



HARRISDALE SENIOR HIGH SCHOOL

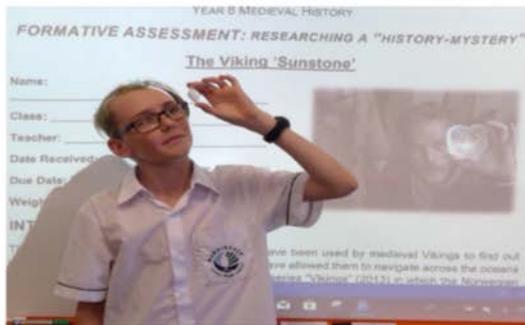
2019 School Report



Mathematics, Science and Engineering
Tour to Singapore and India
30 September – 11 October 2019



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

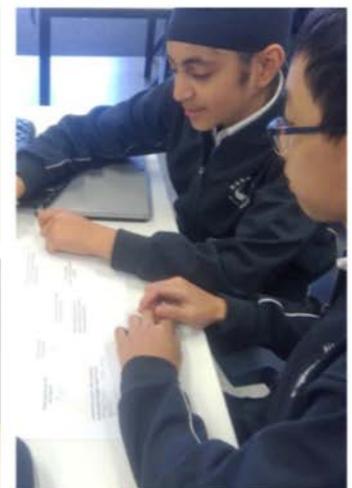


COMPETITION RESULTS 2019

Report by Class Report by Gender

CLASS RESULTS
Category: <input type="checkbox"/> All Competitors
Subcategory: <input type="checkbox"/> All Ages
Class: <input type="checkbox"/> All Ages

AGE GR.	COMPETITION
10	Medieval Dinner High School
10	Medieval Dinner High School



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INTRODUCTION

At the end of 2019, I was pleased to inform our school community that three-year-old Harrisdale Senior High School had met important development milestones toward our goal to be a school of excellence in learning and teaching.

Harrisdale's third annual report provides families and members of the community with an overview of the school and key areas of performance in 2019. The report also outlines the outcomes of the school's first strategic plan, the 2017-2019 Business Plan.

I am delighted to present the 2019 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 seek to improve students' lives through learning and achievement. To that end, 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:

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

Each of our values is described as behaviours in *The Harrisdale Way* that documents our school's Positive Learning Environment policy.

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, Aspiri, 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 884 in 2019. 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. In December 2019, a milestone was reached with the completion of Stage 2 in readiness for the 2020 school year.

Harrisdale's campus has been designed to provide state-of-the-art facilities within 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 aesthetic and functional design features are vitally important in supporting us to accomplish our vision and mission. Notably, the school's series of four, bold artworks celebrate the process of learning and personal growth through knowledge on our students' high school journey. 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 THIRD YEAR OF OPERATION

Harrisdale Senior High School's first business plan concluded at the end of 2019. Did the school achieve

what it set out to do in its 2017-2019 Business Plan?

Our vision is to be a school of excellence in learning and teaching. The vision is long term and ambitious. It isn't easy for a secondary school to become publicly recognised for excellence – but indicators from our first three years give me optimism that we are on track.

Our 2017-2019 priority of *success for all students* is clearly what matters most. It is the objective of everything we do and our other priorities of quality teaching, effective leadership and strong governance and support all serve to enable our students to enjoy success. The 2017-19 Business Plan identified NAPLAN performance as the key measure of our school's effectiveness. At the end of our third year, we do not yet have longitudinal data, our NAPLAN results each year have varied according to cohort differences, and the outcomes are therefore inconclusive. However, I am encouraged that in 2019 Harrisdale demonstrated higher progress from Year 7 to Year 9 than *WA schools* in Reading and Writing, and higher achievement and progress in all NAPLAN domains than *Australian schools*. Our school also demonstrated higher progress – albeit lower achievement - than statistically similar public schools in WA that included some of the most well established and highest performing schools. Our next business plan continues to set targets based on NAPLAN performance and by the end of the plan in 2023 we will have the longitudinal data we seek.

Students' success at school, of course, is measured by more than academic results alone. As described in each of our three annual school reports, our students have demonstrated strong growth and accomplishment across a broad field of endeavour, measured against what I believe are high benchmarks for a new secondary school. They have consistently dominated in their division of the interschool athletics, and they have achieved excellent results in our fledgling volleyball, music, visual arts, and technologies programs. They enjoy rising to the challenges open to them in mathematics and in humanities and social sciences, and are achieving very well. They step up to opportunities to engage in public speaking, debating

and civic events. They report positive attitudes to learning and their schooling experience.

Hence, on balance, I believe that evidence from a broad range of credible sources confirms that the school achieved what it set out to do in its first business plan.

Were there any unexpected outcomes, positive or negative, over the course of the 2017-2019 Business Plan?

The announcement in May this year that Harrisdale SHS will deliver a Department of Education Gifted and Talented Academic Program from 2021 was a terrific endorsement of our school community's efforts and achievements, but also came sooner than I could have hoped for. It signified State government, Education Department and community confidence in the quality of teaching and learning, and leadership capability at Harrisdale – confidence that after just three years our school is ready to deliver a selective Gifted and Talented program. Most hearteningly, this provision addresses an equity and access issue for families in the south-east metropolitan area. Their children can now access a Gifted and Talented Academic Program close to home.

To respond to the second part of the question, there have been no negatives. Opening a new secondary school is a start-up enterprise. There's a job to do and the challenges are many, real and to be expected. Our leadership team, staff and school board have planned methodically and with considerable capacity to address the challenges.

What do you see as the biggest challenges facing the school community over Harrisdale SHS's next phase?

Our 2020-2023 Business Plan sets out our priorities for the coming years. It is the culmination of extensive evidence based review and reflection by staff and the school board in 2019. One of the biggest challenges is to prepare for the introduction of WACE courses in 2021 with the goal to deliver ATAR, general and vocational programs that will strengthen our students' competitiveness to pursue their post-school options. This is both an immediate and medium term goal.

The continued, rapid enrolment growth I referred to in the 2018 school report remains a real challenge. It means that we need to stay firmly focused on the fundamentals of high expectations of all members of our school community. We need to maintain our

emphasis on curriculum programs matched to our students' diverse needs, and to retain a broad co-curricular program to enhance the students' schooling experience. We need to continue to build flexible and strong health and well-being services and inter-agency support for our students.

It is also important that staff, students and visitors enact our core values all day, every day. We need to remain a mobile-phone free campus where students are uninterrupted by the distractions and disruptions of social media. As a school community, we need to keep actively promoting a safe and orderly learning and teaching environment for everyone; and, to that end, we will continue to build on strategies that maintain a harmonious campus where all students and staff feel safe and that they belong.

With specific reference to this reporting period, what were the best things about Harrisdale SHS in 2019?

Harrisdale's students were the motivation behind a year of tremendous achievement. The overwhelming majority of students were self-managing and focused – in fact, as you will read in this school report, 94% of students surveyed described themselves as such. Their energy, enthusiasm, keenness to have a go, to contribute, and to achieve well stood out in 2019 – whether academically, in sporting contests, at cultural performances, in competitions, and in leadership initiatives. I think that our Interact Club members serving around 3,000 breakfasts to their peers captures the generosity, selflessness and spirit of Harrisdale Senior High School in 2019!

The sheer dedication and hard work of the staff – and the positive ways in which students responded to their teachers and support staff members – stood out as humbling and inspiring, both across the curriculum and in co-curricular programs. In addition to the array of enrichment and personal development programs already in place, in 2019 staff opened up even more opportunities for students. These included an overseas

STEM tour and an interstate HASS tour, both of which were open to students based on their interests, not their academic ability. All Year 9 students were encouraged to sign up for the internationally acclaimed Duke of Edinburgh Award program, and 35 took up this leadership and self-development opportunity. Arts and Technologies teachers actively encouraged students to enter competitions, and terrific outcomes were achieved. An inaugural live-in *I-prepare* camp, the WA Careers Expo and the Try-a-Trade programs were provided to build aspirations and give further direction for all Year 9 students. This is a small sample of what was offered in 2019. The intense efforts of the teachers and support staff involved with these initiatives, and the benefits for students, cannot be overstated.

The role of the school board in supporting the school's strategic directions also stood out. Throughout 2017, 2018 and 2019, members donated their time and expertise and everyone was on the same page.

