



HARRISDALE SENIOR HIGH SCHOOL

2018 SCHOOL REPORT



Year 7 students' first day at Harrisdale Senior High School, 2 February, 2018

*Harrisdale Senior High School's vision is to be a
school of excellence in learning and teaching.*

CONTENTS

INTRODUCTION	3
OUR VISION	3
OUR MISSION	3
THE PATH	3
OUR VALUES: "THE HARRISDALE WAY"	3
OUR PRIORITIES	3
ABOUT HARRISDALE	4
OUR CAMPUS	4
INTERVIEW WITH LEILA BOTHAMS, PRINCIPAL, AT THE END OF HARRISDALE SENIOR HIGH SCHOOL'S SECOND YEAR OF OPERATION	5
PRIORITY: SUCCESS FOR ALL STUDENTS	7
PRIORITY: QUALITY TEACHING AND EFFECTIVE LEADERSHIP	40
PRIORITY: STRONG GOVERNANCE AND SUPPORT	41
AN INTERVIEW WITH DANAE JOLLEY, MANAGER, CORPORATE SERVICES	43



INTRODUCTION

The highly anticipated opening of Harrisdale Senior High School on 1 February, 2017, represented a milestone in the development of Perth's rapidly expanding south-east metropolitan corridor as it gave local families access to a high quality secondary education close to home.

At the end of Harrisdale Senior High School's second year of operation, our school community has come a long way and has much to celebrate. Harrisdale's second school report provides families and members of the community with an overview of the school and key areas of performance in 2018.

I am delighted to present the 2018 School Report for Harrisdale Senior High School.

Mrs Leila Bothams

Principal



OUR VISION

Harrisdale Senior High School is to be a school of excellence in learning and teaching.

OUR MISSION

We are committed to the pursuit of excellence and preparing young adults to engage confidently and responsibly in a world that is being reinvented constantly. We want every student to develop the dispositions and skills to lead a happy, healthy and balanced life. We want every student to exit school as a capable and caring young adult prepared for his or her next step to further education, training or the world of work, and seeking to make a positive contribution to our global community.

THE PATH

Accomplishing our mission calls on the involvement and interaction of four key partners in our learning community: our students; our teachers and support staff; our families; and our friends and support groups in the wider community. We will work together to build a sense of belonging and connection - among our students; among our staff; between our students and staff, our school and families, our school and the wider community; and, importantly, with our ever-changing global community. We will provide learning opportunities that connect learners with each other, ideas, people, beliefs and values.

OUR VALUES: "THE HARRISDALE WAY"

We have a commitment to:

Excellence - being aspirational, working to achieve one's best

Responsibility - fairness; self-management; accepting civic and self-responsibility

Respect - embracing diversity and individual differences, respecting others' contributions

Care - valuing self, each other and our environment; nurturing healthy relationships

OUR PRIORITIES

Our school planning is consistent with the Department of Education's goals for all public schools in Western Australia and serves to accomplish our vision and mission. Our priorities are:

- Success for all students;
- Quality teaching and effective leadership; and
- Strong governance and support.



ABOUT HARRISDALE

Harrisdale Senior High School opened in 2017 as an Independent Public School committed to high standards and high expectations of all members of our learning community.

Harrisdale is located 25 kilometres south east of the Perth CBD, in the City of Armadale. The suburb is named after the Harris family who, in 1898, were among the first settlers in the area. The Harris family property comprised 97 hectares bounded by Warton and Wright Roads.

While Harrisdale Senior High School takes its name from its geographic location, the school's local intake area also includes the boundaries of Piara Waters, Forrestdale and a section of Bletchley Park primary schools. With an enrolment of 213 Year 7 students in its foundation year, Harrisdale's student population increased to 506 in 2018. Rapid enrolment growth will occur each year as the school reaches Year 12 in 2022.

OUR CAMPUS

Harrisdale Senior High School is a two-stage build. Stage 1 was completed with sufficient accommodation for students in Years 7, 8 and 9. Stage 2 will open in 2020, when the first student cohort commences Year 10. Harrisdale's campus has been designed to provide an inspiring, inviting and aesthetically pleasing built environment for learning and teaching.

While Harrisdale Senior High School is more than its built environment, our school's public art works and aesthetic and functional design features are vitally important in supporting us to accomplish our vision and mission. The school's series of four artworks celebrate the process of learning and personal growth through knowledge as our students' journey through high school. The artworks also celebrate the achievements of our teachers and support staff to facilitate and encourage learning opportunities for all students.





INTERVIEW WITH LEILA BOTHAMS, PRINCIPAL, AT THE END OF HARRISDALE SENIOR HIGH SCHOOL'S SECOND YEAR OF OPERATION.

At the opening ceremony for Harrisdale SHS you outlined an ambitious goal that you expected the school to achieve. Has this goal changed or are you prepared to repeat these undertakings?

I set the goal in response to what the school community wanted. Parents were very clear about wanting their children to have an excellent education. The goal to create a school of excellence cannot be just a throw-away line. It has to be meaningful; ‘excellence’ has to be visible and measurable. That is why I set the goal for Harrisdale to be a Top 35 secondary school in the WA 2022 Year 12 results.

This is a very ambitious goal for a new secondary school. However, it brings great clarity to our planning, to our decision making, what everyone involved needs to pay attention to. I believe a secondary school must focus on academic achievement. That is what gets students successfully to what I call ‘first base’ – to university, or training or employment – whatever they aspire to do when they leave school. Achieving academic excellence can only occur in an environment where learning can flourish; that is, where there is a rigorous core instructional program; expanded learning opportunities; and strong support services involving the school, health and allied agencies, employers, and other community groups. It requires a holistic approach.

Therefore, to state publicly that Harrisdale SHS will be a Top 35 school means much more than what may superficially be interpreted as a narrow focus on a league table. It signifies that all day, every day, every teacher and every support staff member is working hard to deliver the best possible programs, and is looking for the best and seeking to bring out the very best in every student. That is why this goal has not changed one bit.

Please outline the progress that has been made towards achieving these aspirations.

While it is too early to be definitive, I am encouraged by the preliminary indicators of success at Harrisdale SHS. For example, in response to the identified needs of academically talented students, we have established a mathematics acceleration program and a suite of extension programs. Students in our learning support classes are demonstrating promising progress.

Harrisdale is rapidly developing a fine reputation in sport; the growth of our fledgling classical music program is simply delightful; we have many wonderful young student leaders; and the sheer enthusiasm of the overwhelming majority of our students makes me feel optimistic about the school’s future.

What has been the biggest or toughest challenge that you and the School Community have faced in opening a new school?

One challenge that has stood out in particular stems from Harrisdale SHS being located in a new suburb where teenagers don’t have easy access to the range of services available in more established areas, such as recreational facilities. Young adolescents need these services to develop the aptitudes and skills to lead healthy, balanced lives. The challenge has been to provide for the shortfall in amenities and services.

How did you and the School Community meet the challenge?

With sheer hard work, dogged determination and boundless energy! Harrisdale’s amazing staff have opened up extraordinary opportunities to enrich the schooling experience for all our students. For example, in 2018 alone:

- teachers voluntarily offered 15 before and after-school school clubs;
- our school fielded teams in the zone lightning carnivals across five different sports;
- we held Inter-House swimming and athletics carnivals that provided a blend of fun, participation and serious competition;
- our students helped out at local primary school events such as sports days;
- we competed (brilliantly, I may add) in the interschool athletics competition;
- we ran a WA Cadets Bushrangers program at school that also involved a three-day camp;
- we established Interact, the international service organisation, at school. This gave students access to a global network of like-minded peers and opportunities for community service;
- students could lend a helping hand to others in many ways; for example, our Breakfast Club served more than 660 breakfasts to Harrisdale SHS students;

- all students could access individualised peer and teacher-assisted mathematics tuition;
- all students were offered excursions to the WA Art Gallery and UWA; and we also ran a science excursion to the Harry Perkins Centre;
- student leadership opportunities included roles as student councillors; volunteering as transition leaders; helping to run assemblies and other special events; and representing the school at community events; and
- students were encouraged to participate in prestigious competitions in visual arts, dance, drama, mathematics, geography, history, volleyball, debating and the Tournament of Minds.

What is the biggest advantage and disadvantage for students in being foundation students in a new school?

The biggest advantage for students is their unique opportunity to be involved in creating a 'start-up'. They are setting the ethos of the school, helping to create a great school and a successful future for themselves, as well as a legacy for the benefit of future generations of local students. That's an awesome leadership opportunity!

I don't see a disadvantage for the first cohorts of students. The challenge for them is that they do not have a prototype to guide what they are creating. Hence, it's all about identifying and realising the possibilities of their leadership role in helping build a great school.

What has been your most memorable experience in establishing Harrisdale SHS?

My first meeting with the school's founding families was especially memorable. We came together at a forum in May 2016, where we shared our aspirations and goals for Harrisdale's new high school. I remember the upbeat vibe, the sense of anticipation and excitement and purpose. I was greatly encouraged by the clarity of the parents' aspirations for their children's school. The three things they wanted most were: high standards of learning and achievement; a curriculum that caters for all students supported by a positive and caring learning environment; and quality teaching and leadership. Essentially, the parents gave me a blueprint for a successful school.

What do you see as the biggest challenge facing the school community over the next three years?

The rapid enrolment growth we will experience means that we need to remain very firmly focused on the

fundamentals required to be a school of excellence - the need for high-quality academic and vocational programs; a broad co-curricular program; and strong student support services. In addition to the big picture, our school community must also continue to pay close attention to more everyday matters such as high standards of school uniform, remaining a mobile-phone free campus and our core values. We need to retain a strong sense of purpose where all students and staff have real clarity about their goals and the importance of maintaining an orderly learning environment that facilitates excellence.

Do you have any new or special aspirations for Harrisdale SHS?

Yes, I do. I believe a GATE (Gifted and Talented Education) program is needed locally and that Harrisdale SHS is ready and able to deliver this. It's important to provide a range of high quality educational programs for students in their local area. This includes children with exceptional academic ability. They should not have to travel to schools well outside their local area in order to access an educational program suited to their needs.

