processes for staff.
- Re-establishment of the Junior School Council to provide increased opportunities for student voice.
- Increase in the number of welfare food boxes and other supports for families through One Box, Breakfast Club and State Schools' Relief.
- New provider (Camp Australia) contracted to provide longer before and after school programs as well as holiday programs during school vacation periods and on curriculum days.
- Reduced points of entry into the school grounds, ensuring compliance with COVID measures (sanitising etc) and also to provide personal greetings for students and families in order to reconnect.
- Implementation of the new VGSA Agreement saw an official incremental increase in teacher release (non face to face teaching).

Engagement

Student engagement is represented by both attendance and student attitudes to school data. Our school absence results are below similar schools, network schools and the state with a decrease in students having more than 30 days absence.

The Years 4 - 6 Attitudes to School Survey data demonstrates that the students remain positive about the learning environment at school since returning full time. This was indicated through a score of 83% for Sense of Connectedness, 92% endorsement for High Expectations for Success and a score of 88% for Attitudes to Attendance. We continue to provide comprehensive student support programs that assist in achieving learning successes through targeted intervention, team collaborative planning and professional learning to improve staff practices.

Financial performance

Equity funding was used for coaching, including one-on-one coaching for team leaders and small group coaching of emerging leaders via a well renowned external consultant. The reserve was used to maintain staffing to improve access to the school in accordance with our school inclusive program, including additional Education Support Staff in every learning area and dedicated intervention staff. Equity funding was also spent on teaching resources, including take home readers, and was used to maintain digital subscriptions that could support student learning both at home and at school. Surplus funds were allocated

to upgrading and maintaining several areas of the grounds, including a major solar project, which was supported by the school council.

As at 31st December 2022, there was a modest \$170,206 operating surplus in the Student Resource Package (credit), showing that the school operated effectively within its funding/ income allocations. We also had a net operating surplus (cash) in our financial accounts of \$2,421,123.

For more detailed information regarding our school please visit our website at
<https://www.sunshineharvesterps.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 382 students were enrolled at this school in 2022, 184 female and 198 male.

69 percent of students had English as an additional language and 1 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).

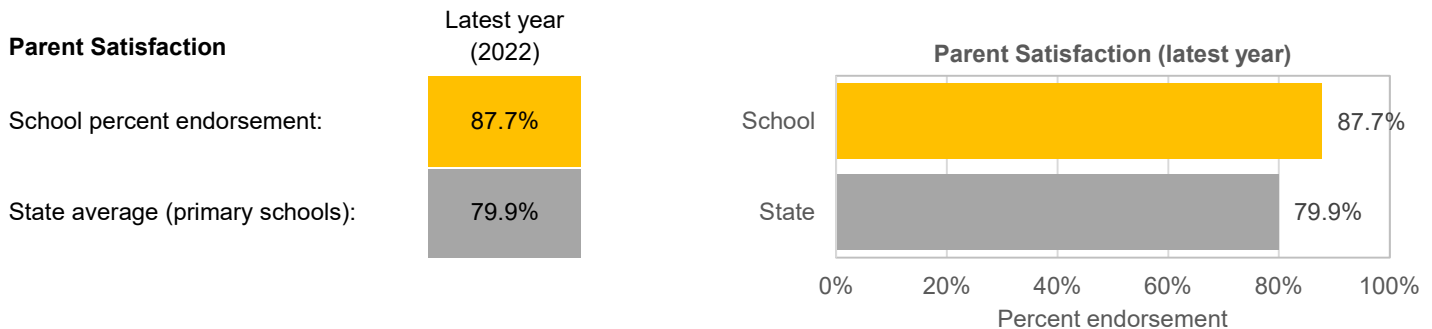
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