2019 represents the end of Harrisdale SHS's first business plan. What is your most memorable recollection of this journey?

I think my community workshop with the school's founding families in May 2016 will always be my most memorable recollection. The event was pivotal. We shared our aspirations and goals for the new high school. The parents conveyed great clarity about their aspirations for their children's school. They sought high standards of learning and achievement; curriculum programs that met the needs of all students; a positive and caring learning environment; and quality teaching and leadership. That evening, the parents outlined their blueprint for a successful school, and that has guided my planning and efforts. I believe our school community deserves to reflect with pride on what we have achieved over this period by working together. I look forward tremendously to the next phase of Harrisdale Senior High School's development.



PRIORITY: SUCCESS FOR ALL STUDENTS

ENROLMENT

Student Profile:

Semester 1	2017	2018	2019
Lower Secondary	213	506	884
Upper Secondary			
Total	213	506	884

In February 2019, 313 Year 7 students enrolled from 55 different government and non-government primary schools. The total enrolment to 884 students from Years 7 to 9.

ATTENDANCE

Semester 1 2019

Semester 1	Attendance Rate	
	School	WA Public Schools
2017	93.8%	87.8%
2018	93.8%	87.6%
2019	92.1%	86.8%

Harrisdale Senior High School has established an attendance rate that is consistently above the state average for public schools, as shown in the 2017-2019 three-year data in the table, above.

ACADEMIC PERFORMANCE IN 2019

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, however, given the unique circumstances of a new high school it is difficult to identify statistically similar (or "like") schools; and it is problematic to compare the academic performance of a new school with well-established secondary schools that also offer Department of Education Approved Specialist and/or Gifted and Talented Education programs.

Within this understanding, the goal of academic success is 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.



PRIORITY: SUCCESS FOR ALL STUDENTS

2019 YEAR 7 NAPLAN PERFORMANCE

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

Band	NAPLAN Score Range	Year 7 Reading	
		School	WA Public Schools
		2019	2019
9 to 10	634 & Above	8%	7%
8	582 – 633	23%	18%
7	530 – 581	34%	28%
6	478 – 529	25%	25%
5	426 – 477	9%	14%
1 to 4	Up to 425	3%	9%

Band	NAPLAN Score Range	Year 7 Writing	
		School	WA Public Schools
		2019	2019
9 to 10	634 & Above	5%	3%
8	582 – 633	20%	11%
7	530 – 581	34%	23%
6	478 – 529	28%	29%
5	426 – 477	11%	20%
1 to 4	Up to 425	3%	14%

Band	NAPLAN Score Range	Year 7 Numeracy	
		School	WA Public Schools
		2019	2019
9 to 10	634 & Above	19%	13%
8	582 – 633	19%	18%
7	530 – 581	30%	26%
6	478 – 529	23%	22%
5	426 – 477	8%	12%
1 to 4	Up to 425	1%	9%

2019 YEAR 9 NAPLAN PERFORMANCE

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

Band	NAPLAN Score Range	Year 9 Reading	
		School	WA Public Schools
		2019	2019
10	686 & Above	2%	4%
9	634 – 685	16%	14%
8	582 – 633	32%	29%
7	530 – 581	39%	30%
6	478 – 529	9%	15%
1 to 5	Up to 477	3%	9%

Band	NAPLAN Score Range	Year 9 Writing	
		School	WA Public Schools
		2019	2019
10	686 & Above	4%	3%
9	634 – 685	8%	10%
8	582 – 633	29%	21%
7	530 – 581	30%	26%
6	478 – 529	20%	21%
1 to 5	Up to 477	8%	19%

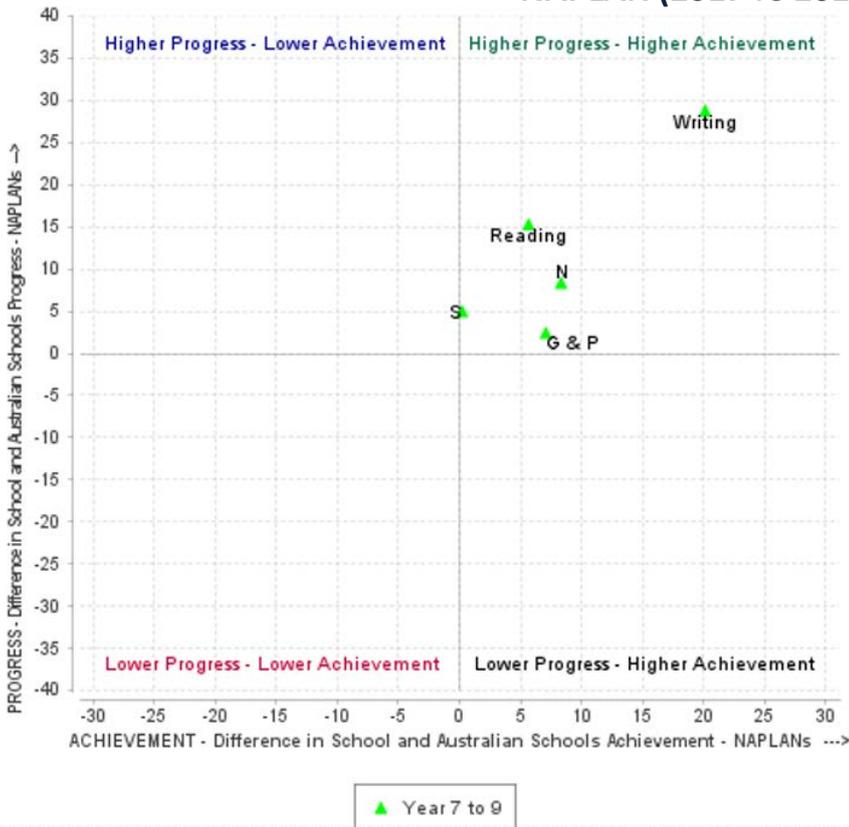
Band	NAPLAN Score Range	Year 9 Numeracy	
		School	WA Public Schools
		2019	2019
10	686 & Above	8%	8%
9	634 – 685	19%	16%
8	582 – 633	31%	27%
7	530 – 581	30%	29%
6	478 – 529	11%	16%
1 to 5	Up to 477	0%	4%

PRIORITY: SUCCESS FOR ALL STUDENTS

STUDENT PROGRESS AND ACHIEVEMENT

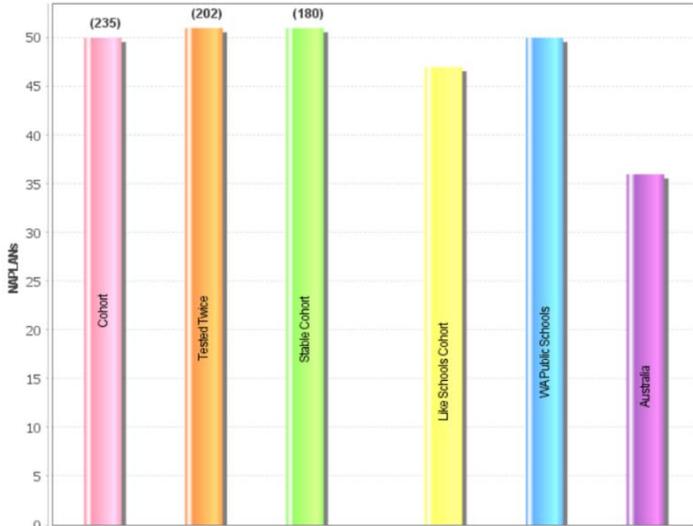
COMPARED WITH AUSTRALIAN SCHOOLS

NAPLAN (2017 TO 2019)

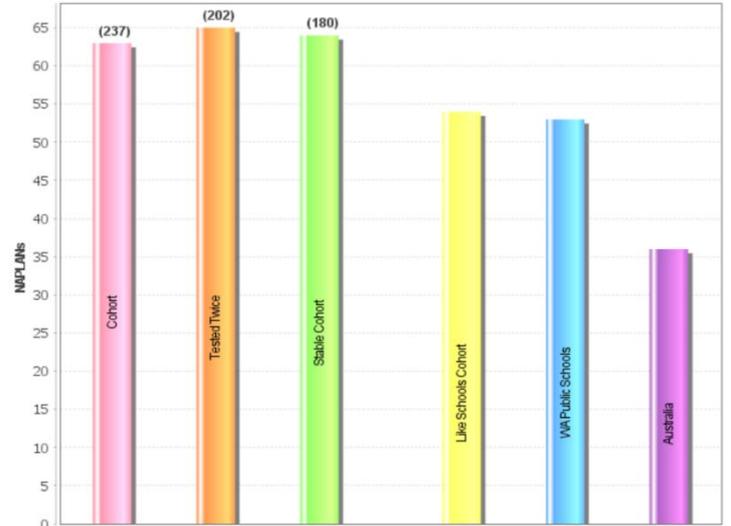


As a measure of value-adding, **Harrisdale SHS** demonstrated comparatively higher student progress and achievement in all NAPLAN test domains than Australian Schools.