I also believe it is important to strengthen and 'future-proof' the reputation of our school and of education in the local community. A GATE program here will help achieve that aspiration. At the 2016 parent forum, Harrisdale SHS's foundation parents and primary school P&C representatives were very clear about wanting a strong school with high standards and excellent pathways for all students. "All students" include gifted and talented students. I believe our school community remains firmly committed to that goal.

What were the best things about Harrisdale SHS in 2018?

I really valued the work of the School Board. Members donated their time and expertise, everyone was on the same page, and they were incredibly supportive of our school. Seeing our students getting involved in the life of the school, having a go, developing the skills to achieve well and the resiliencies to cope with life's ups and downs was professionally satisfying and reassuring. Thirdly, the commitment and incredibly strong work ethic of the staff amazed me. In this environment, it was very easy for me to feel personally and professionally motivated. In 2019, I really look forward to building on Harrisdale SHS's purposeful and productive beginnings.

PRIORITY: SUCCESS FOR ALL STUDENTS

ENROLMENT

Student Profile:

Semester 1	2017	2018
Lower Secondary	213	506
Upper Secondary		
Total	213	506

In 2018, Year 7 students enrolled from 53 different government and non-government primary schools.



ATTENDANCE

Semester 1 2018

	Attendance Rate	
	School	WA Public Schools
2017	93.8%	87.8%
2018	93.8%	87.6%



In 2018, Harrisdale Senior High School maintained the sound student attendance rate established in 2017.

ACADEMIC PERFORMANCE IN 2018

Harrisdale Senior High School's 2017-2019 Business Plan and annual operational plans set the direction and strategies to achieve our goal of academic success for all students, and include targets to measure the extent to which intended outcomes are being achieved.

As a new secondary school, Harrisdale is engaging in the longer-term process of establishing exemplary standards of academic performance. Over time, Harrisdale's performance in the National Assessment for Literacy and Numeracy (NAPLAN) tests compared with statistically similar public schools in WA ("like schools") should provide a general indicator of school effectiveness. For now, comparisons to "like schools" are limited: given the unique circumstances of a new high school it is difficult to identify statistically similar schools; and it is problematic to compare the academic performance of a new school with well-established secondary schools that may also offer Department of Education Approved Specialist and/or Gifted and Talented Education programs.

In this context, therefore, in Harrisdale Senior High School's first three years of operation, the goal of academic success will be measured by the following achievement targets:

Target 1 – Literacy and Numeracy

The school will demonstrate value adding to performance in NAPLAN from Year 7 (2017) to Year 9 (2019) for the stable cohort.

Target 2 – Literacy and Numeracy

85% or more of Year 7 (2017) students will achieve above the National Minimum Standard (NMS) at Year 9 NAPLAN (2019).

Target 3 – Literacy and Numeracy

Results in Year 9 NAPLAN 2019 will demonstrate greater improvement by our students than students at statistically similar schools in WA. NAPLAN domains will show performance above the expected school mean for the stable cohort.

YEAR 7 NAPLAN PERFORMANCE (2017 and 2018)

Band	NAPLAN Score Range	Reading			
		Year 7		2017	
		Sch	Like Sch	Sch	Like Sch
9	634 - 685	7%	13%	8%	10%
8	582 - 633	14%	22%	22%	20%
7	530 - 581	29%	34%	31%	30%
6	478 - 529	36%	22%	30%	27%
5	426 - 477	9%	6%	6%	11%
4	374 - 425	5%	2%	4%	3%
3	322 - 373				
2	270 - 321				
1	Up to 269				

Above National Minimum Standard
 At National Minimum Standard
 Below National Minimum Standard

Band	NAPLAN Score Range	Writing			
		Year 7		2017	
		Sch	Like Sch	Sch	Like Sch
9	634 - 685	2%	6%	1%	3%
8	582 - 633	8%	20%	25%	15%
7	530 - 581	21%	26%	26%	23%
6	478 - 529	35%	27%	29%	31%
5	426 - 477	28%	16%	14%	22%
4	374 - 425	6%	4%	5%	6%
3	322 - 373				
2	270 - 321				
1	Up to 269				

Above National Minimum Standard
 At National Minimum Standard
 Below National Minimum Standard

Band	NAPLAN Score Range	Grammar & Punctuation			
		Year 7		2017	
		Sch	Like Sch	Sch	Like Sch
9	634 - 685	9%	16%	21%	15%
8	582 - 633	21%	21%	17%	17%
7	530 - 581	33%	33%	29%	28%
6	478 - 529	18%	19%	19%	23%
5	426 - 477	11%	7%	9%	13%
4	374 - 425	8%	4%	5%	3%
3	322 - 373				
2	270 - 321				
1	Up to 269				

Above National Minimum Standard
 At National Minimum Standard
 Below National Minimum Standard

Band	NAPLAN Score Range	Numeracy			
		Year 7		2017	
		Sch	Like Sch	Sch	Like Sch
9	634 - 685	9%	23%	16%	13%
8	582 - 633	21%	24%	19%	21%
7	530 - 581	35%	30%	31%	33%
6	478 - 529	21%	17%	24%	25%
5	426 - 477	10%	5%	8%	7%
4	374 - 425	4%	1%	1%	1%
3	322 - 373				
2	270 - 321				
1	Up to 269				

Above National Minimum Standard
 At National Minimum Standard
 Below National Minimum Standard

YEAR 7 NAPLAN PERFORMANCE

The school used student performance information in the NAPLAN tests conducted in May 2018 to: (i) provide baseline data; (ii) confirm achievement targets; and (iii) help identify individuals and groups of students requiring a more differentiated curriculum and intervention strategies.

Harrisdale Senior High School aims to maximise the number of students attaining at or above Band 8 in Year 9 NAPLAN. The Band 8 achievement standard provides one indicator of student capability to study ATAR courses in Year 11. Inability to attain Band 8 or above, also means that students need to pass the Online Literacy and/or Numeracy Assessments (OLNA) in Years 10, 11 or 12 in order to meet the literacy and numeracy requirements for Secondary Graduation. We consider Year 7 NAPLAN performance at or above Band 7 should provide an indicator of student achievement in Year 9 at Band 8 or above.

In this context, school performance in the Year 7, 2018, NAPLAN was encouraging:

- Harrisdale SHS students performed favourably in Writing compared with Like Schools, and similarly to Like Schools in other assessments.
- In Writing, 62% of students attained at or above Band 7, compared to 41% of students in Like Schools.
- In Reading, 61% of students attained at or above Band 7.
- Similarly, encouraging performances were attained in Grammar & Punctuation and in Spelling (67% at or above Band 7).
- In Numeracy, the Year 7 performance in the combined results of Band 7, 8 and 9 reflected the strong performance of the Year 7, 2017 cohort.
- While the combined Bands 7-9 performance in NAPLAN is similar for the 2017 and 2018 Year 7 cohorts, the attainment of the 2018 group was significantly stronger at or above Band 8.

Notwithstanding the encouraging results:

- 19% of Year 7 students performed at or below the National Minimum Standard (NMS) in Writing.
- In Reading, 10% of students performed at or below the NMS.
- In Grammar & Punctuation, 14% of students performed at or below the NMS, and 12% in Spelling.

- In Numeracy, 9% of students performed at or below the NMS.
- Of note, however, in 2018 a significantly smaller proportion of Harrisdale SHS Year 7 students performed at or below the NMS in each assessment, than at Like Schools.

Harrisdale SHS's response to school performance in the 2018 NAPLAN:

- In 2019, the school will retain and build on use of our model of explicit and direct instruction introduced in 2017, for all students in Years 8 and 9. Anecdotal evidence suggests that the application of this evidence-based, school-wide model of pedagogy is strengthening students' standards of literacy and numeracy.
- The school will retain Focus classes for under-achieving students in English and Mathematics. Focus classes in Years 7, 8 and 9 in 2019 will continue to comprise small groupings of students taught by subject specialists, with an emphasis on direct instruction.
- The school's commitment to the continued development of high-impact pedagogy will be enhanced through participation in the Fogarty EDVance Program of professional support.
- Academic extension programs will be expanded for Year 8 in English, Humanities and Social Sciences, Mathematics and Science to meet the needs of the academically most capable students.
- In 2019, the school will retain the fundamental principles established in 2017 of:
 - a rigorous core instructional program;
 - expanded learning opportunities through a broad array of curriculum enrichment and co-curricular programs; and
 - comprehensive student support services.



TRANSITION OF STUDENTS FROM YEAR 6 TO 7

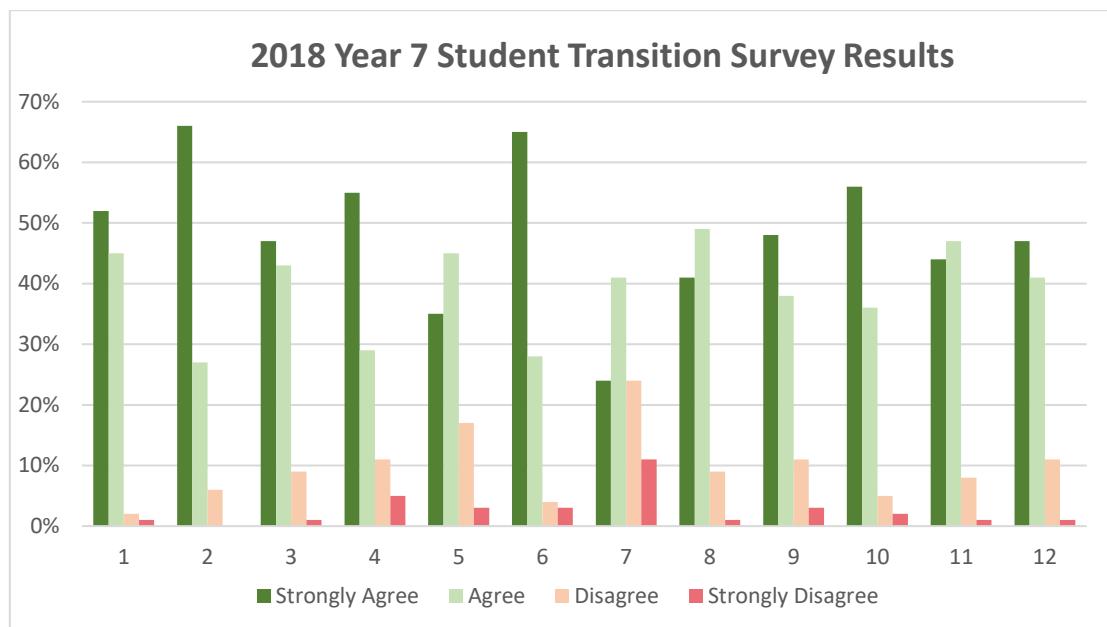
Measured by:

- Annual school-based Year 7 student survey
- National School Survey (conducted online in 2018)

In Term 1, 2018, the school conducted a school-based, online survey to gather information about the Year 7 students' perceptions of their transition to high school. Student feedback helped to identify any interventions required in 2018 and also served to inform planning for the 2018 Year 7 transition program.