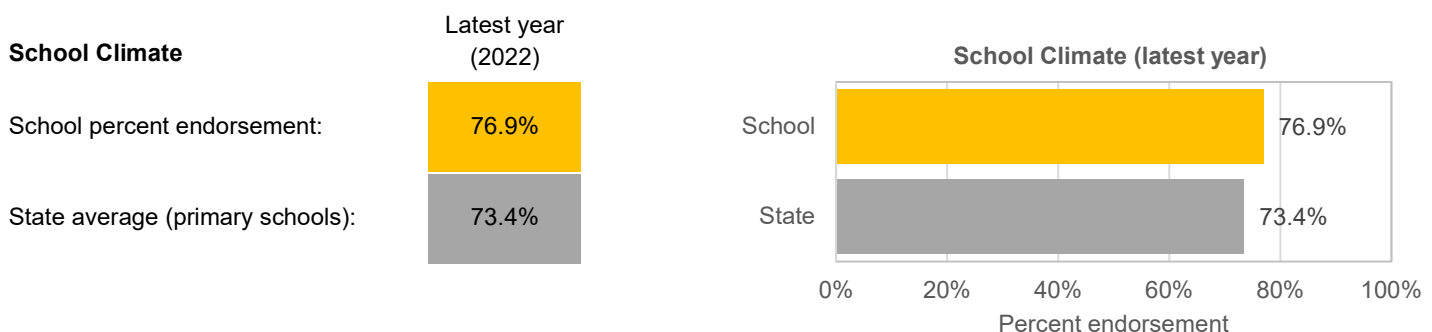


School Staff Survey

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.



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

Latest year
(2022)

School percent of students at or above age expected standards:

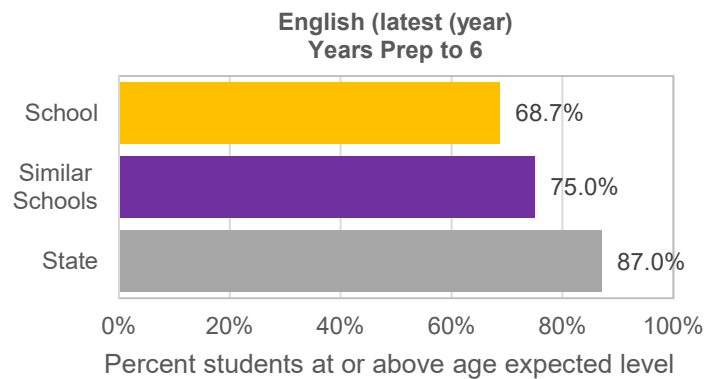
68.7%

Similar Schools average:

75.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

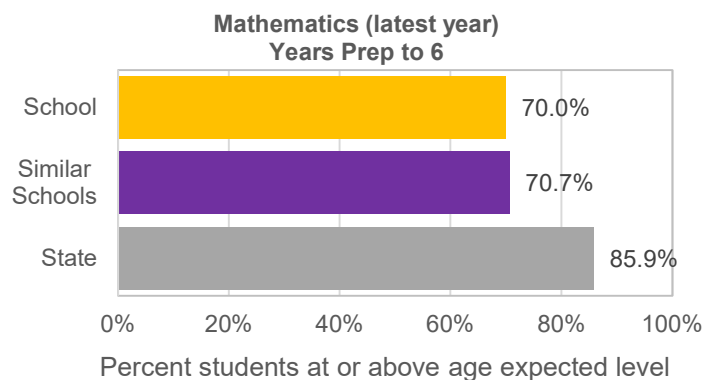
70.0%

Similar Schools average:

70.7%

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.

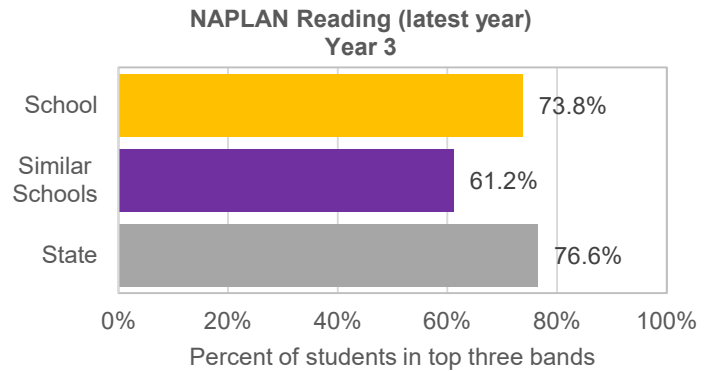
NAPLAN

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.

