



HARRISON  
SCHOOL

## Harrison School

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### Annual School Board Report 2016



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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The school website is <http://www.harrison.act.edu.au>.

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## School Board Chair Report

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It has been another wonderful year for Harrison School and I am really proud to be associated with such an amazing school and community.

One of the biggest highlights for me in 2016 was attending the Year 10 Formal. I have seen some of these students through their learning journeys at Harrison School and it was wonderful to see what they have achieved and hear of their inspiring plans for the future.

A big thank you goes to the whole Harrison School Community, and what a community it is - students, teachers, support staff, admin staff, parents, grandparents, the P & C and Board members. All the extra activities that this community does for the School are a testament to the community spirit and commitment to achieving the best outcomes for our students. The annual School Fair was out of this world and the commitment of the organisers and volunteers was a real credit to the school.

Anzac Day assembly, class programs, enrichment programs, school camps all add to the learning experiences of students at Harrison School. The appreciation and learning opportunities given to our students to instil the school values of Respect, Inclusion, Teamwork, Resilience, Integrity and Endeavour are shown around the school on a daily basis. Our aim is to develop the whole child in partnership with parents and the community by enacting our School Vision - Inspire - Personalise - Learn.

I am looking forward to seeing the completion of our new building works and working with the Board in 2017 for the future plans for our wonderful school.

Kylie Stewart

School Board Chair

## Context

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Our school population continues to grow, increasing from 1,429 in 2015. The demographics of the Harrison School student population has not altered dramatically since 2015, as the table below shows.

**Table: 2015-2016 Harrison School Student Demographic Percentages**

Demographic Category	2015 Percentage	2016 Percentage
Male	51	51
Female	49	49
Indigenous	0.03	0.03
LBOTE	44	46
Funded Diverse Needs	4.5	4
Australian Defence Force	20	19
International	3	3

Source: Harrison School Student Data, 2015 and 2016

## Student Information

### *Student enrolment*

In 2016 there were a total of 1,572 students enrolled at this school.

**Table: 2016 Student Enrolment Breakdown**

Group	Number of Students
Male	805
Female	767
Indigenous	42
LBOTE	719

Source: Planning and Analytics, December 2016

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2016. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

**Table: 2016 Attendance rates in Percentages**

Year Level	Attendance Rate %
K	93.0
1	92.0
2	93.0
3	93.0
4	93.0
5	95.0
6	95.0
7	95.0
8	93.0
9	94.0
10	92.0

Source: Planning and Analytics, December 2016

All students are expected to attend school on every day, and during the times on every day, when the school is open for attendance. Should a student be absent, a note from a parent or guardian outlining the reason for the absence must be received. The school uses SMS to inform parents of unexplained student absence on a given day and staff contact parents if students are absent for more than two consecutive days. When unexplained absences reach a maximum of seven days in a school year, the principal, in line with Education Directorate procedures, commences official procedures by informing parents/carers in writing of school attendance requirements and inviting a collaborative approach to resolve issues leading to non-attendance. This promotes a joint responsibility for managing student attendance and ensures the importance of attendance at school is reinforced. Provision of learning materials for students who may have extended absences due to illness is always offered.

Due to the movement of students in years 7-10 throughout a school day, real time online attendance tracking is used to give greater capacity for accurate lesson by lesson attendance monitoring. If students are absent from class, procedures include follow up by classroom teachers or executive staff and contact being made with parents. The school’s processes reinforce the importance of attendance at every lesson in the school day.

## Staff Information

### *Teacher qualifications*

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

**Table: 2016 Qualification of Teaching Staff in Percentages**

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	49

Source: Teacher Quality Institute, 16 December 2016

All teaching staff at Harrison School have completed a minimum qualification of a Diploma and almost half of the teaching staff have completed studies at a postgraduate level.