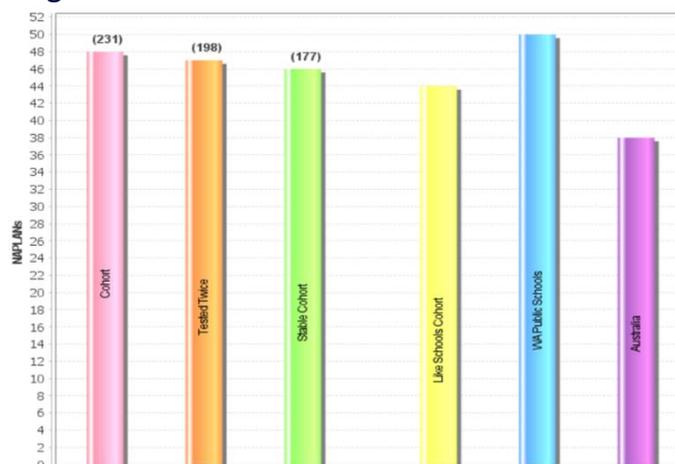
Progress from Year 7 2017 to Year 9 2019 – Reading



Progress from Year 7 2017 to Year 9 2019 – Writing



Progress from Year 7 2017 to Year 9 2019 - Numeracy



PRIORITY: SUCCESS FOR ALL STUDENTS

2019 NAPLAN PERFORMANCE SUMMARY

Harrisdale SHS uses student performance information in the NAPLAN tests to: (i) provide baseline data over the first years of the school's operation; (ii) confirm or adjust achievement targets; and (iii) help identify individuals and groups of students requiring a more differentiated curriculum and intervention strategies.

The school aims to maximise the number of students attaining at or above Band 8 in Year 9 NAPLAN. This is because the Band 8 achievement standard provides a useful 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 the Western Australian Certificate of Education (WACE).

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 and Year 9, 2019, NAPLAN was encouraging. In relation to **Year 7 performance**, Harrisdale SHS students performed favourably in all NAPLAN tests compared with WA Public Schools:

- In Writing, 59% of students attained at or above Band 7 compared to 37% of students in WA Schools.
- In Reading, 65% of students attained at or above Band 7 compared to 53% in WA Public Schools.
- In Numeracy, 68% of students attained at or above Band 7 compared to 57% in WA Public Schools.

Notwithstanding the encouraging results:

- 14% of Year 7 students performed at or below the National Minimum Standard (NMS) in Writing; 12% in Reading; and in Numeracy 9% of students performed at or below the NMS.
- Of note, however, in 2019 a significantly smaller proportion of Harrisdale SHS Year 7 students performed at or below the NMS in each assessment, than WA Public Schools.

Year 9 performance:

Harrisdale SHS students performed somewhat better than WA Public Schools in all NAPLAN tests:

- In Reading, 50% of students attained at or above Band 8 compared to 47% in WA Public Schools.

- In Writing, 41% of students attained at or above Band 8 compared to 34% in WA Public Schools.
- In Numeracy, 58% of students attained at or above Band 8 compared to 51% in WA Public Schools.
- Of the Year 9 2019 cohort, 8% of students did not meet the NMS in Writing; 3% in Reading; and 0% in Numeracy.
- However, as significant proportions of Year 9 students did not pre-qualify for WACE literacy and numeracy requirements by attaining at or above NAPLAN Band 8, the 2020-2023 Business Plan targets will include student achievement in OLNA.

Progress from Year 7 (2017) to Year 9 (2019)

Harrisdale SHS demonstrated higher progress from Year 7 to Year 9 than *WA schools* in Reading and Writing, and higher achievement and progress in all NAPLAN domains than *Australian schools*. The school also demonstrated higher progress, but lower achievement, than *Like Schools* (that is, statistically similar public schools in WA that included some of the most well established and highest performing schools).

Harrisdale SHS easily met Target 2 – Literacy and Numeracy, described the 2017-2019 Business Plan that “85% or more of Year 7 (2017) students will achieve the National Minimum Standard at Year 9 NAPLAN (2019)”.



PRIORITY: SUCCESS FOR ALL STUDENTS

2019 NAPLAN: SCHOOL RESPONSE

Harrisdale SHS's response to school performance in the 2019 NAPLAN:

- In 2020, the school will retain its model of explicit and direct instruction introduced in 2017, for all students in Years 7, 8 and 9. Evidence that this model of pedagogy is strengthening students' standards of literacy and numeracy will be reviewed through the longitudinal data of three complete Years 7-to- 9 cycles of NAPLAN performance.
- The school will retain Focus classes for under-achieving students in English and Mathematics. Years 7, 8 and 9 classes will continue to comprise small groups taught by literacy and numeracy specialists, with an emphasis on direct instruction.
- A small Year 10 "Access" class will be created to provide targeted support in literacy and numeracy for students identified as at risk and who seek focused work readiness skills and training.
- Intervention strategies will be developed to maximise the number of students to pass OLNA in Rounds 1 and 2 of Year 10, 2020.
- The school's commitment to the continued development of high-impact pedagogy will be retained through participation in the Fogarty EDVance Program of professional support.
- Academic extension programs will be maintained in English, Humanities and Social Sciences, Mathematics and Science to meet the needs of the academically most capable students.
- The school will retain the fundamental principles established in 2017 of:
 - a rigorous core instructional program;
 - expanded learning opportunities through curriculum enrichment and co-curricular programs; and
 - a network of agency and community support.

Target 4: Transition of Students from Year 6 to Year 7

Measured by:

- Annual school-based Year 7 student survey

In Term 1, 2019, 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 what worked well in 2019 and also served to inform planning for the 2020 Year 7 transition program.

As shown in the transition survey results (see p13), Year 7 students reported a positive experience of their transition to high school in 10 of the 12 areas surveyed, with greater than 80% agreement/ strong agreement with these items. The two lowest scoring items related to developing students' organisational skills. Of note, an encouraging 93% of the 2019 Year 7 cohort reported no problems making new friends: addressing the topics of 'making friends' and 'friendship' was a focus of the programs for Transition Day (held on Saturday 20 October 2018) and Orientation Week (2019), as a response to feedback about this survey item on the Year 7 2018 student survey results.

The pastoral care program also maintained a focus on proactive social behaviour, including student safety online. Programs and strategies included:

- developing understandings of bullying through the Health Education curriculum and Home Room program;
- protective behaviours education run through the school's Home Room and Health Education programs;
- Home Room sessions to develop understandings of "The Harrisdale Way" framework that describes the school's expected values and behaviours; and
- a program on support agencies and services available to young adults in their local community including e-safety education.



At Transition Day 2018, Year 6 students were welcomed to high school by their Year 7 Coordinator.