Orientation

A comprehensive orientation program run over the first three days of Term 1 inducted Year 7 students into learning about The Harrisdale Way and our four pillars of respect, responsibility, care and excellence. During this time, Year 8 students set goals for the year ahead, revisited The Harrisdale Way, and participated in a mini Olympics, helping to build team spirit, cohesion and positive attitudes.



1. *I have had NO difficulties with the classwork in my subjects*
2. *Home Room is valuable and helps with my school life*
3. *Orientation Week was valuable and helped with my transition*
4. *The Transition Day held at HSHS last year was a valuable day and helped with my transition*
5. *I feel that if I had any problems I could find someone to help me*
6. *I have found my diary very useful*
7. *I have had NO problems with making new friends*
8. *I have had NO problems completing my homework*
9. *I have had NO problems with bullying*
10. *I have had NO problems with getting to class on time*
11. *I have had NO problems using my timetable*
12. *Overall I am very happy with my transition from Primary School to Harrisdale SHS*

As shown by the survey results, Year 7 students reported a very positive experience of their transition to high school in 11 of the 12 areas surveyed, with 80% - 91% agreement/ strong agreement to these items. The lowest scoring item “I have had NO problems making new friends”, was also the lowest scoring item in the Year 7, 2017 survey. While this consistent result may reflect the point-in-time that the survey is conducted in the school year, school staff actively encouraged students to make new friends by broadening the range of clubs, holding school socials, and including a broad range of team building and fun activities into the House program. The Year 7, 2019, Orientation Week will focus increasingly on making friends at high school.

The school also used student feedback on the item “I have had NO problems with bullying” to maintain a focus on social skills programs for the year group, including student safety online. Programs and strategies included:

- developing students’ understandings of bullying through the school’s Health Education curriculum and Home Room program;
- protective behaviours education run through the school’s Home Room and Health Education programs;
- giving the Year 7 cohort the opportunity to develop their understanding of the school’s “The Harrisdale Way” framework that describes the school’s expected values and behaviours; and
- a guest speaker program on support agencies and services available to young adults in their local community and on e-safety.



Orientation Week



STUDENT AND PARENT PERCEPTIONS OF THE SCHOOLING EXPERIENCE

In 2018, the school conducted the National School Opinion Survey of Students, Parents and Staff.

2018 NATIONAL SCHOOL OPINION SURVEY

Statement	STUDENT Average	PARENT Average
Teachers expect me/my child to do their best	4.5	4.6
Teachers provide useful feedback me/my child with useful feedback about their work	3.8	4.1
Teachers treat me/students fairly	3.4	4.0
This school is well maintained	3.8	4.4
I/my child feels safe at this school	3.8	4.0
I can talk to teachers about concerns / I can talk to my child's teachers about my concerns	3.4	4.2
Student behaviour managed well at this school	3.1	3.8
I like/ My child likes being at this school	3.4	3.8
This school looks for ways to improve	3.9	4.1
The school takes students'/parents opinions seriously	3.4	3.6
Teachers motivate me/my child to learn	3.9	3.9
I am provided with opportunities to do interesting things	4.0	
My teachers are good teachers/My child's teachers are good teachers	3.8	4.1
My teachers care about me/Teachers care about my child	3.8	4.1
My child is making good progress	4.0	
My child's learning needs are being met		3.8
The school works with me to support my child		3.8
The school has a strong relationship with community		3.7
The school is well led		4.1
I am satisfied with overall standard of education		4.0
I would recommend the school to others		3.9

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

The survey results reflect positive perceptions of the schooling experience of the Year 7 and Year 8 students and their parents.

The very strong perception among both students and parents that teachers at Harrisdale SHS expect students to do their best, is particularly reassuring as it reflects positively on the school's emphasis on high expectations.

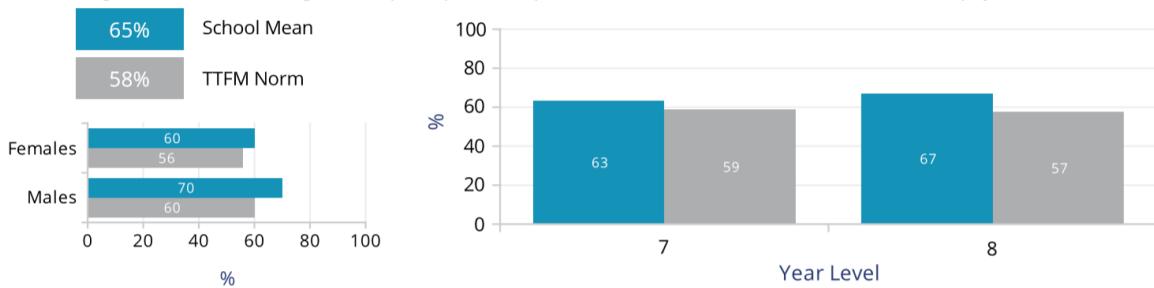
The lowest rated item was in relation to student behaviour management. School data indicated that behaviour management issues in 2018 tended to be narrowly focused on a small but significant minority of students in Years 7 and 8. Working in collaboration with families and external agencies, the school implemented a range of strategies and interventions to help address the social, emotional and behavioural issues of concern.



As part of the School's participation in the Fogarty EDVance Program, in 2018 Year 7 and Year 8 students completed the "Tell Them From Me" (TTFM) survey. The survey compares school results with the TTFM Norm taken from a large "like" student survey group in Australia and North America. Key survey findings about the students' perceptions are:

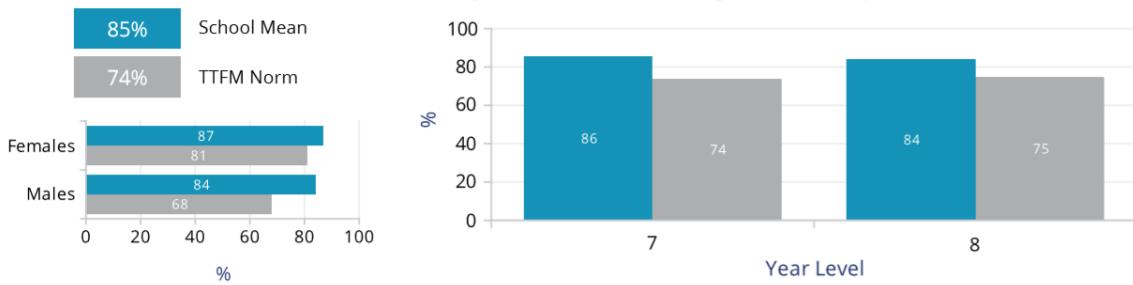
Student participation in school sports

Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class.



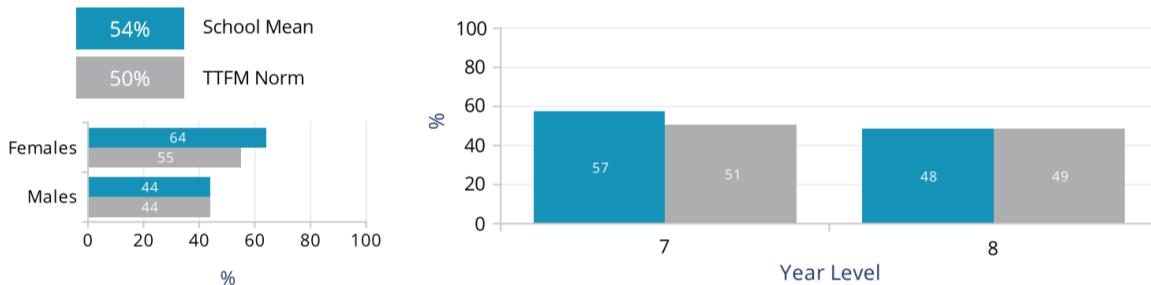
Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



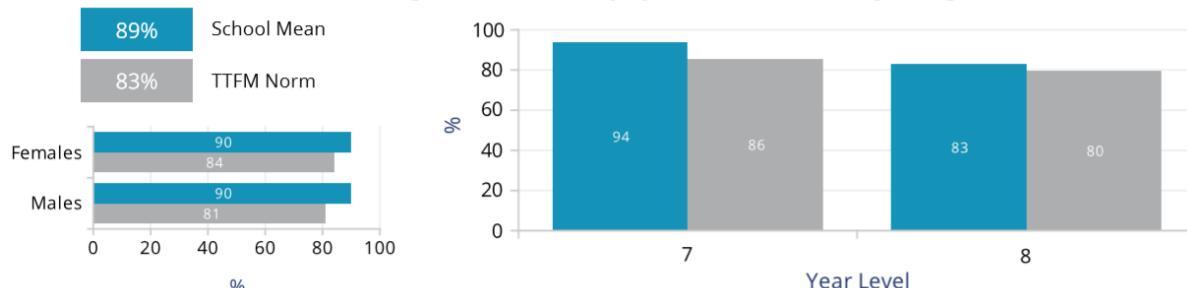
Student participation in extracurricular activities

Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.



