

2022 Annual Report to the School Community

School Name:
Harvest Home Primary School (5500)



- 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.

- 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

About Our School

School context

Our Vision: At Harvest Home Primary School, the students are at the centre and purpose of all that we do. We prepare students to pursue their goals, interests, and aspirations. All teachers and support staff work to provide a teaching pedagogy reflective of 21st Century designs focused on rich environments and personalised learning for all students. Teachers and students will work collaboratively in Learning Communities, to create flexible teaching options to cater for the individual needs of all students. We commit to having a shared responsibility of the success, wellbeing, and safety of all students.

Our Mission: To establish a high performing school community that embraces innovation, inclusivity, collaboration, and respect.

The Harvest Home Primary School logo represents Community and Collaboration. The inner circle represents the world, we aim to develop 'global citizens', the middle white circle represents the school, all who will work together. The outer circle represents the students, parents and community working together. The outer light blue design signifies Edgar's Creek that runs along the boundary of the school and is significant to the Epping area.

School Profile: Harvest Home Primary School is a Public Private Partnership (PPP) School that opened in 2017. Under the PPP model, the school is designed, constructed, and maintained by the private sector to high contractual standards over 25 years, allowing Principals and teachers to focus on student learning rather than asset management. The school is located on Harvest Home Road, Epping, in the City of Whittlesea. The school has a total of 1024 enrolments in 2022, 514 females and 510 males. 61% of Students had English as an additional language, and 1% were Aboriginal or Torres Strait Islanders. The school had 82 staff members. The school's Student Family Occupation and Education (SFOE) band value is 'Low - Medium'.

The modern facilities provide a contemporary educational design that promotes active student-centered learning through the creation of technology-rich, adaptable and functional learning environments. In addition, the purposeful use of digital technologies is embraced as the school has a BYOD program that enhances learning experiences flexibly and innovatively. Through this approach, students are empowered to think 'beyond their own context', which enables them to be truly connected as 'global citizens.'

The school has been designed to strongly emphasise community connections and partnerships, with a 'community hub' that encourages community use and engagement. A full-size Stadium, Performing Arts Studio, Staff Professional Learning Centre, and STEAM centers provide students and teachers with facilities reflective of 21st Century design, pedagogy, and learning.

All Teachers and students are in collaborative Learning Communities that create flexible teaching options to better cater to all students' individual needs. The teachers work in Professional Learning Communities (PLCs) as teams of teachers that use an inquiry focus to drive planning, instruction, wellbeing, and associated outcomes. All teachers adopt and display a shared responsibility for every student within each Learning Community. In 2022, Harvest Home PS became a PLC link school that supports schools with structured collaboration and sharing to spread best-practice through the system.

The Victorian Curriculum is embedded into the teaching and learning program, with strategies, including using the HHPS Learner Dispositions. These encourage all students to have high standards of themselves, their peers, and their work to continually produce their best in a positive, engaging, and inclusive climate.

The school has exemplary programs and is seen as a prominent school in School Wide Positive Behaviour Support (SWPBS) and now a lead school for Respectful Relationships, both underpinned by a Positive Climate Training Centre. All students participate in the Specialists subjects of Physical Education, Visual Art, Science, STEAM, and Spanish. Other programs include Sports, Literacy and Numeracy, STEAM, and the Arts.

As outlined in our vision, at Harvest Home Primary School, we place the students at the centre and purpose of all we do. We prepare students to pursue their goals, interests, and aspirations. All teachers and support staff work to provide a teaching

pedagogy reflective of 21st Century designs focused on rich environments and personalised learning for all students. Within Learning Communities, there is a commitment to shared responsibility for all students' success, wellbeing, and safety. We aim to demonstrate collective efficacy by working together to establish a high-performing school community that embraces innovation, inclusivity, collaboration, and respect.

Parent satisfaction for the school is 85.9%, above the state average of 79.9%. Regarding the School Staff Survey, the percent endorsement indicates the percentage of positive responses (agree or strongly agree) from staff who responded to the survey concerning School Climate was at 75.8%, above the State at 73.4%. Both are very pleasing outcomes for the school.

Future Planning for 2023 (in line with FISO 2.0) will equally focus on Learning and Wellbeing.