PRIORITY: SUCCESS FOR ALL STUDENTS

Results of Year 7 2019 Transition-to-High School Survey (Term 1, 2019)

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Overall I am very happy with my transition from Primary School to Harrisdale SHS.	47%	49%	2%	2%
2. I have had NO problems using my timetable.	59%	30%	8%	2%
3. I have had NO problems with getting to class on time.	54%	36%	10%	0%
4. I have had NO problems with bullying.	59%	25%	12%	4%
5. I have had NO problems with completing my homework.	41%	39%	15%	5%
6. I have had NO problems with making new friends.	60%	33%	5%	2%
7. I have found my diary very useful.	34%	34%	24%	8%
8. I feel that if I had any problems I could find someone to help me.	37%	44%	14%	5%
9. The Transition Day held at Harrisdale SHS last year was a valuable day and helped with my transition.	39%	42%	11%	8%
10. Orientation Week was valuable and helped with my transition.	48%	37%	11%	4%
11. Home Room is valuable and helps with my school life.	46%	40%	7%	7%
12. I have had no difficulties with the classwork in my subjects.	43%	43%	12%	2%



PRIORITY: SUCCESS FOR ALL STUDENTS

2019 Orientation Program

A comprehensive orientation program run over the first three days of Term 1 inducted Year 7 students into learning about the four pillars of *The Harrisdale Way*: respect, responsibility, care and excellence. During this time, students in Year 8 revisited *The Harrisdale Way*, set goals for the year ahead and participated in a mini Olympics, helping to build team spirit, cohesion and positive attitudes. Year 9 students participated in the inaugural *I-prepare* camp to develop further their skills to take on new challenges, work effectively in teams, and set and attain goals, as part of the students' preparation for academic and career planning in 2020.

"New student morning tea" events were held to support the transition of students who enrolled in the course of the school year.

"I feel like I have already made a connection with new friends and have made a really good start to school at Harrisdale." (Year 8)

"I feel like I am achieving at a higher level in all of my classes already." (Year 9)



2019 begins at Harrisdale Senior High School

PRIORITY: SUCCESS FOR ALL STUDENTS

Target 5: Build on students’ and parents’ perceptions about the quality of the Harrisdale SHS schooling experience for students.

In 2019, measured by:

- Classroom Climate Questionnaire (CCQ) results
- Supplementary Data: *2019 School Climate Survey* results

2019 School Climate Survey Results

As part of the School’s participation in the Fogarty EDVance School Improvement Program, in 2019 students across Years 7-to-9 completed the “Tell Them From Me” (TTFM) survey. The survey gathered student feedback about their schooling experience, linked to important student outcomes, and compared school results with the TTFM Norm taken from a large “like” student survey group in Australia and North America. Key survey findings about Harrisdale SHS students’ perceptions are provided in the following table:

STUDENT OUTCOMES	SCHOOL CLIMATE	School Mean	TTFM Norm
Students with positive relationships	Students have friends at school they can trust and who encourage them to make positive choices.	83% (2018: 85%)	75 (2018: 74%)
Student participation in extra-curricular activities	Percentage of students with a high rate of participation in extracurricular activities.	49% (2018: 54%)	47 (2018: 47%)
Students that value schooling outcomes	Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.	81% (2018: 89%)	80 (2018: 83%)
Students with positive behaviour at school	Students that do not get in trouble at school for disruptive or inappropriate behaviour.	93% (2018: 91%)	87 (2018: 87%)
Intellectual engagement composite	Students are intellectually engaged and find learning interesting, relevant and enjoyable.	70% (2018: 78%)	56 (2018: 60%)
Effective learning time	Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.	73% (2018: 76%)	67 (2018: 68)
Feel safe attending school	Students feel safe at school as well as going to and from school.	54% (2018: 63%)	64 (2018: 64)
Positive learning climate	Students understand there are clear rules and expectations for classroom behaviour.	66% (2018: 69%)	60 (2018: 61)
Students planning to finish Year 12	Students plan to finish high school.	68% (2018: 70%)	80 (2018: 80)
Students planning to go to university	Students plan to attend university.	56% (2018: 54%)	67 (2018: 68)

PRIORITY: SUCCESS FOR ALL STUDENTS

School Response to Survey Findings

The survey findings that students self-report appropriate behaviour, enjoy good relationships with peers, value schooling outcomes, have positive relationships at school, and are intellectually engaged and taught well are encouraging.

The survey item concerned with student perceptions of safety while to/from as well as at school, was explored by a workshop and questionnaire involving 100 Year 9 students, conducted by the Principal in 2019. Students' feedback did not support the finding of feeling unsafe while at school and the Year 7 transition survey also did not identify an issue with students' sense of personal safety. The result may therefore have been the survey's point-in-time response near the start of the school year when large numbers of Year 7 and other new students first commence at Harrisdale SHS. The issue will continue to be explored in 2020.

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 and motivate students.

In 2019, key interventions and initiatives to build students' aspirations included:

- a Year 9, three-day, live-in *I-prepare* Camp at Woodman Point during Orientation Week, to enhance the students' schooling experience, build team-work and a sense of belonging, develop problem solving skills and the ability to meet new challenges, develop resiliency skills, and support curriculum and post-school pathways planning;
- all Year 9 students attending the Careers Expo at the Perth Convention Centre, with both lead-in and follow-up activities run as part of their Home Room program;
- implementation of the Department of Education's Careers and Pathway Planning program for Year 9 students to complement the Years 7 and 8 components of the program in Home Room;
- opening opportunities for Year 9 students to participate in the hands-on Try-a-Trade program to learn more about apprenticeships

in trades such as plumbing, bricklaying, carpentry and painting, and to obtain their 'White Card';

- continuation of the Year 8 Electives Expo introduced in 2018, involving information sessions for students and a curriculum pathways information evening for their parents, to guide subject selections for Year 9 (and beyond);
- providing the opportunity for students in Years 8 and 9 to attend the Australia Day Council (WA) *Inspiring Australians Student Forum*, held at UWA. Participating students heard presentations by Dr Craig Challen SC OAM, Australian of the Year 2019 and Noelle Martin, Young Australian of the Year 2019. The excursion included a tour of the campus led by UWA student ambassadors, where our students were given insights into graduate and post-graduate courses and facilities; and
- extension programs and Murdoch University links described in the Mathematics and Science sections of this report.

The comparatively low level of student aspiration for secondary school completion and a university pathway will continue to be a focus in school planning as the first cohorts of students commence senior school studies of WACE from 2021 on.



PRIORITY: SUCCESS FOR ALL STUDENTS

ENGAGING FAMILIES IN STUDENTS' SCHOOLING

Year 7 2020 Parent Information Evening

A well-attended Parent Information Evening held in May, 2019 signified the commencement of enrolments for Year 7, 2020. This event was complemented by a second information session for parents during their children's transition day in October, and with a session in December for parents of children who enrolled later in the year.

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.

Parent Teacher Interviews

To accommodate the large number of students enrolled in 2019, two Parent-Teacher interview evenings were held in May.

Curriculum Pathways Information Evening for Parents of Year 8 Students

It was standing room only at the July parent information evening on the topic of curriculum pathways to prepare students for their studies from school to work, training, apprenticeships or university. At the same time the Year 8 students' "Electives Expo" enabled them to learn more about increasingly specialised fields of study commencing in Year 9.

Gifted and Talented Secondary Selective Academic Program Information Evening

The Department of Education's presentation on Gifted and Talented Programs attracted more than 260 families. The forum also provided an opportunity for the Principal to outline the vision and planning for Harrisdale SHS's academic program commencing with a Year 7 intake in 2021.

2019 Art Exhibition

While the weather caused cancellation of the 2019 Evening with the Arts outdoor music, dance and drama performances, the school's annual art exhibition attracted more than 300 family and community members.

Online Safety Parent Workshop

Paul Litherland, cyber-safety expert and presenter at Harrisdale SHS student information forums, ran a workshop on ways that parents can support their children's safety online, with particular emphasis on social media.

School Tours

Well subscribed school tours were conducted for interested family and community members to view the school's magnificent facilities and provide information about programs and services.



PRIORITY: SUCCESS FOR ALL STUDENTS

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 2019

The Founders' Assembly held at the start 2020 provided the venue for celebrating the achievements of our Year 7 to Year 9 students in 2019, and for welcoming the fourth Year 7 student cohort to their new high school. Award recipients were acknowledged in front of an audience of 1262 peers as well as school staff, families, and other special guests. (Individual award recipients are listed in this report.)

Award Recipients

While Semester 1, 2019, 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 students in Years 7, 8 and 9 for 2019.

The Founders' Assembly celebrated a strong 2019 school year.



PRIORITY: SUCCESS FOR ALL STUDENTS



PRIORITY: SUCCESS FOR ALL STUDENTS

EXPANDED LEARNING OPPORTUNITIES

In 2019 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.