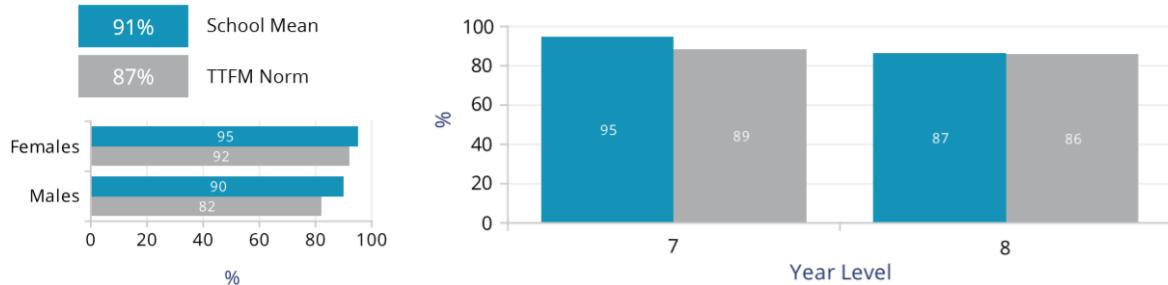
Students that value schooling outcomes

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



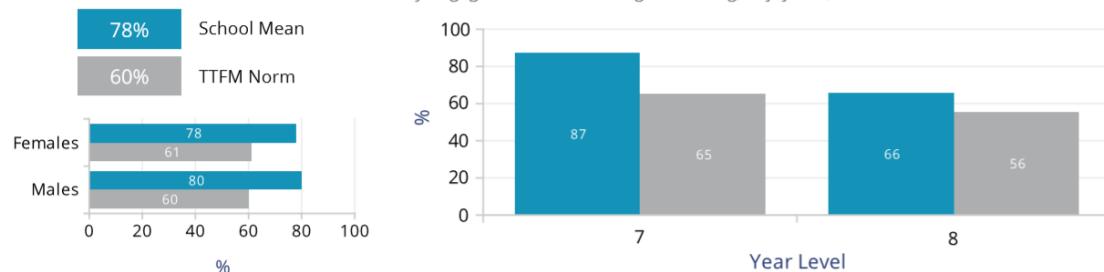
Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.



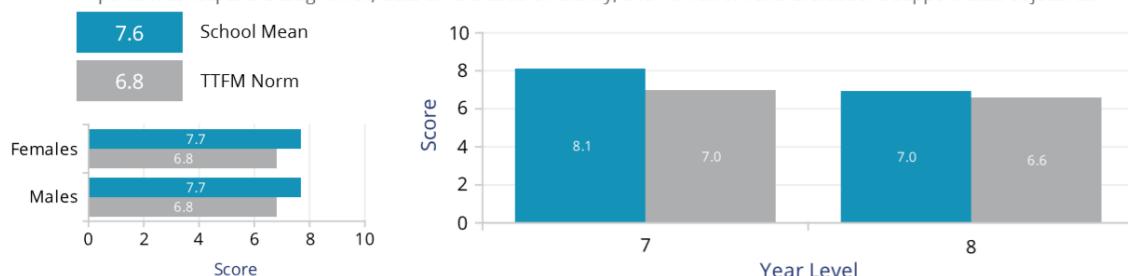
Intellectual engagement composite

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.



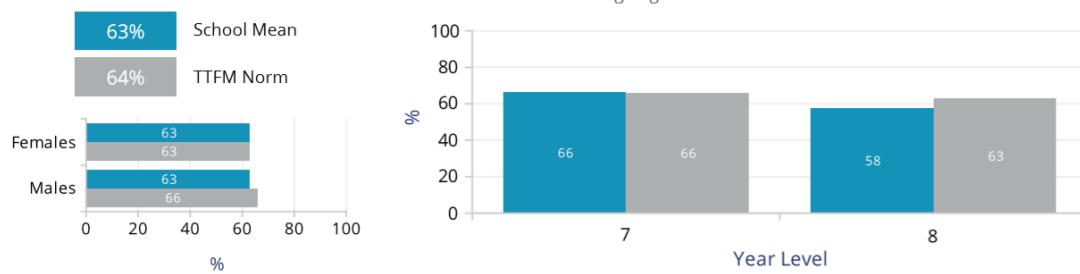
Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.



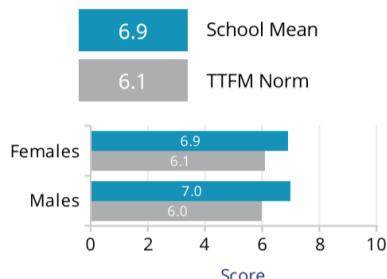
Feel safe attending this school

Students feel safe at school as well as going to and from school.



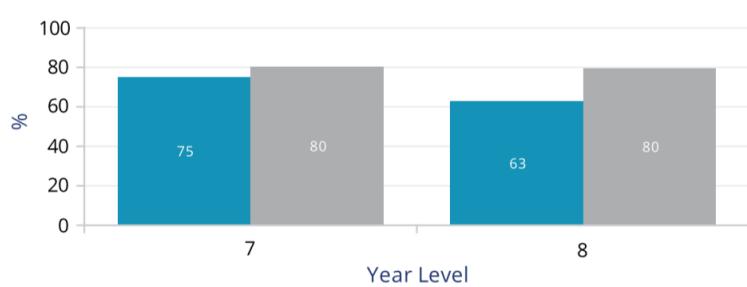
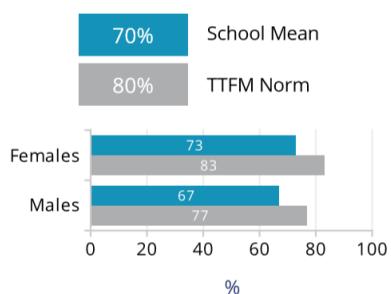
Positive learning climate

Students understand there are clear rules and expectations for classroom behaviour.



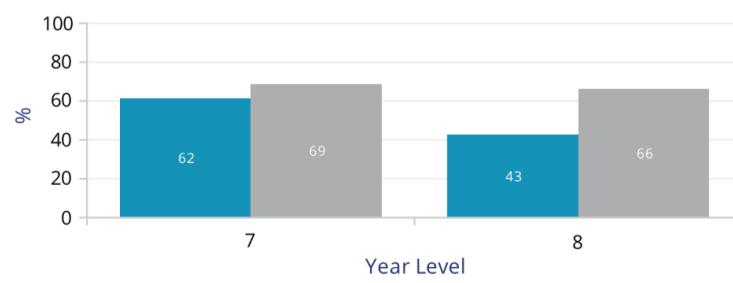
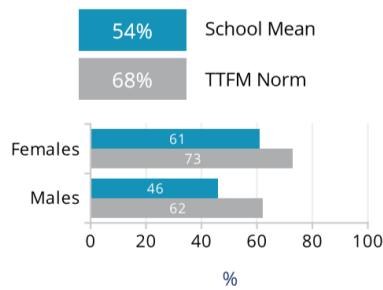
Students planning to finish Year 12

Students plan to finish high school.



Students planning to go to university

Students plan to attend university.



The strong survey findings that students value schooling outcomes, positive relationships at school, and are intellectually engaged and taught well are encouraging. Establishing high expectations, high standards and high aspirations present real challenges for a new secondary school. The school identified these challenges in 2017 and, from the outset, introduced a pastoral care program, a careers and pathways program, expanded learning opportunities, and excursions to inform, motivate and raise students' aspirations. The TTFM survey results are significantly more positive for the Year 7 cohort than for the Year 8 group. In 2019, however, the school will retain and build on programs aimed at raising the overall level of student aspiration for secondary school completion and university entry. The survey item concerned with student perceptions of safety while to/from as well as at school, will also be explored further in 2019.

Students meet their Year 7 Coordinator during Orientation Week



CELEBRATING ACADEMIC ACHIEVEMENT

Harrisdale Senior High School's values of excellence, respect, responsibility and care promote a school culture where *success is cool*. In 2017, we instituted special assemblies to publicly acknowledge students' academic achievements and endeavours.

ACADEMIC ACHIEVEMENT AWARDS FOR 2018

The Founders' Assembly held at the start 2019 provided the venue for celebrating the achievements of our Year 7 and Year 8 students in 2018, and for welcoming the third Year 7 student cohort to their new high school. Award recipients were acknowledged in front of an audience of 884 peers as well as school staff, families, and other special guests.

Award Recipients

While Semester 1, 2018, was a time for our Year 7 students to settle into their new school and transition to our expectations of excellence, responsibility, respect and care, by Semester 2 every student was expected to be working hard and to the best of their ability. Semester 2 performance was therefore used to identify our top Year 7 and Year 8 students for 2018.

The Founders' Assembly provided a wonderful celebration of an outstanding 2018 school year.