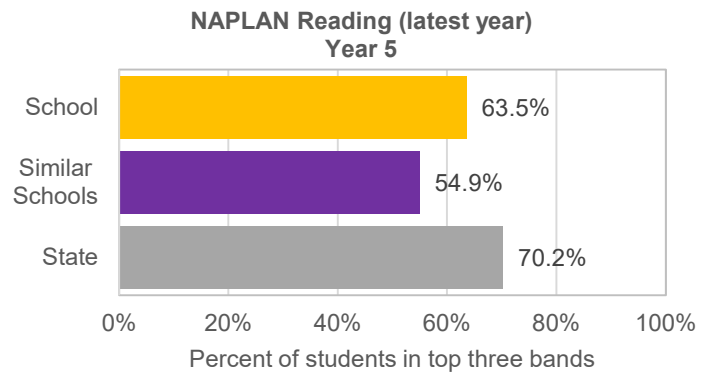
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.8%	68.4%
Similar Schools average:	61.2%	62.5%
State average:	76.6%	76.6%



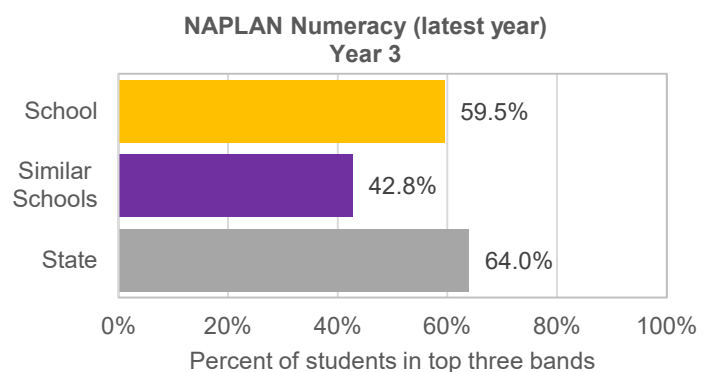
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.5%	58.5%
Similar Schools average:	54.9%	53.7%
State average:	70.2%	69.5%



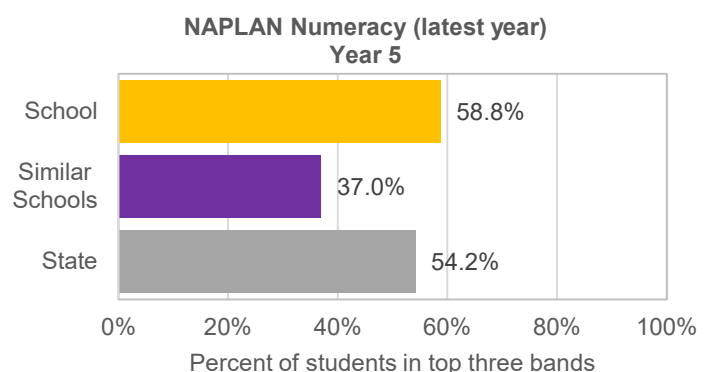
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.5%	54.2%
Similar Schools average:	42.8%	46.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.8%	55.6%
Similar Schools average:	37.0%	41.1%
State average:	54.2%	58.8%