2019 CLUBS – ENCOURAGING STUDENT ENGAGEMENT:

- AFL 9-A-side
- Athletics Club
- Basketball Club
- Breakfast Club
- Bush Rangers
- Coding Club
- Creative Writing
- Dance
- Debating
- Drama
- Duke of Edinburgh's Award
- Edible Garden
- Fitness Club
- Futsal Soccer Club
- Getaway Room/Dungeon and Dragons
- Humanities Homework Hub
- Interact Club
- Maths Homework Hub
- Media Club
- Science Club
- Volleyball



PRIORITY: SUCCESS FOR ALL STUDENTS

MATHEMATICS

Mathematics STEM Tour to Singapore and India

In July 2019, 16 Harrisdale SHS students joined peers from Perth Modern School for the inaugural STEM Tour.



Australian Mathematics Competition

Of the 105 Harrisdale SHS students who participated in the challenging and highly competitive 2019 Australian Mathematics Competition, two students were awarded Certificates of High Distinction and 17 students attained Certificates of Distinction.



Have Sum Fun Online Mathematics Competition

In the Term 2 *Have Sum Fun Online* mathematics competition, Harrisdale's Year 9 team finished fourth out of 70 teams across Australia, only 1.4 marks behind the team that placed third; and our Year 8 team finished sixth out of 70 teams, missing out on being ranked in the top five by a mere 0.2 mark.



STEM at MURDOCH PROGRAM

A group of Year 9 students immersed in the STEM@Murdoch Mathematics, Science and Engineering program.



PRIORITY: SUCCESS FOR ALL STUDENTS

HUMANITIES AND SOCIAL SCIENCES

National History Challenge



Harrisdale SHS achieved outstanding results in the 2019 National History Challenge, winning the Australia-wide Year 7 category of the Challenge, and three 'silver' awards at the State level of the Year 8 and Year 9 competition.

National winners - a Year 7 team comprising Gabriel Eing, Rhylee Hand, Gladson Sam and Ansh Siddhpura - were awarded the Young Historian Gold for their website on the Eureka Rebellion. The team received their National award from the Minister for Education, The Hon Dan Tehan at a ceremony held in Canberra on December 2, 2019.

At State level, Taryn Hugo (Year 8) was awarded Young Historian Silver in the Women's History category for her virtual museum on World War Two and the Empowerment of Work for Women.

Also at State level, Chloe Porter (Year 8) was named Young Historian Silver in the category of People Power for her work on Bob Hawke. Of special note, Chloe initiated contact with Blanche d'Alpuget, Bob Hawke's widow, to obtain primary source material to include in her entry.

The third State Level Young Historian Silver award winner was a Year 9 student's entry on Winston Churchill.

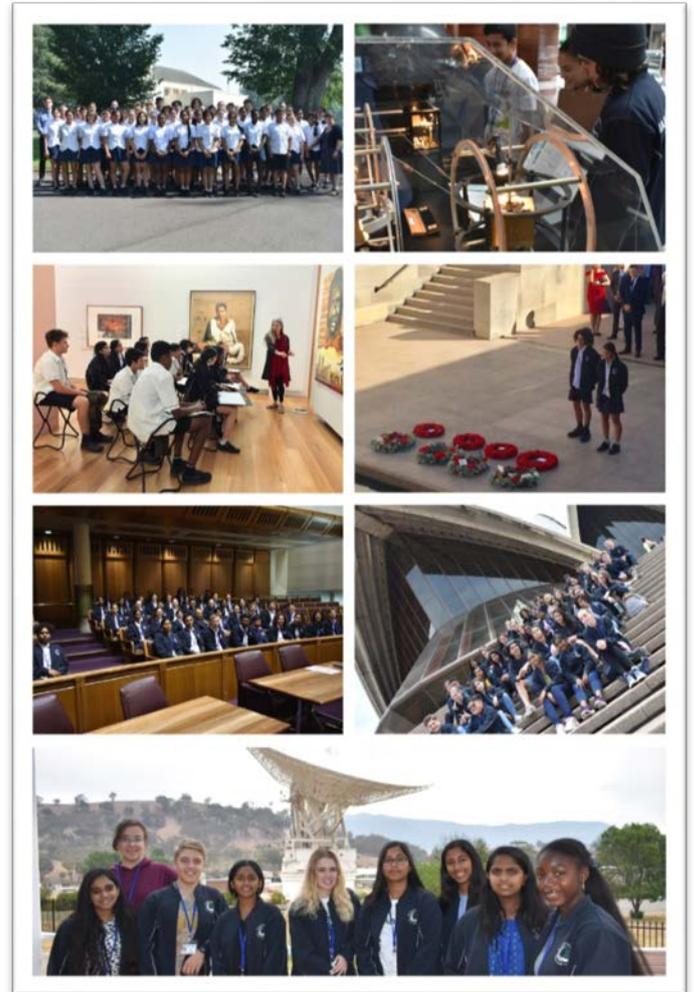


National Geography Challenge

In the top 5% of students competing in the challenge, Harrisdale SHS students attained 10 High Distinctions; and in the top 10%, 28 Distinctions were attained.

HASS Sydney Canberra Tour 24-30 November

The opportunity to participate in Harrisdale SHS's inaugural Sydney Canberra Tour was taken up by 46 students. The tour focused on developing students' knowledge and understandings of civics and citizenship, Australian history, culture and Australia's contributions to science and technologies.



LANGUAGES

French Background student Kalei Parianen won two first prizes in the prestigious Alliance Francaise competition in the Year 9 categories of the poetry recital and the written examination.

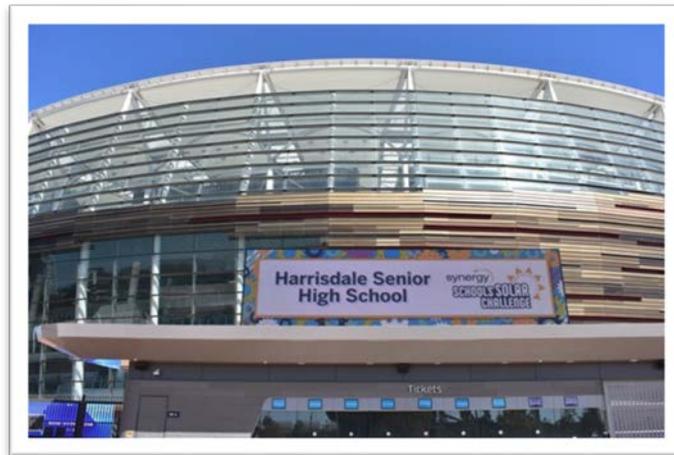


PRIORITY: SUCCESS FOR ALL STUDENTS

SCIENCE

Murdoch University Link

In December 2019, Year 8 Science Extension students visited Murdoch University for a series of STEM workshops run by Murdoch Outreach. The event included a tour of the university to raise the students' awareness of programs, facilities and life as a university student.



Solar Car Challenge

In 2019, Harrisdale SHS made its first foray into the Solar Car Challenge. Notably, a Year 8 team comprising Ankur Kanada, Harry Luan, Sina Michel, Yasmin North, Soham Parikh, Brendan Rayner and Alen Vinoji, made their way through to the State finals of the competition.

Scitech Link

In November 2019, Year 7 Science Extension students engaged in information sessions and activities linked to Scitech's "Science Fiction, Science Future" and "Rio Tinto Innovation Centre" exhibitions.



PRIORITY: SUCCESS FOR ALL STUDENTS

PHYSICAL EDUCATION

Inter-House Swimming Carnival

In 2019, the Year 7 swimming carnival focused on 'having a go', having fun, building team and school spirit, and encouraging healthy competition. The combined Year 8-9 carnival provided more competitive swimmers the opportunity to participate in a higher level of inter-House rivalry.