### *Workforce composition*

The 2016 workforce composition of Harrison School is highlighted in the following table. The data is taken from the school’s verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

**Table: 2016 Workforce Composition Numbers**

Staff Employment Category	Total
Teaching Staff: Head Count	113
Teaching Staff: Full Time Equivalent	106.8
Non Teaching Staff: Head Count	40
Non Teaching Staff: Full Time Equivalent	31.1

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

**Note:** This table does not include pre-school staffing.

There are two indigenous staff members at this school.

While the head count is a total of 176 teaching and non-teaching staff, the school supports part time working arrangements, hence the variance head count and full time equivalent.

## Volunteers

Harrison School enjoys a range of volunteers working across the school. Volunteers predominantly service the preschool to year 4 areas of the school, assisting in classes and on excursions, preparing resources and with special projects for teaching and learning teams. Volunteers gave approximately 960 hours to assisting the school during 2016.

## School Review and Development

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In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Harrison School will be reviewed in 2017. A copy of the most recent validation report can be found on the school website.

## School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

## Overall Satisfaction

In 2016, 73% of parents and carers, 86% of staff, and 68% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 86 staff who took part in the survey are tabled below.

**Table: Proportion of staff in agreement with each national opinion item**

<b>National Opinion Item</b>	<b>(%)</b>
Teachers at this school expect students to do their best.	98
Teachers at this school provide students with useful feedback about their school work.	92
Teachers at this school treat students fairly.	95
This school is well maintained.	86
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	99
Parents at this school can talk to teachers about their concerns.	95
Student behaviour is well managed at this school.	65
Students like being at this school.	91
This school looks for ways to improve.	93
This school takes staff opinions seriously.	78
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	87
This school works with parents to support students' learning.	90
I receive useful feedback about my work at this school.	75
Staff are well supported at this school.	81

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 158 parents who took part in the survey are tabled below.

**Table: Proportion of parents and carers in agreement with each national opinion item**

<b>National Opinion Item</b>	<b>(%)</b>
Teachers at this school expect my child to do his or her best.	84
Teachers at this school provide my child with useful feedback about his or her school work.	66
Teachers at this school treat students fairly.	82
This school is well maintained.	86
My child feels safe at this school.	83
I can talk to my child's teachers about my concerns.	83
Student behaviour is well managed at this school.	64
My child likes being at this school.	87
This school looks for ways to improve.	76
This school takes parents' opinions seriously.	63
Teachers at this school motivate my child to learn.	70
My child is making good progress at this school.	71
My child's learning needs are being met at this school.	63
This school works with me to support my child's learning.	67

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 424 students who took part in the survey are tabled below.

**Table: Proportion of students in years 5 to 10 in agreement with each national opinion item**

National Opinion Item	(%)
My teachers expect me to do my best.	92
My teachers provide me with useful feedback about my school work.	71
Teachers at my school treat students fairly.	60
My school is well maintained.	57
I feel safe at my school.	70
I can talk to my teachers about my concerns.	60
Student behaviour is well managed at my school.	38
I like being at my school.	70
My school looks for ways to improve.	78
My school takes students' opinions seriously.	52
My teachers motivate me to learn.	72
My school gives me opportunities to do interesting things.	74

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

## Learning and Assessment

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### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

**Table: Harrison School PIPS 2016 mean raw scores**

	School		ACT	
	Start	End	Start	End
<b>Reading</b>	49	113	49	121
<b>Mathematics</b>	40	55	39	54

Source: Planning and Analytics

### *NAPLAN assessment*

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In 2016, 4.00 % of year 3 students, 2.00 % of year 5 students, 3.00 % of year 7 students and 2.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2016 mean scores achieved by our students compared to the ACT.

**Table: Harrison School 2016 NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	404	441	502	514	546	558	581	601
Writing	403	420	472	474	511	519	532	557
Spelling	398	421	497	490	549	546	574	590
Grammar & Punctuation	415	442	504	511	547	552	568	588
Numeracy	398	412	487	497	549	556	590	597

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

### **Performance in Other Areas of the Curriculum**

Specialist programs across the school are a strong element of learning, providing students with numerous opportunities to learn new skills and knowledge. Students within the junior area of the school have learning opportunities in Japanese, music, drama, dance, environmental science, physical education, ICT and information literacy. Each student in the junior areas of the school also has access to web-based learning programs such as Mathletics and Reading Eggs. Students and parents from years 5 to 10 could access information, learning materials and course work through Google classroom and a web based program called Schoology.