Year 8 Award Recipients:

DILIGENCE	Danelle Cheng
CITIZENSHIP	Charlotte Menck
ALL ROUNDER	Jaival Bodalwala
SPORTS PERSON	Nadya Browne

SUBJECT	
Arts – Visual Art	Malesha Jayaratne
Arts – Dance	Nadya Browne
Arts – Music	Yoshna Naidoo
Design and Technologies	Misri Patel
Digital Technologies	Shubham Joshi
Textiles and Food Technology	Sonia Shah
French	Keenan Enrlisen
Health Education	Yoshna Naidoo
Physical Education	Nadya Browne
English	Sonia Shah
Humanities and Social Sciences	Sonia Shah
Mathematics	Megan Riadi
Science	Sonia Shah

HIGH ACHIEVEMENT	Ishie Basilio
------------------	---------------

HURSH GANGHAS	
AMBER HARDING	
HALLE HODGE	
MEGAN RIADI	
ESCHER ROE	
JOSHUA SUTHERLAND	
EXCELLENCE	Sonia Shah
	Melvin Madappalliyil
	Manikkavalli Subramanian
	Jaival Bodalwala
	Tamanna Jaswal
	Primandrya (Ratu)
	Ayuningtyas
	Keenan Enrlisen
	Yoshna Naidoo
	Vanessa Infante
	Kylan Lewis
	Nadya Browne
	Kalei Parianen

PROXIME ASSESSIT	Manikkavalli
DUX (RUNNER UP)	Subramanian
DUX	Sonia Shah



Year 7 Award Recipients:



DILIGENCE	Tayla Wallis
CITIZENSHIP	Ella Barratt
ALL ROUNDER	Elizabeth Poh
SPORTS PERSON	Lucy Garner

SUBJECT	
Arts – Visual Art	Hasna Nurfadhilah
Arts – Drama	Aleisha Smith
Arts – Music	Taryn Hugo
Design and Technologies	Connor Saunders
Digital Technologies	Nandini Katipelli
Textiles and Food	Jarrod Hui
Technology	
French	Diyana Abeynayake
Health Education	Hasna Nurfadhilah
Physical Education	Jaden Martinez
English	Aaisha Minty
Humanities and Social Sciences	Hasna Nurfadhilah
Mathematics	Dyana Abeynayake
Science	Kelly Lu

HIGH ACHIEVEMENT	
Benita Bino	
Gedrick Braceros	
Feddie Cassidy	
Zhen Chong	
Layla Cochran	
Campbell Darr	
Taryn Hugo	
Sandra Jogy	
Ankur Kanada	
Pheobe Law	
Kelly Lu	
Adriel Mederic	
Mariko Mendoza	
Amberley Merdi	
Samruddhi Mohite	
Connor Potito	
Brendan Rayner	
Lei Zhang	

EXCELLENCE	
Kirsten Gucilatar	
Soham Parikh	
Haydn Ricketts	
Jessica Rachmat	
Prajakta Dasadiya	
Hannah Lyckholm	
Jarrod Hui	
Diyana Abeynayake	
Hasna Nurfadhilah	

PROXIME ASSESSIT DUX (RUNNER UP)	Diyana Abeynayake
DUX	Hasna Nurfadhilah



ENGAGING FAMILIES IN STUDENTS' LEARNING PATHWAYS

YEAR 7 FAMILY WELCOME BBQ

The annual Year 7 Family Welcome BBQ was a memorable occasion, with the relaxed and informal setting perfect for parents and carers to meet their children's teachers for the first time.

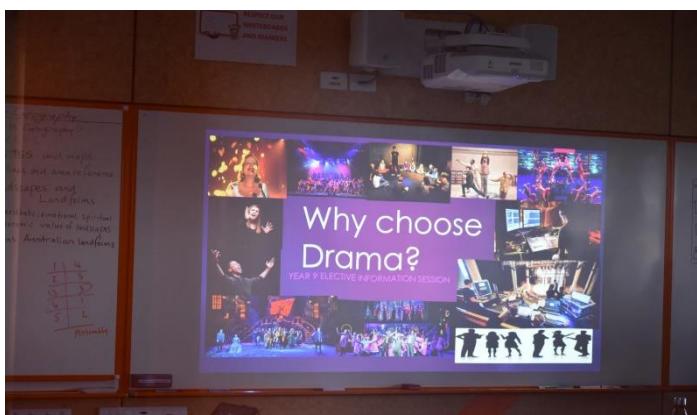


YEAR 7 2019 PARENT INFORMATION EVENING

A well-attended Parent Information Evening held in May, 2018 signified the commencement of enrolments for Year 7, 2019.

YEAR 8 PARENT INFORMATION EVENING

It was standing room only at the Parent Information evening on the topic of curriculum pathways to prepare students for their journey from school to work, training, apprenticeships or university. At the same time the "Electives Expo" for students captured their interest as they explored more specialised fields of study for Year 9.



EXPANDED LEARNING OPPORTUNITIES

In 2018 our school's core instructional program was again complemented by an extensive academic enrichment program and a co-curricular clubs program held before school, during breaks and after school. Clubs gave all students the opportunity to enrich their schooling experience, develop new recreational pursuits, learn new skills and make new friends.



Mathematics Coding Club



Edible Garden Club



Bush Rangers Cadets

2018 CLUBS:

Bush Rangers Cadets
Athletics
Mathematics Coding
Dance
Debating
Drama
Economics
Edible Garden
Frisbee
Futsal Soccer
Getaway
Interact
Maths Tuition
Tournament of Minds
Volleyball



Dance Club



Drama Club

MATHEMATICS

Australian Mathematics Competition

One hundred Harrisdale Senior High School students participated in the largest school-based mathematics competition where, on the same day, students from more than 30 countries competed in solving challenging mathematics problems.

Have Sum Fun Online Mathematics Competition

Students in the Mathematics Association of Western Australia Have Sum Fun Online Competition, competed against schools across Western Australia.

Our teams engaged in three hours of challenging mathematics problems over three weeks, competing against 69 Year 8 teams and 58 Year 7 teams from across Western Australia. Harrisdale's Year 8 Team finished second overall.

Recipients of the Mathematics Association of Western Australia Certificate and prize:

Year 8:

Jaival Bodalwala, Keenan Enrilsen, Megan Riadi, Sonia Shah

Year 7:

Gaviru Attanayake, Jarrod Hui, Sainath Katragadda, Arshjeet Kocchar

Western Australian Junior Mathematics Olympiad

Year 7 and 8 Extension students also competed in the Western Australian Junior Mathematics Olympiad at the University of Western Australia.



HUMANITIES AND SOCIAL SCIENCES

2018 Australian Geography Competition

Students took part in the 24th annual Australian Geography Competition that involved more than 70,000 students from around Australia.

Noteworthy results:

	High Distinctions	Distinctions
Year 7 Students	2	11
Placed students in the top	6%	15%
Year 8 Students	5	3
Students placed in the top	8%	18%

National History Challenge

The 2018 theme of Turning Points inspired Year 8 students to select, research and report on historical moments that represented a turning point in history.

Noteworthy achievements:

Sonia Shah and Misri Patel – Year 8 State winner

Vanessa Infante and Isabella Molina— Highly Commended (History of Sport category)





2018 Australian Geography Competition



Year 7 Australian Mathematics Competition



Year 8 Australian Mathematics Competition



Have Sum Fun Online Mathematics Competition



Tournament of Minds Inter-School Problem Solving Competition

The Tournament of Minds (TOM) is an inter-school problem-solving competition which requires teams of students to plan and present responses to complex, open-ended challenges. For the first time in 2018, Harrisdale entered two eligible teams. Our Arts team earned Additional Honours (runners-up award) and our STEM team won a Spirit of TOM award for their demonstration of perseverance and a positive attitude.



SCIENCE

Harry Perkins Institute for Medical Research Excursion

Year 8 Science Extension students extended their knowledge and understanding of cells and coronary heart disease at the Harry Perkins Institute for Medical Research.



PHYSICAL EDUCATION

Inter-House Swimming Carnival

The Year 7 and Year 8 students' exuberance and willingness to have a go stood out. All events, whether serious or fun, were contested in a lively spirit of competition and cooperation.

Year 7 Champions:

Year 7 Champion Boy: Heath Barker

Year 7 Champion Girl: Lucy Garner

Year 7 Runner Up Boy: Kai Guest

Year 7 Runner Up Girl: Isabella Trewick Greenslade



Year 8 Champions:

Year 8 Champion Boy: Christo Swart

Year 8 Champion Girl: Lisa Czirr

Year 8 Runner Up Boy: Josh Anderson

Year 8 Runner Up Girl: Amber Harding



Lightning Carnivals – Year 7 and Year 8

Harrisdale SHS students represented their school at the annual zone Lightning Carnivals. Students displayed school pride, modelled what it means to be ‘good sportspeople’, and gave their all for their teams. Almost 50% of Years 7 and 8 students competed in the events.

Year 7 Results

Basketball Boys	A: 1st B: 3rd
Basketball Girls	A: 4th B: 2nd
Soccer Boys	A: 3rd B: 6th
Soccer Girls	A: 5th
AFL Mixed	A: 6th B: 14th
Netball Girls	A: 5th B1: 3rd B2: 5th
Mixed Indoor	A: 1st
Beach Volleyball	B: 3rd



Year 8 Results

Basketball Boys	A: 2nd B: 19th
Basketball Girls	A: 6th B: 9th
Soccer Boys	A: 4th
Soccer Girls	A: 5th
AFL Boys	A: 6th
Netball Girls	A: 1st in division B1: 6th in division
Mixed Indoor	Mixed results
Beach Volleyball	



Year 7 Teams





Year 8 Teams



Volleyball WA Schools Cup

In September, Harrisdale Senior High School sent teams representing Year 8 Boys, Year 8 Girls and Year 7 Girls to the Volleyball WA Schools Cup after only seven weeks of training before school, during breaks and after school.

The Year 8 boys won all of their games taking them into the finals and to victory in the grand final. Team player, Ethan Harriduth, was awarded Most Valuable Player for the division.





Volleyball WA Schools Beach Cup

Harrisdale Senior High School's first foray in the competition reflected our players' strong team-work, resolve and sense of fun.

Results:

- 7/8 Boys A Division finished 3rd (Christo Swart, Ethan Harriduth, Arshdeep Matharoo and Ajit Singh)
- 7/8 Boys B Division finished 1st (Bailey Hart, Jamel Santos, Leon Ajith and IlyaaS Richards)
- 7/8 Girls A Division finished 3rd (Kelly Lu, Chelsea Chan, Taylah Wallis, Gail Chua and Adriel Mederic)
- 7/8 Girls B Division finished equal 3rd (Ratu Ayunungtyas, Jessy Heath, Vanessa Infante, Bella Molina, Aamin Kaur and Ella Heard)
- 7/8 Girls B Division finished equal 3rd (Taryn Hugo, Xinyi Fang, Lucy Garner, Izza Infante and Charlotte Woods)
- 7/8 Girls B Division – just missed finals (Bahar Wallia, Simardeep Janjua, Samrudi Mohite and Jemma Smith)



Interschool Athletics

Harrisdale Senior High Schools's Athletics Squad did their school and themselves proud at the interschool athletics competition. Of the 54 track and field events entered, Harrisdale placed first, second or third in 50 events. Ably led by Year 8 team captains Blake Bickle and Nadya Browne, Harrisdale's squad is establishing a strong reputation in school athletics.