Year 7 Champions:

Year 7 Champion Boy: Lucas Martingego

Year 7 Champion Girl: Indi Boylson

Year 7 Runner Up Boy: Jack Parkinson

Year 7 Runner Up Girl: Hope Hodgson



Year 8 Champions:

Year 8 Champion Boy: Heath Baker

Year 8 Champion Girl: Lucy Garner

Year 9 Champion Boy: Christo Swart

Year 9 Champion Girl: Hayley Lewis



PRIORITY: SUCCESS FOR ALL STUDENTS

2019 Volleyball WA Schools Cup

Harrisdale SHS's fledgling volleyball program achieved remarkable results in 2019. At the Volleyball WA Schools Cup, our teams won 36 of their 37 divisional games. Overall team results were:

Year 7 Girls: Grand Final Gold B Division

Year 9 Girls: Grand Final Gold B Division

Year 8 Boys: Grand Final Gold B Division

Year 9 Boys: Grand Final Gold B Division

Year 8 Girls: Grand Final Silver B Division



Volleyball WA Schools Beach Cup

Harrisdale SHS entered nine teams in the Volleyball WA *Alcohol, Think Again* Junior High School Beach Volleyball Cup. Four of the teams contested the finals. The results were highly creditable.

Results:

- Year 7 Girls A Division: Silver
- Year 8 Girls Division A: Silver
- Year 9 Boys: Silver



PRIORITY: SUCCESS FOR ALL STUDENTS

Interschool Athletics

For the third consecutive year, in 2019 Harrisdale SHS's Athletics Squad did their school and themselves proud at the interschool athletics competition held at Challenge Stadium. In 2019, the school team comprised athletes from Years 7 to 9. Of the 92 track and field events entered, our athletes placed first, second or third in 91 events in which they competed in the *Inters* held at the Challenge Stadium

Harrisdale was well represented in the list of Champion Athletes:

- Year 7 Champion Boy:Bobby Nuchsiri
- Year 7 Champion Runner-up Girl:Sethumi Ilandarage
- Year 8 Champion Girl:Grace McMahon
- Year 8 Champion Runner-up Girl:Imogen Greig
- Year 9 Champion Boy:Blake Bickle
- Year 9 Champion Girl:Nadya Browne
- Year 9 Champion Runner-up Girl:Brooke Mortimer



PRIORITY: SUCCESS FOR ALL STUDENTS

THE ARTS

Visual Arts – Canning Arts Awards

Harrisdale SHS's first entry into the Awards led to pleasing results: Year 8 student Hasna Nurfadhilah won the Youth – Mixed Media category; Year 9 student Elizabeth Cheav won the Youth 3D Sculpture/Textile category of the Canning Arts Awards; and Year 9 student Jye Sinclair was awarded the prize for *People's Choice*. South of the Swan Dance Festival

Year 9 Dance students performed at the 2019 festival held at Octagon Theatre, UWA.

YOHFest

Students from Harrisdale SHS's Dance and Drama clubs performed at the annual YOHFest event held at the Mandurah Performing Arts Centre.



Art and Fashion Design Exhibition

The school's annual community art exhibition held in December showcased the artwork of students in the Year 7 and Year 8 visual arts 'taster course' and of Year 9 students studying the visual arts elective program. Garments created by Year 9 Fashion Design students were also displayed.



Music Showcase

Harrisdale Senior High School's third annual Music Showcase was held in December. 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 Music Festival

Adjudicators rated Harrisdale SHS's concert band and guitar ensemble performances at the 2019 WA schools' music festivals as *excellent*. This external assessment of our fledgling music program provided a highly encouraging validation of the direction the school is taking to develop an exceptional classical music program.



Year 8-9 Art Excursion

Year 8 and 9 students with a special interest in Visual Arts participated in workshops and a tour of the Art Gallery WA.



PRIORITY: SUCCESS FOR ALL STUDENTS

YOUNG LEADERS PROGRAM

Students were enthusiastic to take up authentic leadership development opportunities open to them in 2019, such as:

- the election of student councillors for each of Years 7, 8 and 9, representing all Home Rooms in HARRISDALE SHS's four Houses;
- Year 7 students volunteering to assist as Transition Leaders in the primary-to-secondary school transition day held on Saturday 20 October, 2018;
- 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; and
- a student councillors' leadership skills development day.



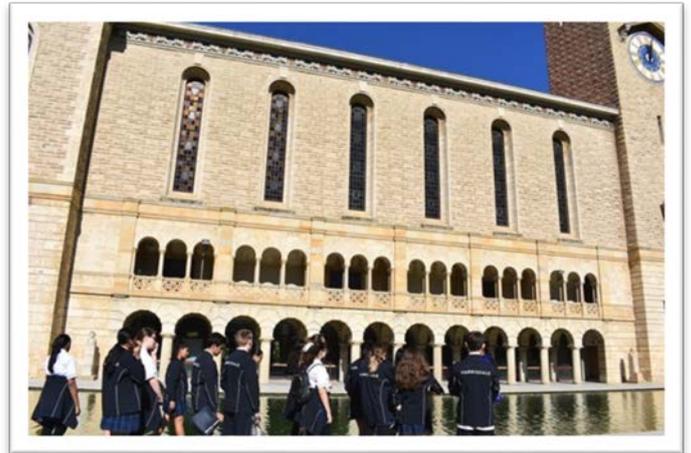
Year 7 2020 Transition Day



Student Councillor Leadership Day

Inspiring Australians Student Forum

Building students' aspirations for tertiary education is one of our school's goals. Fifty Year 8 and Year 9 students attended the Inspiring Australians Student Forum at UWA, featuring Australian of the Year and Young Australian of the Year. The excursion included a tour of the university campus.



PRIORITY: SUCCESS FOR ALL STUDENTS

2019 Student Councillors

YEAR 7	YEAR 8
Taylah York	Phoebe Law
Sebastian Lim	Joshua Lubbe
Ffion Richards	Shareef Lawrence
Themis Pinto	Ella Barrett
Amy Killoh	Georgia Brandis
Samo Peiris	Shaun Pearson
Musqan Shajahan	Tayla Hill
Tanvi Misra	Jarrood Hui
Dylan Claassens	Sina Michael
Cade Martinez	Yasmin North
Nathaniel de Marchi	Campbell Darr
Denver Needle	Jaden Martinez

YEAR 9	
Rachel Watson	Josh Sutherland
Misri Patel	Bailey Hart
Kalei Parianen	Rhea Monga
Yoshna Naidoo	Elizabeth Cheav
Shubham Joshi	Natalie Chelvan
Byron Davies	Alex Coe

Interact Club

A group of caring and community-minded students across Years 7 to 9 continued the good work of Harrisdale Senior High School's Interact Club. Notably, Interact members ran the school's Breakfast Club twice each week, providing almost 3,000 breakfasts with the generous donor assistance of Foodbank, Mr and Ms McEniery, Mr and Ms Drummond, Ms Roe, Bakers Delight Harrisdale, Woolworths Harrisdale and school staff.

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



RYPEN (Rotary Youth Program of Enrichment)



In 2019, six Year 9 students participated in weekend live-in seminars to develop awareness of their place in society and their social responsibility. This leadership development opportunity was sponsored by Rotary Club of Southern District (that also sponsors our Interact Club and Rotary Club of Cockburn).



PRIORITY: SUCCESS FOR ALL STUDENTS

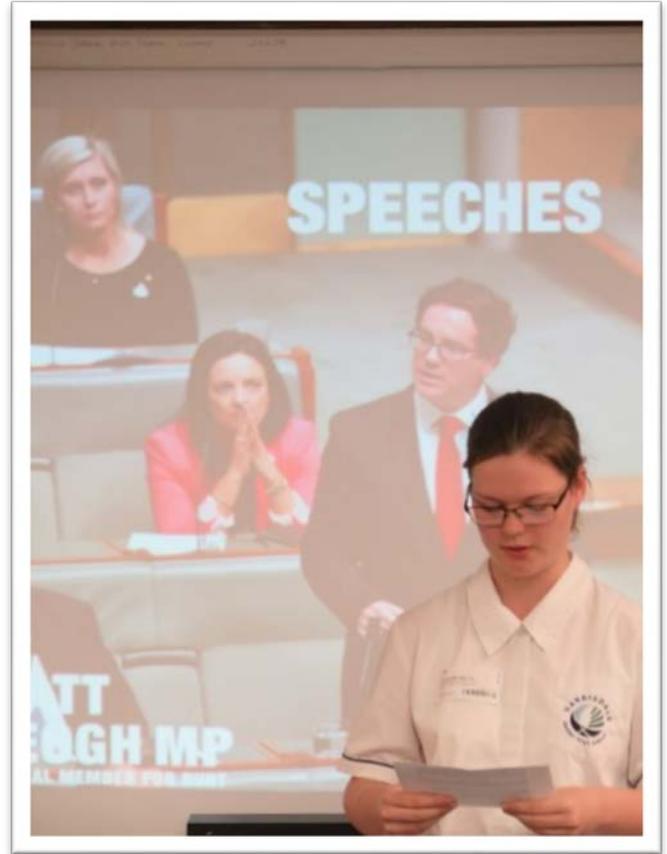
ANZAC 2019 Commemorative Service

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.



