

2018 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 15 March 2019 at 02:48 PM by Albert Griffin
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2019 at 11:24 AM by Peter Mooney-Smith
(School Council President)

About Our School

School context

Sunshine Harvester Primary School has a clear focus on literacy, numeracy and positive behaviours whilst providing every student with additional wide-ranging opportunities in a modern, open-plan, caring and supportive environment. Sunshine Harvester Primary School enrolment stabilised near 433 with an additional 9 international students making our final numbers 442. Numbers fluctuate during the school year due to high student mobility rates. Many students enroll or transfer to Sunshine Harvester PS after February census while others leave during the school year. This is part of the school's ever changing operational context. 2018 Student Family Occupation (SFO) index of 0.7441 and a Student Family Occupation Equity (SFOE) index of 0.6338 takes into account parents' occupations, and places. Sunshine Harvester Primary in the lowest 10% of all government schools in terms of socio-economic background and educational advantage. More than three in every five students are English as an Additional Language (EAL) funded students, and a pattern of increasing refugee numbers can be seen in enrolment data. Majority of our Foundation students arrive with very low levels of language development in all three English dimensions, and are often two years below expected school-entry level. Many students have not attended kindergarten. Our student background profile provides significant challenges, which means our staffing profile includes Welfare and intervention staff (both teaching and ES). Our local community is a challenging mix of diverse cultural, ethnic and language backgrounds, many suffering past trauma as refugees or the family home environment. Most school families receive government support payments. Many families originate from cultures where communities are overtly discouraged from engaging with authorities including school. Building student success for us is about forging partnerships between parents, teachers and the community in a calm and supportive school environment.

Framework for Improving Student Outcomes (FISO)

The school continues to build a positive climate for learning. We continue to have an active Junior School Council where students influence school decisions. This includes being involved in the staff selection process. School captains continue to promote the school values, meeting visitors and are involved in the development of school extra curriculum activities. The positive behaviours support framework encourages inclusion as well as setting expectations. This has included trialing a yard smart program where children learn how to play during recess periods. The school is building excellence in teaching and learning through developing professional learning communities and utilizing literacy/numeracy/PBS coaches to continue best practice in the learning environment. The Curriculum and assessment team are continually refining the curriculum in line with the new Victorian Curriculum by developing I can statements from the schools scope and sequence. The continued work on school improvement through a designated Assistant Principal has improvement and strengthened professional leadership by concentrating on the delivery of programs to improve student learning outcomes and staff academic emphasis rather than being distracted by administration duties. Sunshine Harvester continues to build strong community partnerships that strengthen school programs. Organisations such as Foundation House, CAMHS, Ardoch, Edmund Rice, Clayton UTZ, Australian College of Optometry and the schools Parents and Friends have all added value to school programs. School events have been well attended by the school community which encourages student learning and outcomes. The school council was very active promoting community engagement through family fun days, picnics and school open afternoons. All school council meetings had a quorum demonstrating a strong community commitment to the school.

Achievement

In 2018 students achieved high or medium growth in numeracy from grade 3 to grade 5. Reading in the same period has maintained performance with increase in growth to be just below the state bench mark. The majority of our Foundation students arrive at the school with very low levels of language development in reading, writing, speaking and listening, and are often two years below expected school-entry levels. We again note the similarities in comparisons between our school results and respective matched (similar schools) data. Student relative growth in reading years 3 to 5 is at or above similar to matched schools. Matched cohort data in NAPLAN results demonstrates that we are performing slightly better than similar schools in English. Relative growth in Numeracy

demonstrates that we have high student gains in the top 2 and bottom 2 bands (year 3 to year 5). Funded PSD students were assessed against individual learning plan goals with mostly satisfactory or better achievement. Most PSD students were included in AUSVELs assessments. There is always room for improvement. Therefore, we will continue to work hard toward maximising learning outcomes for all students in Mathematics and English. Our major strategic focus is to continue implementation of Classroom Instruction That Works, Little Learners Love Literacy, levelled literacy Intervention, Sound Check, YUMI maths and EAL strategies consistent with diverse language communities. Emphasis is on development of oral language pedagogies in both English and Mathematics. Reading support through intervention, speech therapy, language consultants and welfare will continue to support student achievement and engagement. Auslan is taught as a third language for most of our students supporting all English programs.