Key points include:

- Continue with completing all PLC link school obligations and expectations.
- Facilitate and participate in Professional Learning opportunities with a focus on Wellbeing and Learning (Numeracy)
- Continue participating in the Vic SWPBS initiative program, which includes presenting at showcase events and providing required documentation and evidence to gain school awards.
- Implement a Whole School approach to support students' emotional regulation, using specific strategies backed by various resources. i.e., student toolboxes.
- Increase the opportunities for staff to participate in targeted modeling, mentoring, observations, and coaching using Learning Specialists.
- Continue with the Tutor Learning Initiative (TLI) with intervention coaches supporting both Literacy and Numeracy outcomes across many year levels.
- Expand the Dog Connect accreditation for the school Wellbeing dog as additional staff will also complete the training modules.
- Targeted and purposeful use of Equity and Excellence funding to support EAL learners and extend high-ability students across the school

Progress towards strategic goals, student outcomes and student engagement

Learning

Harvest Home Primary School is committed to providing the students of Epping North with exemplary teaching and learning programs. The school always maintains high expectations for all students to achieve maximal learning growth and outcomes. It was pleasing that in the 2022 NAPLAN (National Assessment Program – Literacy and Numeracy), the school achieved pleasing results. In relation to the NAPLAN domains, the following school results were achieved.

Reading:

- Year 3 Reading: The school percentage of Year 3 students in the Top 3 bands was 74.4% which was the same as similar schools and lower than the State at 76.6%. The school's 74.4% was lower than the school's 4-year average of 75.7%.
- Year 5 Reading: The school percentage of Year 5 students in the Top 3 bands was 74.6%, higher than similar schools at 66.5% and the State at 70.2%. The school's 74.6% was higher than the school's 4-year average of 70.1%.

Numeracy:

- Year 3 Numeracy: The school percentage of Year 3 students in the Top 3 bands was 66.5%, higher than similar schools at 58.3% and the State at 64.0%. The school's 66.5% was higher than the school's 4-year average of 61.8%.
- Year 5 Numeracy: The school percentage of Year 5 students in the Top 3 bands was 55.9%, higher than similar schools at 50.3% and the State at 54.2%. The school's 55.9% was higher than the school's 4-year average of 50.2%.

Note: NAPLAN tests were not conducted in 2020; hence the 4-year average is the data from 2019, 2021, and 2022 data. In addition, no 'learning gain' data could also be calculated.

Teacher judgments are where the teachers make on-balance, holistic, evidence-based, and defensible judgments against the Victorian Curriculum achievement standards and determine scores that accurately reflect where the student is located on a learning continuum for curriculum areas during the reporting period. Teachers at Harvest Home Primary School complete student reporting profiles for both Literacy and Numeracy, which support them in knowing the achievement standards and triangulate the available data sets.

Teacher Judgement of student achievement relates to the percentage of Prep to Year 6 students working at or above age-expected standards in English and Mathematics.

English: (Curriculum Modes)

- Reading and Viewing: the school was 87%, above similar schools at 84%, and equal to the State at 87%.
- Speaking and Listening: the school was 91%, which was slightly above similar schools at 90% and slightly below the State at 92%
- Writing: the school was 81%, above similar schools at 78%, and slightly below the State at 82%.

Mathematics: (Curriculum Strands)

- Measurement and Geometry: the school was 85%, above similar schools at 82%, and slightly below the State at 86%.
- Number and Algebra: the school was 85%, above similar schools at 83%, and slightly below the State at 86%.
- Statistics and Probability: the school was 85%, above similar schools at 83%, and equal to State at 85%.

Wellbeing

Harvest Home Primary School has a strong, significant, and authentic focus on the wellbeing of all students and members of the Harvest Home Primary School community. This was continued (and built upon) throughout the 2022 school year.

HHPS joined the SWPBS initiative this year and was a lead school for Respectful Relationships. The school completed a successful application and completed all the required self-assessments / audits to support full participation in the initiative. Regular meetings and touch points with the NEMA - SWPBS coach helped next steps and future actions, including refining data collection, analysis, insights, and templates.

The school's Personal and Social Curriculum has significantly progressed and has now integrated the elements of Respectful Relationships along with the Schools Wide Positive Behaviour Framework. One focus is being safe online/e-safety. This involved partnering with Inform and Empower to deliver student-focused and interactive lessons (virtual incursions) on online safety and a Victoria Police for E-safety incursion.