Burt Youth Leadership Forum

Charlotte Menck (Year 9) ably represented Harrisdale Senior High School at the annual Burt Youth Leadership Forum to discuss young people's needs in the local and wider communities.



Armistice Day Commemorated on 11 November



PRIORITY: SUCCESS FOR ALL STUDENTS

Bush Rangers Cadets

Running for its third 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 was a highlight in their calendar.



PRIORITY: SUCCESS FOR ALL STUDENTS

COMPREHENSIVE STUDENT SUPPORT 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 2019 this team comprised an Associate Principal, Year Coordinators for Year 7, 8 and 9, a Community School Nurse, a School Psychologist, and School Chaplain.

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; while Phase 2 (Years 9 and 10) focuses on "I-prepare" programs to develop students' aspirations, awareness of curriculum and career pathways, and personal qualities such as resilience and civic responsibility. Our House System, Home Room program, clubs, socials and carnivals in 2019 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 and Interact
- 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 2019 involved 20 minutes of Home Room each day including House assemblies each week or fortnight. Emphases of the program included:

- 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.
- Activities to teach and promote the values embedded in *The Harrisdale Way* and the behaviours and attitudes to support a positive learning and teaching environment.

Student Health and Wellbeing

Student health and wellbeing were key emphases of services delivered by the school psychologist, chaplain and nurse. In addition to the provision of individual student counselling, a range of support groups and programs were provided to address identified areas of need including anxiety, mental health, self-care and peer relationships.



PRIORITY: SUCCESS FOR ALL STUDENTS

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



Motivational speaker Jonathan Beninca made a compelling presentation to our Year 9 cohort about the impacts of choices in his personal life. His talk focused on developing and accepting self-responsibility for one's actions.



As part of the Year 7 student services day, our school chaplain organised for 'IZRA' the resilience and leadership workshops company to present on the topic of emotional intelligence, self-awareness and empathy.

NAIDOC Week

A highlight of NAIDOC Week was performances by the Moorditj Mob and the Goran Liyarn dancers.



PUBLIC SPEAKING

Inter-School Debating

In the 2019 South Metropolitan Secondary Public School interschool debating competition, Harrisdale's Year 9 team came first and our Year 7 team placed equal first.



PRIORITY: QUALITY TEACHING AND EFFECTIVE LEADERSHIP

STAFF PROFILE

Staff Numbers 2019

STAFF	FULL TIME EQUIVALENT
Teaching Staff	56.4
Non-teaching staff	18.2
TOTAL	74.6

Harrisdale Senior High School's teaching staff engaged in more than 90 hours' professional learning and school planning in 2019. The programs focused on:

- establishing a school culture that fosters excellence in learning and teaching;
- staff induction;
- building the school's positive learning environment;
- effective classroom management skills;
- the 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 2019 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.

Classroom Climate Questionnaire (CCQ): using the students' voice to enhance the classroom learning environment

In 2019, 20 teachers implemented Curtin University's teacher professional learning strategy, the Classroom Climate Questionnaire (CCQ). The CCQ involved a comprehensive online survey to gather data about the classroom learning environment from the students' perspective. Teachers used their students' feedback for self-reflection, sharing with colleagues and developing intervention strategies in aspects of the classroom learning environment they wanted to strengthen further. The survey was readministered post-intervention to examine whether students perceived the learning environment differently. An analysis of the CCQ Report for 2019 was prepared by Dr David Henderson (Curtin University and facilitator of the school's CCQ program). The analysis outlined positive and encouraging findings in both the raw figures for the pre-test and the in the pre-test/post-test increases. Interestingly, while gender differences were not great, overall males perceived their learning environment more positively than females.



Organisational Health Index (OHI) (McKinsey)

Staff participated in the McKinsey survey of Organisational Health in 2018 and 2019 as part of the school's involvement in the Fogarty EDVance School Improvement Program. The comprehensive online survey gathered feedback about the key outcomes of a productive, healthy organisation. In 2019, Harrisdale SHS remained in the top decile of a global benchmark based on data from 878 organisations, and results reflected a highly focused, productive and

PRIORITY: QUALITY TEACHING AND EFFECTIVE LEADERSHIP

purposeful workforce. The 2019 survey outcome profile, below, outlines:

- the percentage of respondents who selected 'often' or 'almost always' for the practices associated with each outcome; and
- the two highest rated practices for each outcome.

Outcome and Practices

Direction (90%): business partnerships, competitive insights

Leadership (92%): authoritative, challenging

Work environment (91%): operationally disciplined, open and trusting

Capabilities (90%): process based capabilities, talent acquisition

Motivation (90%): meaningful values, inspirational leaders

Coordination and control (88%): professional standards, financial management

Innovation and learning (84%): capturing external ideas, bottom-up innovation

Accountability (83%): role clarity, personal ownership.

The OHI results reflect very positively on Harrisdale SHS as an organisation that aligns vision and practices toward the attainment of its goals and intended outcomes.

PRIORITY: STRONG GOVERNANCE AND SUPPORT

The role of the school leadership and corporate services team in 2019 was to build and maintain the best possible environment for learning and teaching at Harrisdale SHS. This involved:

- providing the school board with half-yearly school performance reports on school and student academic performance, attendance, behaviour and students at risk;
- conducting a series of four workshops with all staff to comprehensively review the school's first three-year plan and to make recommendations about the 2020-2023 Business Plan to the school board;
- the recruitment of quality teaching and support staff and provision of induction and training programs;
- ensuring business processes reflected due

diligence, effective risk management, accountability, and prudent management of the many competing demands on a new school's budget.

Indicators of Strong Governance and Support in 2019

- The school board held four meetings and also conducted business online to monitor and review the school's strategic directions. School board policy review in 2019 included Positive Learning Environment policy, Contributions and Charges, and Visitors to the School.
- The Principal conducted an online election for the position of Parent member to fill the vacancy created with the expiry of incumbent's term of office.
- The Principal conducted a school board induction for the new Parent member.
- The school finance committee met six times for school financial planning, monitoring and review. Committee membership included the P&C Treasurer.
- Corporate Services ensured nimble, targeted support in response to emerging needs. Examples included increase in 2.0 FTE Education Assistants to support students at educational risk, and increase from part-time to full-time school psychologist, school chaplain and school community health nurse support.
- Retention of high rate of Contributions and Charges.

Figures at a glance

- 2019 collection rates for Contributions 90.06%, Charges 90.70%, Other Optional Costs 99.74%
- 2019 School Budget: \$9,849,325.00
- Hire of Facility Revenue and Commissions totalling \$67,981 transferred to a dedicated fund toward the purchase of a school bus
- \$200,000 allocated to installation of CCTV for 2020
- \$125,000 allocated to the AV upgrade in the Sports Hall in 2020

