

# 2020 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 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 24 March 2021 at 10:29 AM by Pollyanna Hansen (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 March 2021 at 11:01 AM by Peter Mooney-Smith (School Council President)

# How to read the Annual Report

---

## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

---

## What does the 'About Our School' section refer to?

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

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 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 opened in 2009. Our facilities, grounds and buildings feature the most up to date educational technologies. Every student has access to an assigned computer supplied by the school and the majority have devices at home as a result of the Bridging the Digital Divide Initiative.

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, team teaching and supportive environment. We offer specialist subjects including Art, STEM, Health and PE, Music and Auslan.

Sunshine Harvester Primary Schools enrolment stabilised near 417 with an additional 12 international students making our final numbers 429. Numbers fluctuate during the school year due to high student mobility rates. This is part of the school's ever changing operational context. 2020 Student Family Occupation (SFO) index of 0.7058 and a Student Family Occupation Equity (SFOE) index of 0.5956 takes into account parents' occupations. Sunshine Harvester Primary School is in the lowest 10% of all government schools in terms of socio-economic background and educational advantage. The school's overall socio-economic band is low. Approximately 60% of our students are English as an Additional Language (EAL) funded students. The 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 Foundation students have not attended kindergarten. This was particularly evident in 2020 due to Covid-19.

Our student background profile provides significant challenges, which means our staffing profile includes welfare/intervention staff (both teaching and ES) and multicultural educational support staff. Our local community is a challenging mix of diverse cultural, ethnic and language backgrounds, many suffering past trauma as refugees or due to the family home environment. Most school families receive government support payments. Building student success for us is about forging partnerships between parents, teachers and the community in a calm and supportive school environment.

Sunshine Harvester Primary School is committed to developing confident learners, responsible leaders, and respectful community members. Students are actively encouraged in their pursuit of personal excellence in learning - both academic and social/emotional - through principles embodied in our school values: Respect, Responsibility and Learning.

### Framework for Improving Student Outcomes (FISO)

The school continues to build a positive climate for learning. We continue to provide forums for student voice where they can contribute to school decisions, including Junior School Council and School Captains. This includes being involved in the staff selection processes and facilitating parent participation/community surveys. School captains continue to promote the school values, meeting visitors, and are involved in the development of school extra curriculum activities. The School Wide Positive Behaviours Support Framework encourages inclusion as well as setting expectations through the development of a matrix of expectations and behaviour response continuum.

The school is building excellence in teaching and learning through developing professional learning communities and utilising literacy/numeracy/PBS coaches to continue best practice in the learning environment. The Curriculum and Assessment team were proactive in monitoring and evaluating a guaranteed and viable curriculum in consultation with parent feedback during the remote learning period. The continued work on school improvement through a designated Assistant Principal and school consultant has focused on empowering middle leaders/distributive leadership to strengthen the school's work as a professional learning community. Staff have had opportunities to assess our progress towards the priority areas of the FISO dimensions using Survey Monkey. Professional learning communities meet weekly to track student progress and develop programs with support from learning specialists and consultants.

Sunshine Harvester Primary School continues to build strong community partnerships that strengthen school programs. Organisations such as Foundation House, CAMHS, Ardoch Foundation, Edmund Rice, Clayton UTZ and Australian College of Optometry have all added value to school programs. A positive outcome of remote learning was an increase in parents' understanding of curriculum, resulting in strengthened home/school partnerships.

**Achievement**

In 2020, Naplan was cancelled due to Covid-19. We modified a lot of assessment tasks and abandoned formal summative assessments, including mid year Fountas and Pinnell reading assessment due to students not being onsite. As a school, we took a conservative approach to the Victorian Curriculum progression points due to the infidelity of the data. We were pleasantly surprised with attendance during remote learning and students' active participation in WebEx meetings with teachers.

The PSD program was heavily impacted by Covid-19 and the inability of external support services to attend onsite. Most of these students were learning from home with the support of their families.

Despite the limitations of teaching virtually, teachers were able to be really explicit in their teaching practices and provide a level of high quality and regular feedback to all learners. This is something we are looking to integrate permanently into our practice.

Literacy support was provided all year and speech and occupational therapy was available at times. Emphasis will continue to be on the development of oral language/vocabulary across all curriculum areas.