The school focused on the needs of our 'students at risk' (including our indigenous students) and liaised with KESOs regarding the learning and engagement needs of Indigenous students, paraprofessionals concerning students with additional needs, SSOs, and area student wellbeing staff regarding support services for students at risk. We engaged the support of area staff regarding the Mental Health Menu Tiles and future funding and implementation at the school. In addition, the school updated KELP documentation as advised by school KESO/s and conducted Student Support meetings with family members.

Specific staff completed professional learning and competence tasks to reach full accreditation for the Dogs Connect program for Harper, our Wellbeing dog. The school community has developed consistent practices when working with our wellbeing dog through clear and consistent communication.

Staff capacity to collect, analyse and respond to student wellbeing data through PLC cycles (Term 1) was very beneficial for reconnecting with students, especially those requiring reasonable adjustments. This cycle was acknowledged in the 'NEMA' PLC Link newsletter publication.

Throughout 2022 Positive Climate data was monitored, which included Hero badge data, Hero card data & Positive phone calls. Student engagement clubs were developed and expanded across the school. Students have a wide variety of engagement club options at both recess and lunch breaks that are voluntarily run by teachers and support staff. Each term the schedule is reviewed, and staff are invited to provide ideas about additional clubs that can be offered to students to support engagement at break times. Staff had the opportunity to participate in 'Understanding Functional Behaviour' Professional Learning provided for staff conducted by DET Board Certified Behaviour Analyst. The school positive climate team created individualised support resources and documentation for students at risk (i.e., student support summary documents & behaviour support plans)

The above implementation acknowledges that students learn best when they feel safe, happy, supported, and engaged. In 2022 the Attitudes to School Survey (AToSS) was completed with students from Years 4 – 6.

With the AToSS domains, the following school results were achieved.

- Sense of Connectedness in 2022 the school percentage endorsement was 85.6%, higher than similar schools at 78.2% and the State at 78.1%. The school's 85.6% was higher than the school's 4-year average of 84.4%.

- Management of Bullying, in 2022 the school percentage endorsement was 82.3% which was higher than similar schools at 72.4%. This was higher than the State at 75.8%. The school's 82.3% was higher than the school's 4-year average of 80.3%.

In 2023, Wellbeing will continue to be a priority of the school.

Engagement

Engagement is very strong at Harvest Home Primary School, as there are authentic connections between staff and students. Building these relationships is a cornerstone of the school's student-centered approach. This was a priority focus area throughout the year as the engagement and re-connecting after two years of 'disrupted' learning from the previous Coronavirus impacted years.

The return to a full year of 'face to face' onsite teaching, learning, and positive climate (SWPBS) structures was seen as a very positive occurrence for families, as students and teachers were able to be in 'contact' with each other. While there was this positive intent within the school community, there were instances where some students found it difficult to adjust back to their previous routines and school interactions. This was particularly evident in the yard during break times when students were reconnecting with their peers and revisiting previous and new social relationships and friendships, which relied on the skills needed for collaborative and cooperative play.

In addition to students settling back into school, the staff experienced a higher rate of absences than had been seen in the past. This was accentuated as there was also a shortage of Casual Relief Teachers (CRTs) available. While this situation did present some challenges, the school ran effectively, with all legal supervision requirements being met whilst maintaining an orderly learning environment in communities. There were minimal occasions where lessons had to be 'absorbed' as the school had planned proactively and strategically for the potential peak times of staff absences.

It was very pleasing to recommence a wide range of incursions and excursions. Years 3 & 4 and Years 5 & 6 YMCA Camps were also conducted. Many of these have not been able to be conducted since 2019. School events such as the Community Christmas BBQ were extremely well attended by students and their families. The school also made a very targeted effort to communicate regular updates regarding upcoming events through several communication avenues. Themed engagement days were also re-introduced with themed dress-up days, such as 'Winter Wonderland,' 'Footy Colors,' and 'Book Week School-based.' student responsibilities were also able to re-start with our Year 6 leadership program and Student Voice (Buzz) team operating throughout 2022. Our weekly celebration of learning, 'Together on Fridays' was also conducted weekly, although this was conducted as a interactive online version.