Engagement

Student engagement is represented by both attendance and student attitudes to school data. Our school absence results are below similar schools and state and we are seeing a consistent reduction of student absence over the past 3 years. School attendance remains a school priority as we strive to increase it further. The 4/5/6 Attitude to School Survey demonstrates that the students were very positive about the learning environment at school. Measures such as connectiveness to school, stimulating learning, student motivation, teacher effectiveness, teacher empathy and connectiveness to peers all rated in the high 90% as positive. Student self-regulating and goal setting dropped below 70%. We will continue our commitment to enhancing student voice and leadership across the school. Continued strategies developed in Positive Behaviour Support utilising a school Positive Behaviours Coach and external agencies have also had an impact combined with improved school resources. We will 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.

Wellbeing

To ensure that all students enrolling or exiting our school are adequately supported, we will further refine school processes and procedures to ensure a smooth transition for each child into and through the school. Sunshine Harvester conducts pre enrolment interviews with all students making sure we can best cater for their learning needs. We also conduct meetings with local secondary Colleges allowing for a smoother transition between year 6 and 7. We have built strong partnerships with local Kindergartens in 2018 where grade 5 students buddied and visited 2 local kindergartens once a week making transition from Kindergarten to school easier for those children. Sunshine Harvester conducts annual surveys of staff, parents and students to confirm and adjust transition practices, as required. All trends show continual improvement. Transient school families continue to feature in our community. We will also consolidate tools for the regular gathering of wellbeing data, continue regular monitoring / assessment of students' perception and share these findings with students and parents. We have developed strong child safety policies, student wellbeing policies, introduced new programs and documented successful strategies that build student resilience. We have strengthened our school culture by clarifying our school values and enhanced the management practices of school behaviour. Parent support at events have been well attended but support assisting school programs has been patchy due to low socio-economic circumstances of our community combined with native cultures, language barriers or traditions that discourage participation. A strong Welfare team incorporating an Assistant Principal, PBS coach, Speech consultant, speech therapist, student welfare officer and multi-cultural aids has provided much need support to our community

Financial performance and position

Equity funding was used for additional teaching and learning support for the students deemed most in need. In December 2018 there was a modest 3.8% operating surplus showing that the school operated effectively within its funding/ income allocations. Major expenditures were in replacement staffing costs, education consultant, property improvements and equipment that included significant investment in learning technologies works including electronic communication with parents and the wider school community. Funds were also used to build student resources to support learning outcomes (e.g. Chrome computers, classroom libraries, interactive TV's, teaching staff computer tablets). Further spending was used to improve teacher capacity and to improve student learning.

The school maintained an operating reserve of 23%. This amount was partly due to the lack of available personnel to complete tasks in 2018. Due to a reduction in our PSD funding in 2019 this reserve will be used to maintain staffing to improve access to the school in accordance with our school inclusive program. Further funds will be used for both short-term and longer-term maintenance, including planned capital works.




For more detailed information regarding our school please visit our website at
<https://www.sunshineharvesterps.vic.gov.au>

Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 450 students were enrolled at this school in 2018, 211 female and 239 male.

69 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






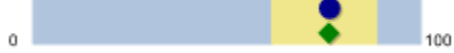















Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

| Achievement | Student Outcomes | School Comparison |
|--|---|---|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Lower</p> <p> Similar</p> |

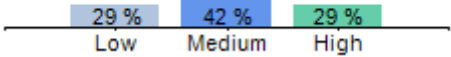
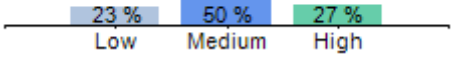
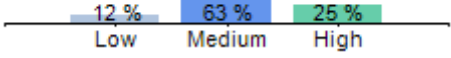
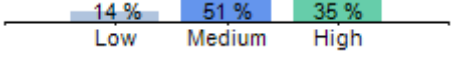
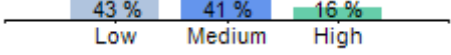
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




| Achievement | Student Outcomes | School Comparison |
|--|--|--|
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆




| Achievement | Student Outcomes | School Comparison |
|--|--|---|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <p>Reading</p>  <p>29 % 42 % 29 % Low Medium High</p> <p>Numeracy</p>  <p>23 % 50 % 27 % Low Medium High</p> <p>Writing</p>  <p>12 % 63 % 25 % Low Medium High</p> <p>Spelling</p>  <p>14 % 51 % 35 % Low Medium High</p> <p>Grammar and Punctuation</p>  <p>43 % 41 % 16 % Low Medium High</p> | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |






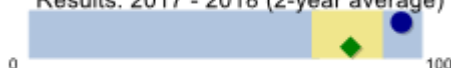


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|---|---|-------------------|------|------|------|------|-----|-----|------|------|------|------|------|------|------|---|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>93 %</td><td>94 %</td><td>93 %</td><td>95 %</td><td>94 %</td><td>94 %</td><td>95 %</td></tr></table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 93 % | 94 % | 93 % | 95 % | 94 % | 94 % | 95 % | <p> Higher</p> <p> Higher</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 93 % | 94 % | 93 % | 95 % | 94 % | 94 % | 95 % | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

| Wellbeing | Student Outcomes | School Comparison |
|--|---|--|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p>  | <p> Similar</p> <p> Higher</p> |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p>  | <p> Similar</p> <p> Higher</p> |

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,594,981 |
| Government Provided DET Grants | \$1,348,288 |
| Revenue Other | \$36,103 |
| Locally Raised Funds | \$165,842 |
| Total Operating Revenue | \$6,145,215 |

Equity¹

| | |
|------------------------------|--------------------|
| Equity (Social Disadvantage) | \$1,072,460 |
| Equity Total | \$1,072,460 |

Expenditure

| | |
|---------------------------------------|-------------|
| Student Resource Package ² | \$4,381,552 |
| Books & Publications | \$28,559 |
| Communication Costs | \$6,002 |
| Consumables | \$133,839 |
| Miscellaneous Expense ³ | \$331,408 |
| Professional Development | \$20,579 |
| Property and Equipment Services | \$417,505 |
| Salaries & Allowances ⁴ | \$87,410 |
| Trading & Fundraising | \$60,360 |
| Utilities | \$59,091 |

| | |
|------------------------------------|--------------------|
| Total Operating Expenditure | \$5,526,306 |
|------------------------------------|--------------------|

| | |
|---------------------------------------|------------------|
| Net Operating Surplus/-Deficit | \$618,908 |
|---------------------------------------|------------------|

| | |
|---------------------------|------------------|
| Asset Acquisitions | \$298,291 |
|---------------------------|------------------|

Financial Position as at 31 December, 2018

| Funds Available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,512,750 |
| Official Account | \$3,840 |
| Total Funds Available | \$1,516,590 |

Financial Commitments

| | |
|---|--------------------|
| Operating Reserve | \$170,279 |
| Other Recurrent Expenditure | \$8,953 |
| Funds Received in Advance | \$45,072 |
| School Based Programs | \$589,084 |
| Funds for Committees/Shared Arrangements | \$20,158 |
| Asset/Equipment Replacement < 12 months | \$25,000 |
| Capital - Buildings/Grounds < 12 months | \$200,000 |
| Maintenance - Buildings/Grounds < 12 months | \$50,000 |
| Asset/Equipment Replacement > 12 months | \$200,000 |
| Total Financial Commitments | \$1,308,545 |

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

What does the *About Our School* section refer to?

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

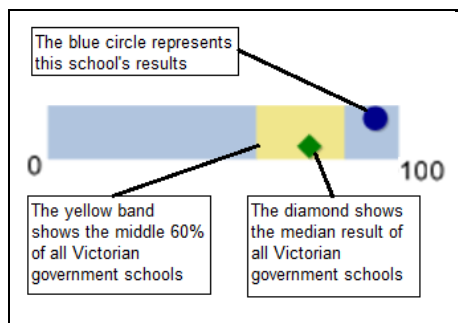
Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

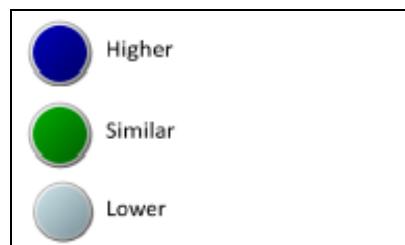


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

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

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

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

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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