Harrisdale was well represented in the list of Champion Athletes:

- Grace McMahon = Champion Year 7 girl
- Brooke Mortimer = Champion Year 8 girl
- Reanna Adams = Runner Up Year 8 Champion girl.
- Blake Bickle = Year 8 Champion boy



ARTS

South of the Swan Dance Festival

24 Year 8 Dance Club students performed at the 2018 festival held at Octagon Theatre, UWA.

YOH FEST

Harrisdale's Dance item at YOHFest 2018 was awarded a merit certificate for "Most Emotional and Moving Performance", while the Drama Club performance was awarded "Most Creative Costumes".

Music in the Café

Harrisdale's enthusiastic vocalists ended Term 3 on a high note through their solo performances at our first ever Music in the Café week.

Year 8 Art Excursion

Year 8 students with a special interest in Visual Arts participated in a guided tour of the WA Art Gallery.



Year 8 Art Excursion



South of the Swan Dance Festival

An Evening with the Arts

The creativity, talent, passion and dedication of Harrisdale's Years 7 and 8 Arts students stood out at our end-of-year showcase of visual arts, dance, drama and music. More than 400 visitors viewed our art exhibition and it was standing room only for the audience at the music, dance and drama performances.

Music Showcase

Harrisdale Senior High School's second, annual Music Showcase was held in Term 4. The evening provided a wonderful opportunity for our budding music makers to showcase their talent and the results of their hard work to families and the wider community.

WA Schools Guitar Festival

Our guitar ensemble made a beautiful debut public performance at the WA Schools Guitar Festival.



WA Schools Guitar Festival



South of the Swan Dance Festival



YOH Fest



An Evening with the Arts



YOUNG LEADERS PROGRAM

Students were enthusiastic to take up authentic leadership development opportunities open to them in 2018, including:

- The election of 12-member Student Councils for both of Years 7 and 8, representing each of the Home Rooms in Harrisdale SHS's four Houses;
- 30% of all students volunteering to assist as Transition Leaders in the primary-to-secondary school transition program during Term 4, 2018; and
- Large numbers of students volunteering to act as MCs, hosts and support crew for special occasions such as Founders, formal school assemblies, and the ANZAC service.

Inspiring Australians Student Forum

Building students' aspirations for tertiary education is one of our school's goals. Sixty Year 7 and Year 8 students attended the Inspiring Australians Student Forum featuring Australia's local hero, mathematics teacher Eddie Woo. The excursion included a tour of the University of Western Australia.

Student Councillor representatives' visit to Western Australia Parliament House

Selected Student Councillors were guests of Jandakot MLA Hon. Yaz Mubarakai for lunch at Parliament House. They discussed local issues and ideas for their suburb with their MLA, followed by a tour of the Upper and Lower Houses of State Parliament.



Transition Leaders

All Year 7 students were invited to be Transition Leaders and an impressive 75 of them took up the challenge of this leadership development opportunity. On a Saturday, they helped guide and assist their

younger peers with their primary to high school transition by: meeting-and-greeting their assigned Year 6 students and making them feel at ease; familiarising their group with the school facilities; conveying essential information about the high school expectations and experience; and looking out for them throughout their visit.

2018 Student Councillors

YEAR 7	YEAR 8
Zebulun Armstrong	Naila Badhar
Heath Barker	Nimar Chahal
Rebekah Cornwill	Hursh Ganghas
Amira Farquhar	Amber Harding
Crystal Hanham	Tyrell Harris
Taryn Hugo	Tamanna Jaswal
Jarrod Hui	Daniel Jones
Ben Johnston	Shubham Joshi
Tapiwa Knight	Declan Kinsella
Saphna Kodisbaran	Kylan Lewis
Phoebe Law	Ann Rajesh
Kelly Lu	Escher Roe
	Joshua Sutherland



Interact Club

A group of caring and community-minded Year 7 and Year 8 students established Harrisdale Senior High School's Interact Club. The first project undertaken was food collection for the less privileged in the community, presented to Foodbank WA.

The Interact Club introduced the Harrisdale Breakfast Club that ran every Tuesday and Thursday before school. The Club served more than 660 breakfasts, with food donated by Foodbank and school staff.

The Interactors are justly proud of their initiative and are making a positive difference to their school community.



Interact Foodbank Excursion

This extraordinary and eye opening excursion provided Interactors with valuable insights into the work of Foodbank WA.

Interact Film Night

A fundraising event organised by our Interact Club.



Centenary of ANZAC 2018 Commemorative Service

Term 1 concluded with the school's commemorative ANZAC Service. Students led the whole-school service in their roles as MCs, speakers and members of the choral ensemble.



Premier's Student Competition Award



Burt Youth Leadership Forum

Rachel Watson and Tamanna Jaswal (Year 8) represented Harrisdale Senior High School at the Burt Youth Leadership Forum to discuss young people's needs in the local and wider communities. Engaging very capably with older students from colleges and senior high schools in the Burt electorate, Rachel and Tamanna spoke about the value of a good education, the importance of communication, and the impacts of social media on young people's lives.



Armistice Day Commemorated on 11 November



Bush Rangers Cadets

Running for its second year, the program provided students an exceptional opportunity to make a positive contribution to their community, to develop interpersonal and problem solving skills, and to take on new challenges.

The annual Bush Rangers Cadets camp and Waste Audit were highlights in their calendar.



Bush Rangers Cadets Camp



Bush Rangers Cadets Waste Audit

COMPREHENSIVE STUDENT SUPPORT SERVICES

Building strong partnerships with families is a key to success for all students at Harrisdale Senior High School. In 2018:

- The Year 7 Family Welcome BBQ in March provided family members the opportunity to meet with teachers and other families in the informal setting of our cafe plaza. The relaxed occasion provided a wonderful opportunity for parents and carers to meet their children's Year 7 teachers, and staff were delighted to learn of the students' positive, initial impressions of high school.
- The Year 7, 2019 Parent Information Evening in May, provided an opportunity to inform local families of our school's vision, ethos, programs and policies.
- A well-attended Parent-Teacher Interview Evening was held in May. The interviews enabled parents to hold more detailed, individual discussions with teachers about their child's progress at school.
- The inaugural Harrisdale Senior High School Parents and Citizens Association annual general meeting was held on Wednesday, 23 May 2018.
- Well subscribed school tours were conducted for interested family and community members in May and August 2017, to view the school's magnificent facilities and provide information about programs and services.

PASTORAL CARE

At Harrisdale, pastoral care is embedded into every facet of school life - the interactions and relationships between the students, between teachers and their students, between support staff and students, and between the community and school.

Pastoral care is also embedded in our House system and in programs and support provided through our Student Services department. In 2018 this team comprised Year Coordinators for Year 7 and 8, a Community School Nurse one day per week, a School Psychologist one day per week, and School Chaplain three days per week.

We have structured the students' Years 7 to 12 schooling experience in three phases of two

years each. The focus of our program for Phase 1 (the early adolescence years of Year 7 and Year 8) is to develop the students' capacity to adopt a can-do attitude to life, and to become increasingly independent and self-managing. Our House System, Home Room program, clubs, socials and carnivals in 2018 emphasised:

- leadership development – such as public speaking, organising events, role modelling and providing peer support
- belonging and team work
- school spirit
- careers pathways planning
- developing and applying academic behaviours
- making strong choices, such as saying no to bullying, making ethical decisions, coping with peer pressure, and responsibility for online safety
- service learning - such as through Bush Ranger Cadets
- the importance of balance for a healthy lifestyle – such as through involvement in clubs and hobbies
- social skills – such as through school socials, sports and excursions

Home Room Program

Our pastoral care program in 2018 involved 20 minutes of Home Room four days each week and House assemblies on one day. Emphases of the program included:

- Handing students the leadership responsibility to embed our school culture - 'The Harrisdale Way' – the values and expected behaviours within our school community. Workshops were conducted during Orientation Week (Week 1, Term 1, 2018) with follow-up sessions held throughout the school year to clarify and reinforce the agreed actions.
- Pathway, planning and careers education for students to identify their strengths and interests, to be introduced to jobs and career pathways, and to develop academic goals and aspirations for their future.
- Sun Smart education to promote a healthy approach to UV exposure.
- E-Safety education to promote safe and responsible behaviour online.
- Protective behaviours education to develop skills that help keep adolescents safe and to help prevent and reduce abuse and violence in the community.

At the Founders Assembly, held on the final day of Orientation Week, Year 7 students were formally welcomed to the Harrisdale Senior High School community and Year 8 students were recognised for their excellent levels of endeavour and achievement for Semester 2, 2017.

Guest Speakers

Supporting and reinforcing Home Room programs, our guest speaker Paul Litherland involved students in a presentation on e-Safety that covered:

- Safe social networking
- Positive relationships
- Online stranger danger
- Cyber bullying
- Laws related to technology
- Privacy settings
- Sexting

A presentation by guest speakers from Frame Initiatives explored the theme of respect for self and others and provided a workshop where students learned some tools they can use to develop positive relationships.

NAIDOC Week

Celebrations included performances by the Moorditj Mob and the Goran Liyarn dancers



Girls Rest and Nurture Group

A workshop run by the School Chaplain for Year 8 girls.



Year 7 Social

The Year 7 social mid-year gave students an opportunity to unwind, interact, enjoy each other's company, and have fun.