In 2022 Harvest Home Primary School had an average yearly attendance rate of across all year levels (Prep to Yr. 6) of 85.6%. The average absence days were 28.0, higher than our 4-year average of 19.5. Common reasons for non-attendance were

illness and extended family holidays. Absence and attendance data in 2022 might be influenced by government laws associated with mandatory periods of isolation if a student or family member had tested positive for the Coronavirus and the international borders opening up, which allowed our families to travel to see their relatives in overseas destinations.

Harvest Home Primary School continued with consistent processes in which community teachers contact any family with a child absent for three days in a row. Any family who intends on being absent for more than ten school days was required to have a conversation with a member of the school principal class to develop a student absence learning plan (SALP).

Other Highlights from the School Year

The 2022 school year started with enthusiasm and anticipation as we returned to school, with the notion that lockdowns and school closures were a thing of the past. As a school, we were extremely pleased with how our students and staff returned positively and achieved excellent outcomes, especially with a good NAPLAN data set.

For the first time, the Assistant Principals facilitated Action Research Projects. These were conducted with teams of highly motivated staff members who volunteered their time to participate. Throughout 2022, Action Research teams met regularly and conducted investigations in the areas of Numeracy, Reading (Instructional Model), and Stimulated Learning. The staff involved in these were very empowered and showed a great degree of commitment to each project's intended outcomes. Later in the year, these outcomes were shared in a whole school sharing celebration presentation.

Even though Reading outcomes were not a specific AIP focus area, the student benchmark data was the highest it has ever been since the school opened. The following cohort data was achieved and celebrated with PLC teams: Prep 60%, Year 1 64%, Year 2 77%, Year 3 78%, Year 4 72%, Year 5 72%, and Year 6 47%.

Harvest Home Primary School completed its first year as a PLC link school and was delighted that this accreditation will continue in 2023. The 2022 PLC cycles focused on Learner Dispositions, Student Engagement, Positive Climate for Learning, SWPBS, Numeracy, and Writing.

The Tutor Learning Initiative continued throughout the year and incorporated both Literacy and Numeracy intervention and extension. The student data regarding student growth was outstanding, as 95% of the student's made growth. We had 292 students participate in TLI, with 204 in Reading and 88 in Numeracy. Once again, the Levelled Literacy Intervention approach was used with students based on a student data analysis. Likewise, the school also continued to support our high-achieving students through the targeting use of Student Excellence funding. There were 40 'engagements' with the Victorian High Ability Program (VHAP), with several students participating in the Mathematics and English programs. This year we expanded the extension opportunities and had students participate in Maths competitions with very successful outcomes.

The school participated in the Career Start Graduate pilot with three teachers involved in the initiative. These teachers successfully completed their VIT with the support of school-based mentors who implemented targeted school-based induction processes. The teachers completed all aspects of the program regarding attendance at department professional learning, graduate seminars, and a series of observations and modelled lessons.

Harper, our well-being dog, continued to significantly impact the students and staff in all areas across the school. She was able to engage with a wide range of students who often needed her support to feel more comfortable and connected to the school. Harper has continued to be more confident and relaxed with the students in the yard and learning communities.

The HHPS Dispositions have become more visible across the school, with the 'language of learning' being more evident in both student and teacher 'talk', more visible dispositions displayed in learning communities, and associated articles in both whole school and community newsletters. The year commenced with professional learning about the dispositions and their effective use in lessons.

At the end of the year, we sadly said goodbye to the school's inaugural Principal, Anthony Simone. While this was the case, we wished him all the best as he is to commence a new role in supporting and mentoring other local schools at a system level as a Senior Education Improvement Leader (SEIL).

Financial performance

Student Resource Package Expenditure figures are of the year ending 31st December 2022 and are subject to change during the reconciliation process.

In 2022 the school managed its finances in line with DET processes and guidelines. There was a clear delineation and segregation of duties to ensure that prudent checks and balances were in place regarding budgeting, receipting, and expenditure of funds. The School Council, while overseeing the program and providing timely reports to School Council, has been supported by the Business Manager and Principal to provide high-level financial leadership.

As 2022 was the school's sixth year, it was pivotal that it had adequate resources to support student learning for 2023. Consumables, Support Services, and Property Services were the three largest expenditure items for 2022. Due to effective strategic planning and financial management, the school has again achieved a net operating surplus.

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