The school administered the optional Attitudes to School Survey, Staff Survey and Parent Survey and the majority of the data sets were positive.

**Engagement**

Student engagement is represented by both attendance and student attitudes to school data. Our school absence results are below similar schools and the same as State with a slight increase in students having more than 30 days absence. This could be attributed to the school-based decision to only mark students in attendance if daily, online work was submitted. School attendance remains a school priority as we strive to increase it further. The PIVOT survey completed by years 3-6 students, demonstrated that students still felt connected to the school and their teachers, however there was a disconnect with their peers due to remote learning. The Years 4/5/6 Attitudes to School Survey data demonstrates that the students remain positive about the learning environment at school. Measures, such as Connectedness to School increased from 76% to 82%, Stimulating Learning increased from 67% to 75% and Student Motivation remained stable at 84%. Student Self-regulating and Goal Setting increased from 82% to 88%. Student data also showed 85% endorsement in the school's addressing of bullying including cyber safety. Our commitment to enhancing student voice and leadership across the school will remain a priority. 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**

Remote learning was a catalyst to refine and implement wellbeing supports for staff, students and families.

Student:

- Heavily modified curriculum was implemented to ensure an accessible and manageable workload for all students
- Regular phone calls made by appropriate staff were scheduled to ensure student connection and engagement with learning
- Emphasis on providing opportunities for students to consolidate learning through the use of High Impact Teaching Strategies such as Multiple Exposures
- A heavy focus on maintaining a routine was in place to support normality
- A focus on mindfulness and self regulation was implemented upon students return to school, including Connection to

**School interviews**

- Learning packs were made up and delivered to students who were unable to access digital learning
- Devices were provided to most families
- Small group WebEx meetings were scheduled by the wellbeing staff for identified students

**Staff:**

- Employed our external coach to implement a staff well-being program based on the research of positive psychology
- Leadership check-ins with staff were done weekly. These were both social and professional
- There was staff voice and choice in regards to attending onsite
- We eliminated administrative duties so that the focus could be on teaching and learning
- Staff time release was 'protected' time

**Families:**

- Phone calls were made to families on a regular basis
- Interpreters were available to families where required
- Financial and technical support was provided
- Food boxes continued to be provided to disadvantaged families
- The school and OoSHC was available to students whose families were eligible to attend
- SSGs and Parent/Teacher interviews were provided virtually

**Financial performance and position**

Equity funding was used for coaching, including one-on-one coaching for team leaders and small group coaching of emerging leaders. In December 2020 there was a modest \$275,591 operating surplus in the Student Resource Package showing that the school operated effectively within its funding/ income allocations. We also had a net operating surplus of \$1,858,506. Major expenditures were in employing an education consultant, and property improvements including the STEM room and revamping the student toilets. Funds were also used to maintain digital subscriptions that could support home learning. The school maintained an operating reserve of \$124,053 in our high yield investment account. As there was a reduction in our PSD funding in 2020 the reserve was used to maintain staffing to improve access to the school in accordance with our school inclusive program.

**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.

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 429 students were enrolled at this school in 2020, 202 female and 227 male.

69 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) which takes into account parents' occupations and education.

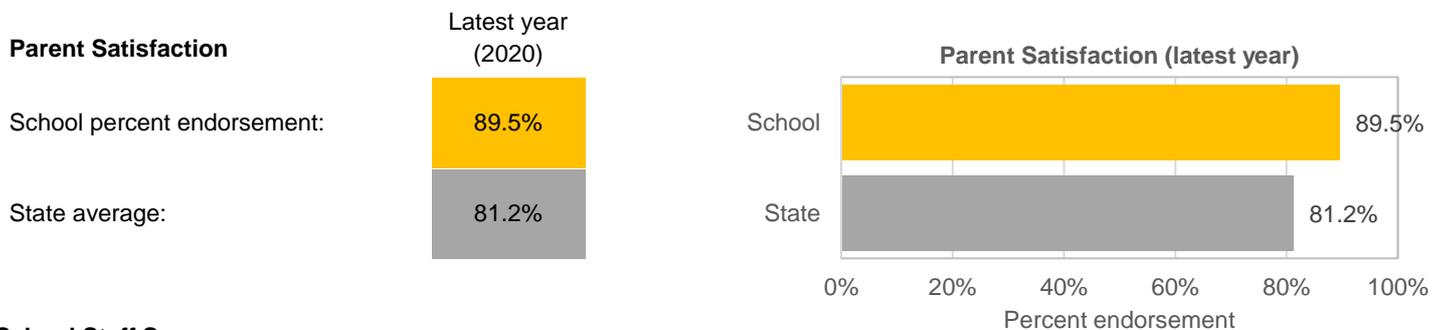
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