ICT was embedded in the curriculum with students having access to a range of technologies to assist with learning. The buildings and infrastructure provide high quality connectivity to support the use of ICT across all classes. All general classrooms have interactive whiteboards and students had access to iPads, laptops, Chromebooks and computers to enhance their learning in a variety of subjects.

A focus on inquiry learning connects various areas of the curriculum through engaging students in learning around essential questions that allow flexibility and personalisation of learning experiences. Within the kindergarten to year 6 classes inquiry connects learning areas such as technology, the arts, science and humanities. Within years 7 to 10 inquiry learning assists in furthering student understanding of themselves as learners and provides opportunities to make connections between learning areas.

A strength of the P-10 structure of Harrison School can be seen through students in years 5 and 6 also studying term long 'taster' units in technology and the arts, covering subjects such as woodwork, metalwork, cooking, drama and robotics. Students in years 7 to 10 have the opportunity to select two elective subjects to study each semester and careful consideration has been given to designing

complementary units within elective learning areas to provide students with a pathway of learning in areas they have interest and or aptitude in.

The school's music and drama programs provided numerous opportunities and highlights with outstanding performances by students throughout the year. This included community performances by bands and choirs, a major drama production "The Man of Steel" performed by ASPIRE Drama students, the school's Uke Project performing at the Year 10 Excellence awards, years 3 to 6 students participating in Wakakirri, a number of students performing at Step Into the Limelight and two sold out end of year concerts.

Students from the senior area of the school competed in the ACT RoboCup competition and a small group of years 9/10 students completed an outdoor seating project at Well Station. A group of students and staff visited our sister school Tomio Daisan in Nara to extend their language skills and experience Japanese culture first hand, including homestay with families of the Tomio Daisan community. A number of other excursions took students out into the community to engage in learning experiences beyond the classroom. These included camps to Birrigai, Sydney, Long Beach, NSW ski fields and local attractions such as the War Memorial, National Museum, National Gallery and Arboretum.

Students have participated in regular physical education and health classes and the school's athletics, swimming and cross country carnivals. AFL clinics were also provided to students in the junior area of the school. Some students have also represented the school at district and ACT sporting events, including basketball, touch football and soccer.

## Progress Against School Priorities in 2016

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Below is Harrison School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Click on the appropriate text below to open the report in your desired format.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Click here to access the Adobe PDF version
- Click here to access the Microsoft Word version

*Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.*

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

### *Financial Summary*

<b>INCOME</b>	<b>January to June</b>	<b>July to December</b>	<b>January to December</b>
Self management funds	634207.00	676964.73	1311171.73
Voluntary contributions	21937.00	6660.00	28597.00
Contributions & donations	15000.00	145.00	15145.00
Subject contributions	47493.44	11690.97	59184.41
External income (including community use)	75150.00	43563.62	118713.62
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	20402.38	19959.60	40361.98
<b>TOTAL INCOME</b>	<b>814189.82</b>	<b>758983.92</b>	<b>1573173.74</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	79419.66	193312.22	272731.88
Cleaning	134510.37	137950.54	272460.91
Security	885.55	671.74	1557.29
Maintenance	52453.43	52974.70	105428.13
Administration	6393.68	38562.70	44956.38
Staffing	10826.60	183817.00	194643.60
Communication	24903.02	2517.01	27420.03
Assets	71319.33	239909.15	311228.48
Leases	12233.05	16247.45	28480.50
General office expenditure	4124.27	16834.63	20958.90
Educational	104213.47	87575.09	191788.56
Subject consumables	31173.07	10447.43	41620.50
<b>TOTAL EXPENDITURE</b>	<b>532455.50</b>	<b>980819.66</b>	<b>1513275.16</b>
<b>OPERATING RESULT</b>	<b>281734.32</b>	<b>-221835.74</b>	<b>59898.58</b>
<b>Actual</b> Accumulated Funds	269907.28	7762.29	82762.29
Outstanding commitments (minus)	0.00	0.00	0.00
<b>BALANCE</b>	<b>551641.60</b>	<b>-214073.45</b>	<b>142660.87</b>

## Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$174.24. Additional to this, the average professional learning expenditure at the school level per full time equivalent administrative staff member was \$115.99. During 2016, there were no travel costs associated with professional learning paid for by the school.

To support staff development and growth, 32 beginning teacher days and 75.5 professional learning days were used throughout 2016. Additional to this, approximately 38 days of in-built relief were also used to support staff professional learning.

## Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2016.

## Reserves

Name and Purpose	Amount	Expected Completion
<b>ICT – Smartboard/equipment</b> additional ICT requirements and ongoing expenses Teaching tool to assist students to actively be involved and motivated in their learning in the classroom. To enrich students' knowledge through the use of ICT.	\$20,000	2018
<b>Carpets</b> Replacements of carpets	\$50,000.00	2018
<b>LED lighting</b> Upgrade of lighting	\$30,000.00	2021
<b>Photocopier</b> Purchase of replacement copier Supporting the administration of Harrison School to have an effective and efficient working environment for all staff, students and parent body.	\$40,633.00	2021
<b>New classroom equipment &amp; resources –</b> additional support for setting up of new classroom and equipment requirements Providing the school with equipment and resources as required.	\$10,000.00	2017
<b>Environmental and Outdoor grass project –</b> to implement and ongoing support for environmental and outdoor grass upgrades Providing opportunities to recycling programs and enhancing knowledge of best practices for the environment.	\$70,000.00	2017
<b>Staffing Reserve</b> Reserve to support staffing deficit	\$293,160.00	2018

<b>Increase in staffing</b> in administration and Building Service Officer due to the increase in workloads created by rapid growth of school.		
<b>School bus</b> Allow school to provide small group transport to and from venues for students and support teachers.	\$72,500.00	Ongoing 2019
<b>ICT software &amp; licences</b> New software and licences to support student learning outcomes	\$30,559.36	2017
<b>Student Wellbeing Programs</b> Additional programs for students learning and wellbeing outcomes.	\$5,000.00	2017
<b>Shade Structures</b> Provide shade areas for student outdoor environments	\$57,000.00	2018
<b>Soft fall repairs</b> Repair of soft fall areas	\$20,000.00	2021
<b>Painting</b> Painting requirements – maintenance	\$50,000.00	2021
<b>Preschool / water garden</b> Provide a learning water garden for students	\$6,000.00	2017
<b>Storage areas</b> Provide additional storage solutions	\$50,000.00	2018
<b>Teaching Professional Learning</b> Additional funding to support Teaching Professional Learning	\$10,000.00	2017
<b>Walkway</b> Provide additional covered walkways	\$59,173.46	2018
<b>Senior front office renovation</b> Provide a more suitable space for administration office for the senior area of the school	\$75,000.00	2017

## Endorsement Page

I declare that the Harrison School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive’s directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
  - a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
  - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board’s minutes and, unless the board otherwise decides, the member (The first member) must not:
  - a) be present when the board considers the issue or
  - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

### Members of the School Board

<b>Parent Representative(s):</b>	Fiona McKeon	Leeanne Honeyball
<b>Community Representative(s):</b>	Raj Singh	
<b>Teacher Representative(s):</b>	Rachel Kane	Debra Sayers
<b>Student Representative(s):</b>	Alexei Nazzari	Soumya Sharma
<b>Board Chair:</b>	Kylie Stewart	
<b>Principal:</b>	Jason Holmes	

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school’s operations in 2016.

Principal Signature:  Date: 24 / 05 / 2017

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

Board Chair Signature:  Date: 24 / 05 / 2017