WELLBEING

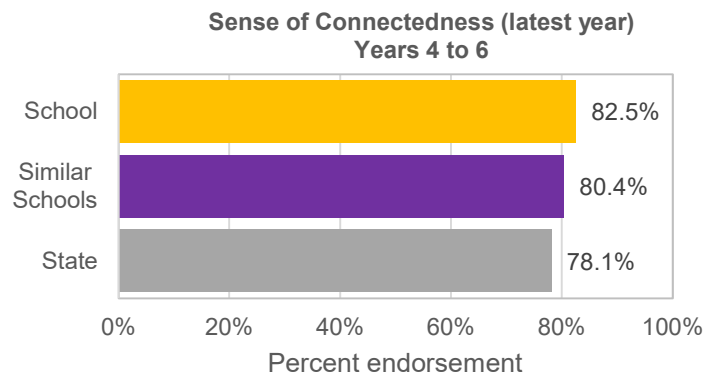
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	82.5%	81.0%
Similar Schools average:	80.4%	81.6%
State average:	78.1%	79.5%

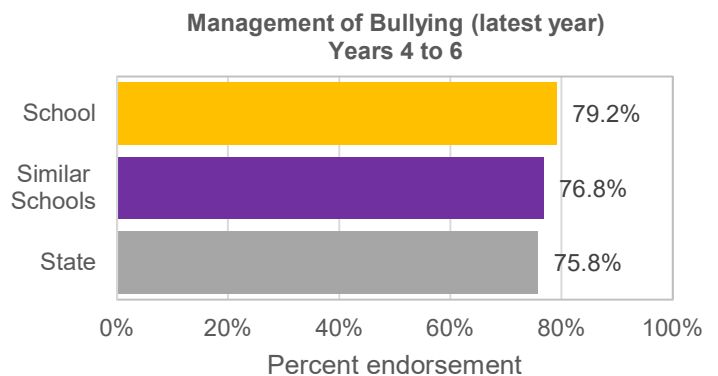


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.2%	82.6%
Similar Schools average:	76.8%	79.1%
State average:	75.8%	78.3%



ENGAGEMENT

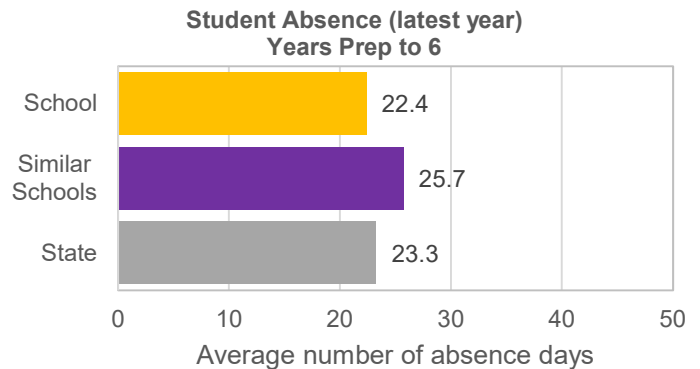
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.4	19.7
Similar Schools average:	25.7	20.6
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%	87%	88%	91%	90%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,647,863
Government Provided DET Grants	\$914,834
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$54,822
Locally Raised Funds	\$90,063
Capital Grants	\$0
Total Operating Revenue	\$5,707,582

Equity ¹	Actual
Equity (Social Disadvantage)	\$861,817
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$861,817

Expenditure	Actual
Student Resource Package ²	\$4,477,658
Adjustments	\$0
Books & Publications	\$19,184
Camps/Excursions/Activities	\$65,480
Communication Costs	\$5,591
Consumables	\$107,989
Miscellaneous Expense ³	\$59,463
Professional Development	\$10,608
Equipment/Maintenance/Hire	\$87,911
Property Services	\$65,349
Salaries & Allowances ⁴	\$31,712
Support Services	\$185,933
Trading & Fundraising	\$38,232
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$58,290
Total Operating Expenditure	\$5,213,400
Net Operating Surplus/-Deficit	\$494,181
Asset Acquisitions	\$153,464

- (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

Funds available	Actual
High Yield Investment Account	\$2,407,012
Official Account	\$14,116
Other Accounts	\$0
Total Funds Available	\$2,421,128

Financial Commitments	Actual
Operating Reserve	\$116,962
Other Recurrent Expenditure	\$3,686
Provision Accounts	\$0
Funds Received in Advance	\$60,852
School Based Programs	\$914,748
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$25,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,183,249

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.