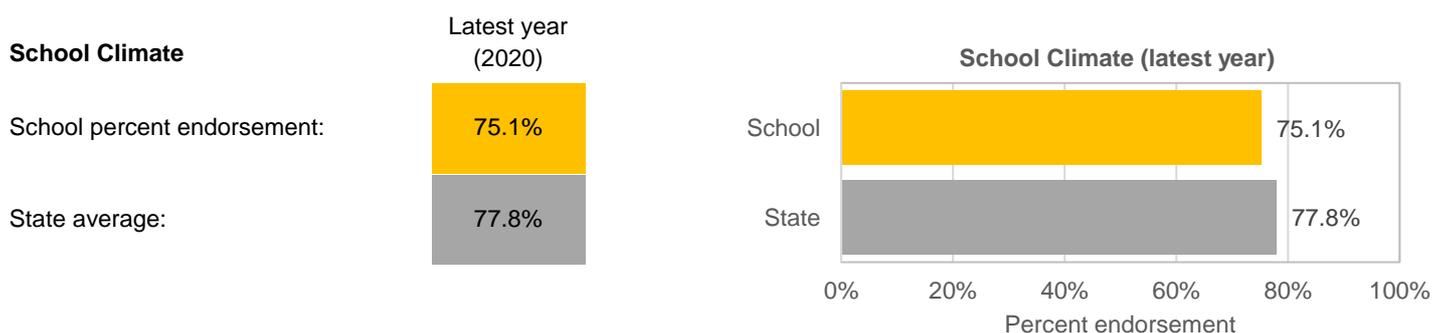


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

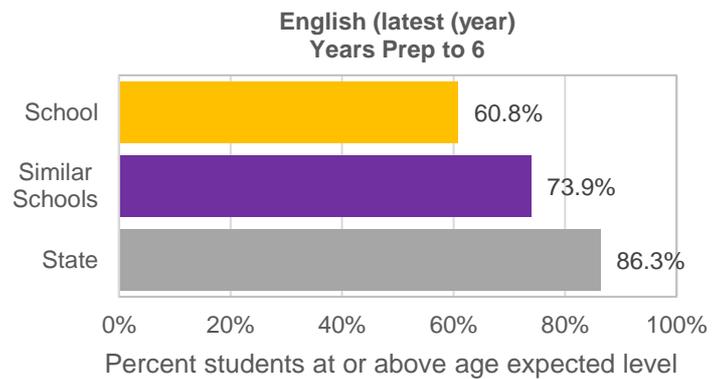
60.8%

Similar Schools average:

73.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

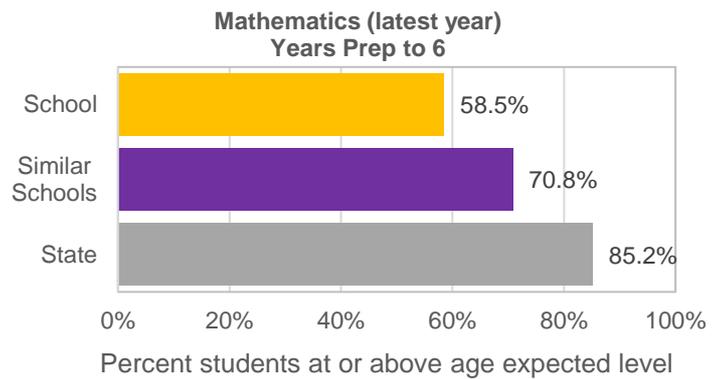
58.5%

Similar Schools average:

70.8%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

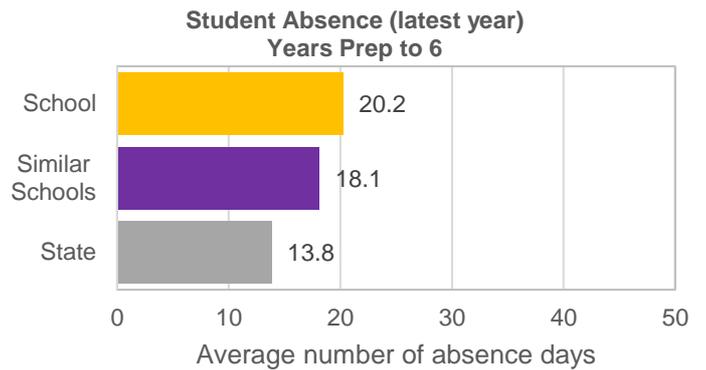
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	20.2	15.7
Similar Schools average:	18.1	17.3
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	88%	88%	90%	90%	89%	89%	93%

**WELLBEING**

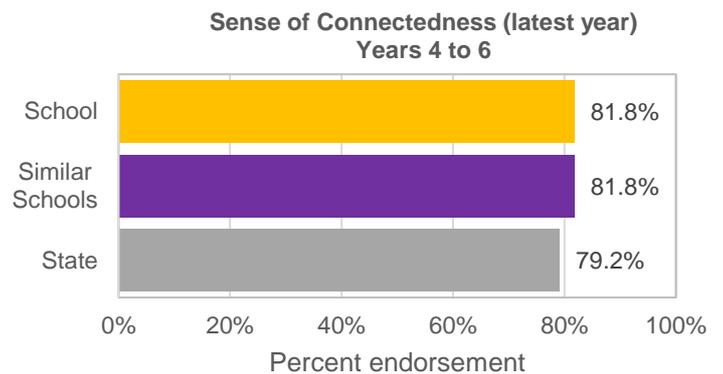
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	81.8%	87.4%
Similar Schools average:	81.8%	84.1%
State average:	79.2%	81.0%



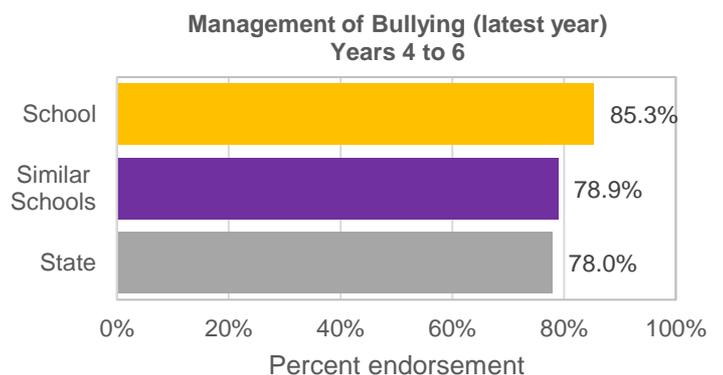
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	85.3%	88.8%
Similar Schools average:	78.9%	81.7%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,496,022
Government Provided DET Grants	\$1,022,617
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$29,319
Locally Raised Funds	\$72,370
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,620,328</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$979,085
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$979,085</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,220,431
Adjustments	NDA
Books & Publications	\$23,134
Camps/Excursions/Activities	\$18,550
Communication Costs	\$6,564
Consumables	\$89,763
Miscellaneous Expense <sup>3</sup>	\$90,220
Professional Development	\$6,909
Equipment/Maintenance/Hire	\$150,179
Property Services	\$116,760
Salaries & Allowances <sup>4</sup>	\$45,554
Support Services	\$169,456
Trading & Fundraising	\$38,939
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$47,340
<b>Total Operating Expenditure</b>	<b>\$5,023,799</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$596,529</b>
<b>Asset Acquisitions</b>	<b>\$47,406</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,825,081
Official Account	\$33,425
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,858,506</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$124,053
Other Recurrent Expenditure	\$9,579
Provision Accounts	NDA
Funds Received in Advance	\$40,000
School Based Programs	\$1,562,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$15,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$21,927
Asset/Equipment Replacement > 12 months	\$200,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,982,559</b>

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