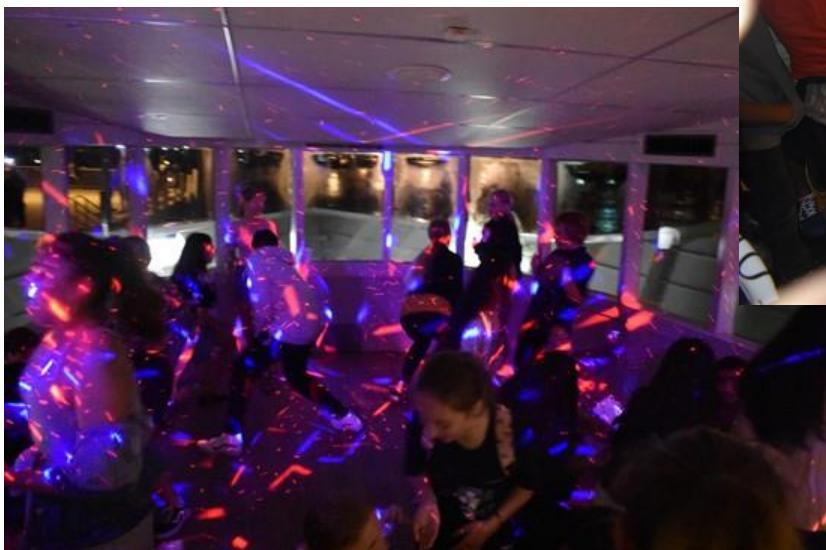


Year 8 Social

The students enjoyed a great evening of high energy and fun at Bounce, Cannington, including some healthy competition with their Home Room teachers.

Year 7 and Year 8 River Cruise

The 2018 school year concluded with a whole school river cruise. Students and staff enjoyed a fun evening unwinding and celebrating a busy and successful year.



PUBLIC SPEAKING

Inter-School Debating

The 2018 Interschool Debating Club consistently featured winning teams in the first three rounds. The Club provided a forum for students to develop public speaking skills.



PRIORITY: QUALITY TEACHING AND EFFECTIVE LEADERSHIP

STAFF PROFILE

Staff Numbers 2018

STAFF	FULL TIME EQUIVALENT
Teaching Staff	36.7
Non-teaching staff	12.8
TOTAL	49.5

Harrisdale Senior High School's teaching staff engaged in more than 90 hours' professional learning and school planning in 2018. The programs focused on:

- establishing a school culture that fosters excellence in learning and teaching;
- staff induction;
- building Harrisdale Senior High School's positive learning environment;
- effective classroom management skills;
- Harrisdale Senior High School's model of explicit and direct instruction;
- the integration of information technology into teaching and learning programs, and school administration processes;
- curriculum, assessment and reporting policy and procedures; and
- Mandatory Department of Education Online Professional Development and Training programs.

In addition, graduate teachers participated in a comprehensive graduate teacher program delivered through the Institute for Professional Learning (Department of Education).

Key strategies that supported our priority focus on quality teaching and effective leadership in 2018 were:

- recruiting teachers with subject expertise, a passion for teaching and a commitment to explicit and direct instruction;
- a leadership focus on the school's vision and mission to promote a culture of exemplary standards of teacher professionalism;
- providing teachers with a structured program of support and training in effective instructional strategies and classroom practices;
- providing expert mentoring and coaching support for teachers;
- establishing high expectations and standards of teacher performance through induction, and professional learning based on the Australian Professional Standards for Teachers;
- developing a professional culture of classroom observation and collaboration to develop our pedagogical model; and
- provision of laptop computers and professional support to all teachers to develop systems, programs and curriculum for their learning areas.

NATIONAL SCHOOL OPINION SURVEY OF TEACHERS (2018)

Statement	STAFF Average
Teachers at this school expect students to do their best.	4.9
Teachers provide students with useful feedback about their school work.	4.3
Teachers treat students fairly at this school.	4.4
This school is well maintained	4.7
Students feel safe at this school	4.0
Students at this school can talk to teachers about concerns.	4.4
Student behaviour managed well at this school.	4.1
Students like being at this school	3.9
This school looks for ways to improve	4.5
The school takes staff opinions seriously.	4.0

Teachers at this school motivate student to learn.	4.4
Teachers are good teachers	4.5
Teachers at this school care about students.	4.6
Students' learning needs are being met at this school.	4.2
This school works with parents to support students' learning.	4.4
I receive useful feedback about my work at this school.	3.9
Staff are well supported at this school.	4.0
This school has a strong relationship with community.	3.9
This school is well led.	4.5
I am satisfied with overall standard of education at this school.	4.4
I Would recommend this school to others.	4.5

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

Through the National School Opinion Survey, Harrisdale Senior High School's teachers reported very positive perceptions of their school.

PRIORITY: STRONG GOVERNANCE AND SUPPORT

Throughout 2018, the school's administration staff continued to focus on the provision of the best possible environment for learning and teaching at the school. This involved:

- detailed business planning and capacity building to tie together the school's vision and mission statements, strategic goals and budget considerations; and, linked to this, processes for the recruitment of quality staff and planning for their training needs;
- a focus on strong governance by establishing business processes that reflected due diligence, effective risk management, accountability, and prudent management of the many competing demands on a new school's budget.

Figures at a glance

- 2018 School Contributions 93.39% Extra optional costs 99.79%

- 2018 School Budget: \$6,297,696.00

Public Private Partnership (PPP) School

Harrisdale Senior High School belongs to a group of eight PPP schools. In 2014, the State Government called for expressions of interest from the private sector to design, build, finance and maintain eight public schools over a 25-year period, on a Government lease-back arrangement during this time, under a Public Private Partnership (PPP) arrangement.

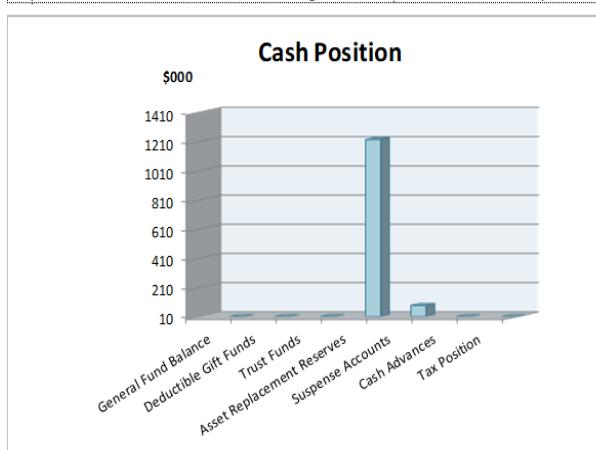
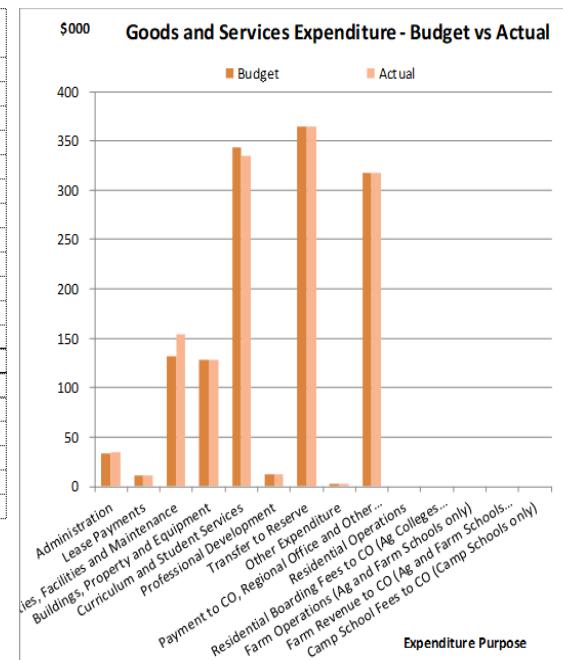
While Stage 1 of Harrisdale Senior High School was built by the Department of Education, it became the first public senior high school in Western Australia to come under the management of the PPP's project company, Project Co. Stage 2 is being designed, built, financed and maintained by Project Co. The school pays a quarterly Service Delivery Payment from its Student Centred Funding budget which covers facilities management services for maintenance, waste management, utilities management, grounds and gardens maintenance, pest control, cleaning and security. The proportion of the service delivery amount payable is linked to enrolments. 2018 School Payment for Cleaning and Caretaker Services provided under PPP arrangement \$345,082.00.



2018 Finance: One Line Budget

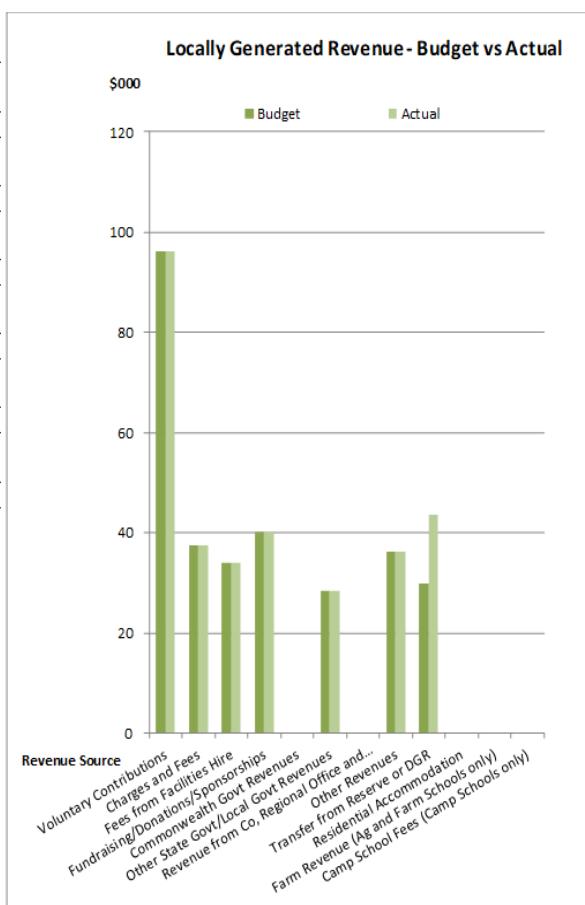
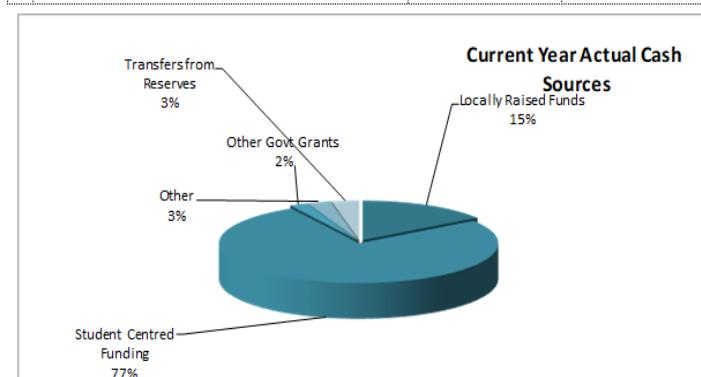
HARRISDALE SENIOR HIGH SCHOOL FINANCIAL SUMMARY AS AT 31 DECEMBER

	Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 32,872.55	\$ 34,067.97	
2 Lease Payments	\$ 11,671.00	\$ 11,670.80	
3 Utilities, Facilities and Maintenance	\$ 131,659.70	\$ 153,240.28	
4 Buildings, Property and Equipment	\$ 128,129.13	\$ 128,129.43	
5 Curriculum and Student Services	\$ 343,108.50	\$ 334,185.24	
6 Professional Development	\$ 11,715.00	\$ 11,714.89	
7 Transfer to Reserve	\$ 364,822.00	\$ 364,822.00	
8 Other Expenditure	\$ 2,862.00	\$ 2,863.43	
9 Payment to CO, Regional Office and Other Schools	\$ 316,950.00	\$ 316,950.11	
10 Residential Operations	\$ -	\$ -	
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -	
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -	
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -	
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -	
Total Goods and Services Expenditure	\$ 1,343,789.88	\$ 1,357,644.15	
Total Forecast Salary Expenditure	\$ -	\$ -	
Total Expenditure	\$ 1,343,789.88	\$ 1,357,644.15	
Cash Budget Variance	\$ 0.25		



Cash Position as at:	
Bank Balance	\$ 1,304,354.28
Made up of:	\$ -
1 General Fund Balance	\$ 0.98
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,223,067.95
5 Suspense Accounts	\$ 86,792.35
6 Cash Advances	\$ -
7 Tax Position	\$ 5,507.00
Total Bank Balance	\$ 1,304,354.28

	Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 96,208.00	\$ 96,207.65	
2 Charges and Fees	\$ 37,416.00	\$ 37,415.32	
3 Fees from Facilities Hire	\$ 34,022.00	\$ 34,021.41	
4 Fundraising/Donations/Sponsorships	\$ 40,246.00	\$ 40,245.09	
5 Commonwealth Govt Revenues	\$ -	\$ -	
6 Other State Govt/Local Govt Revenues	\$ 28,251.00	\$ 28,251.25	
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -	
8 Other Revenues	\$ 36,332.00	\$ 36,334.77	
9 Transfer from Reserve or DGR	\$ 29,809.00	\$ 43,662.69	
10 Residential Accommodation	\$ -	\$ -	
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -	
12 Camp School Fees (Camp Schools only)	\$ -	\$ -	
Total Locally Raised Funds	\$ 302,284.00	\$ 316,138.18	
Opening Balance	\$ 7,287.00	\$ 7,287.86	
Student Centred Funding	\$ 1,034,219.13	\$ 1,034,219.09	
Total Cash Funds Available	\$ 1,343,790.13	\$ 1,357,645.13	
Total Salary Allocation	\$ -	\$ -	
Total Funds Available	\$ 1,343,790.13	\$ 1,357,645.13	



AN INTERVIEW WITH DANAE JOLLEY, MANAGER, CORPORATE SERVICES

1. How does the work of Corporate Services support Harrisdale SHS's vision?

At the heart of everything we do is a shared common goal of high expectations and successful outcomes for all students. I work on the premise that both staff and students work better and more efficiently if they are feeling supported, they care about what they are doing and want to do their very best.

I feel Corporate Services is supporting our vision through our strong commitment to a culture of excellence, high level customer service, strong governance, empowerment, capacity building of staff and effective leadership. Every support staff member has an important contribution to make in the lives of the children in our school. Whether it's maintaining a multi-million-dollar budget targeted to achieve outcomes, providing ICT support in classrooms, inclusion of students in the mainstream curriculum, assisting families with contributions and charges, celebrating our successes in the school newsletter or gently placing a band aid on a sore knee, Corporate Services and support staff enhance the capabilities of the school to add value to classroom effectiveness, care and school management.

2. When you established the Corporate Services department, what were your goals?

Goal 1. At Harrisdale SHS our biggest assets and biggest expenses are staff. To support our vision "excellence in learning and teaching" a major goal was and continues to be the recruitment of qualified, experienced, dedicated, enthusiastic staff committed to Harrisdale SHS's values of excellence, respect, care and responsibility.

Goal 2. The most important part of building anything is getting the foundation right, because everything needs proper support to maintain its structure. My goals were (A) to build on our culture of excellence, a highly competent staff with healthy morale, cohesive teamwork and problem solving skills; (B) to develop financial, human resource and information management processes and procedures to ensure compliance with legislation and Departmental policies and guidelines; and (C) to form a finance committee in conjunction with the school board, to assist in financial planning and control.

3. What progress has been made towards achieving these aspirations?

Goal 1. Coming from an established school to Harrisdale SHS I quickly developed a great appreciation

of the enormity of staffing a new school. The desire to work at this amazing school is so high that we received hundreds of applications for positions in both teaching and non-teaching roles. Although there were many late nights reading applications, the sheer volume made positions highly competitive and in most instances the executive team and independent panel members found more than one applicant suitable for the position.

Staff as at May 2019	Staff # as at May 2019	FTE # as at May 2019
Teaching	55	52
Non Teaching	18	15.8

Goal 2. A & B) In November 2018 Harrisdale SHS was selected by the Office of the Auditor General (OAG) as part of its annual audit program. The audit reviewed our school's financial and administrative records and covered:

- Receipting and Banking;
- Purchasing and Payments;
- Governance and Accountability;
- Asset Management; and
- Human Resources

During the visit they also observed the school's attendance recording processes and procedures.

The feedback from the Director OAG at the exit meeting was excellent with only very minor findings. It was particularly reassuring to receive this external confirmation that, at our new school, we have established excellent standards of financial planning, financial management and business processes.

C) The School finance committee meets twice each term to assist the principal to exercise her responsibility in the management of the school's financial resources. Our finance committee facilitates and enhances the financial management processes of the school including:

- reviewing the school's annual budget submission and recommending approval to the school board;
- monitoring and reviewing the school's financial performance and position;
- reviewing and approving budget revisions and supplementary funding requests; and
- reviewing and recommending levels of contributions, charges and personal items to the school board for approval.

Our School Finance Committee comprises the principal, manager corporate services (executive

officer – ex officio status), four teaching staff members, one non-teaching staff member and one parent representative.

4. What has been the biggest or toughest challenge that you have faced in opening a new school?

Everything about opening Harrisdale SHS has been a challenge, and a very rewarding one at that! Financially, however, being a new Public Private Partnership (PPP) school we are very aware of the impact on facilities management, generating revenue through hire of facilities and external use of school facilities. Also, reviewing the school's contributions and charges collection rate highlighted even further the very important role the school community plays in supporting their school.

5. How did you and your team meet the challenge?

The Corporate Services team is committed to building a positive and supportive culture within the school community. Financial support provided by parents has always played an important enabling role in providing resources that allow us to deliver quality teaching and learning programs. Hence, highlighting the importance of the payment of contributions and charges as a way parents contribute to their student's education is a strong focus for us. High level customer service and good communication are always first and foremost here. The Corporate Services team works closely with families to provide information and guidance on the collection of contributions and charges, payment options/plans, secondary assistance and financial hardship.

In coming years, our school should also start deriving the benefits of significantly reduced electricity costs, as the Stage 2 buildings that open next year incorporate a large bank of solar panels. This will help balance the restrictions to our revenue generation as a PPP school.

6. What has been your most memorable experience in establishing Corporate Services at Harrisdale SHS?

There have been many memorable moments. However, one that stands out has been the need for flexibility in my JDF and the ability to grow and adapt my role as Manager Corporate Services, which is not necessarily seen as normal in the scope of a traditional corporate services manager.

7. What do you see as the biggest challenge facing Harrisdale SHS over the next three years?

Resourcing - both physical and human - as the school continues to grow. The school is growing very rapidly and the challenge for Corporate Services is to ensure

that we can continue to provide the best possible resources so staff can deliver the best possible education for all of our students through this period.

8. How will you and your Corporate Services team address this challenge?

Corporate Services will continue to provide operational input to the development of the school's workforce and physical resourcing plans to ensure alignment with the school's vision, values, business targets and objectives.

9. Most immediately, what are your priorities for 2019?

The completion of the Stage 2 build for 2020 and retro fit of Stage 1 after that, will present the same challenges that Stage 1 originally presented: the need to provide the best possible resources for staff and students. My priority is to continue working very closely with the executive team and curriculum leaders to develop and implement the human resource and financial management plans that will ensure staff can deliver the curriculum, programs and services that our students need to enjoy success at school.

10. What is the best thing about Harrisdale SHS?

The great feeling of pride that is shown from both staff and students when they are representing Harrisdale SHS out in the community stands out.



SCHOOL BOARD

The Harrisdale Senior High School Board acts to promote the objectives and interests of the school community, its role being to provide strategic guidance and monitoring.

The School Board participates in:

- endorsing the Harrisdale Senior High School Delivery and Performance Agreement;
- endorsing and reviewing the school budget, business plan and policies as required;
- monitoring the school's performance;
- developing processes to review the satisfaction levels of parents, staff and students;
- endorsing the annual school report; and
- Selecting the Principal when a vacancy arises.

School Board Members

Chairperson

Mr Alan Rumsley

Principal

Mrs Leila Bothams

Elected Parent Member and Deputy Chairperson

Ms Nicole Ferraro

Staff Member

Ms Angie Thomas

Community Members

Dr Lorraine Hammond

Ms Denise Lane

Mr Badhar Vattekkattayil

Mr Greg Walkington

Ms Jody Whalan

Ms Vanessa Woodington

School Board Evening with Local MLA

Members of the School Board valued an invitation from Yaz Mubarakai (MLA, Jandakot) to meet with him at the State Parliament House. Yaz Mubarakai was keen to learn more about the strategic directions and priorities for Harrisdale Senior High School, and to discuss ways he can support the work of the Board and wider school community.