PRIORITY: STRONG GOVERNANCE AND SUPPORT

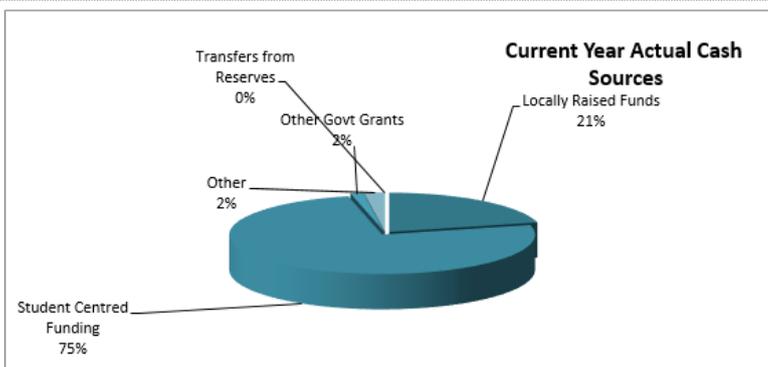
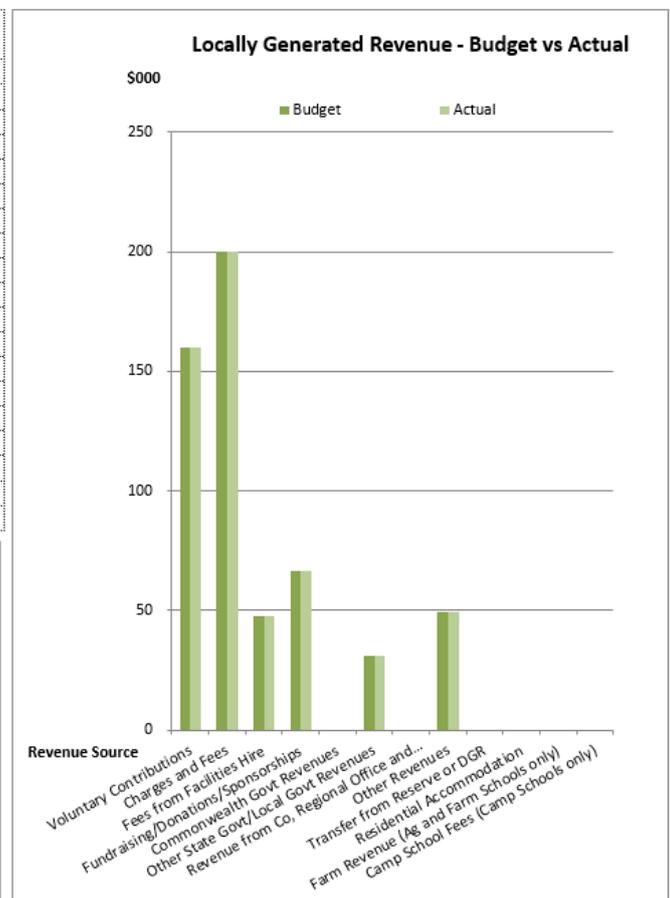
Public Private Partnership (PPP) School

Harrisdale Senior High School belongs to a group of eight PPP schools; that is, public schools that are designed, built, financed and maintained by private industry over a 25-year period, on a Government lease-back arrangement, 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 was completed in December 2019, and was 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 building 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. In 2019 the school payment for services provided under the PPP arrangement was \$387,514.00.

HARRISDALE SENIOR HIGH SCHOOL FINANCIAL SUMMARY AS AT 31 DECEMBER

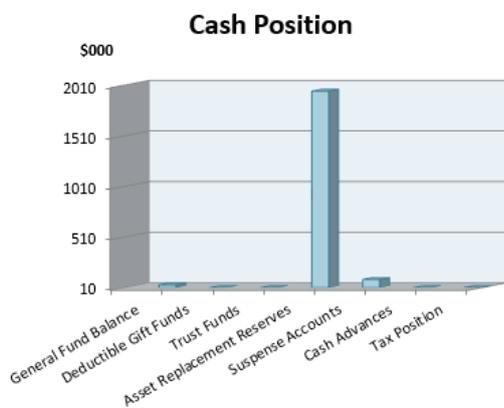
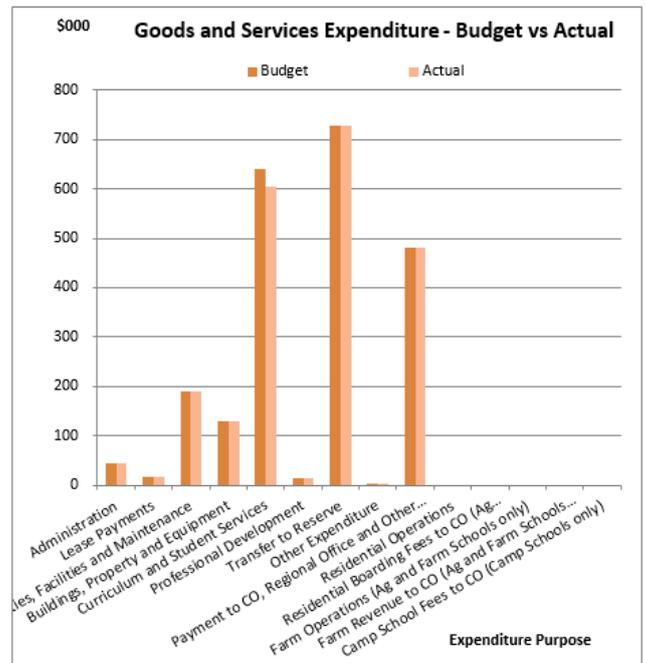
Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 159,622.00	\$ 159,621.65
2 Charges and Fees	\$ 200,113.00	\$ 200,113.08
3 Fees from Facilities Hire	\$ 47,500.00	\$ 47,499.89
4 Fundraising/Donations/Sponsorships	\$ 66,409.00	\$ 66,408.00
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 30,753.00	\$ 30,753.25
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 49,476.00	\$ 49,477.13
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 553,873.00	\$ 553,873.00
Opening Balance	\$ 1.00	\$ 0.98
Student Centred Funding	\$ 1,691,040.00	\$ 1,691,039.60
Total Cash Funds Available	\$ 2,244,914.00	\$ 2,244,913.58
Total Salary Allocation	\$ 10,728,092.00	\$ 10,728,092.00
Total Funds Available	\$ 12,973,006.00	\$ 12,973,005.58



PRIORITY: STRONG GOVERNANCE AND SUPPORT

HARRISDALE SENIOR HIGH SCHOOL FINANCIAL SUMMARY AS AT 31 DECEMBER

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 43,732.00	\$ 43,731.24
2	Lease Payments	\$ 16,940.00	\$ 16,940.32
3	Utilities, Facilities and Maintenance	\$ 189,887.00	\$ 189,886.26
4	Buildings, Property and Equipment	\$ 129,065.00	\$ 129,064.81
5	Curriculum and Student Services	\$ 640,062.01	\$ 603,318.49
6	Professional Development	\$ 14,532.00	\$ 14,531.41
7	Transfer to Reserve	\$ 727,232.00	\$ 727,232.00
8	Other Expenditure	\$ 3,520.14	\$ 3,283.74
9	Payment to CO, Regional Office and Other Schools	\$ 479,944.00	\$ 479,943.74
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	\$ 2,244,914.15	\$ 2,207,932.01
	Total Forecast Salary Expenditure	\$ 7,287,686.00	\$ 7,287,686.00
	Total Expenditure	\$ 9,532,600.15	\$ 9,495,618.01
	Cash Budget Variance	\$ (0.15)	



Cash Position as at:	
Bank Balance	\$ 2,068,769.73
Made up of:	-
1 General Fund Balance	\$ 36,981.57
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,950,299.95
5 Suspense Accounts	\$ 90,218.21
6 Cash Advances	\$ -
7 Tax Position	\$ (8,730.00)
Total Bank Balance	\$ 2,068,769.73

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.

In 2019, the School Board participated in:

- monitoring the Harrisdale Senior High School Delivery and Performance Agreement;
- endorsing and reviewing the school business plan, budget and policies as required;
- monitoring the school's performance; and
- endorsing the 2018 annual school report.

Chairperson

Mr Alan Rumsley

Principal

Mrs Leila Bothams

Community Member and Deputy Chairperson

Mr Greg Walkington

Staff Member

Ms Angie Thomas

Community Members

Dr Lorraine Hammond

Ms Denise Lane

Mr Badhar Vattekkattayil

Ms Jody Whalan

Ms Vanessa Woodington

Parent Member

Mr Viju Baby

PRIORITY: SUCCESS FOR ALL STUDENTS

2019 YEAR 9 AWARD RECIPIENTS:

DILIGENCE	Mikayla Mason Ryley Lane
CITIZENSHIP	Shubham Joshi
ALL ROUNDER	Vanessa Infante
SPORTS PERSON	Hayley Lewis

SUBJECT	
Arts - Art	Escher Roe
Arts - Fashion	Kamalpreet Preet
Arts - Drama	Escher Roe
Arts - Dance	Monique Rayner
Arts - Music	Vanessa Infante
Arts - Media	Yoshna Naidoo
Metal Engineering	Kyla Jarrett
Woodwork	Bailey Hart
Building and Construction	Joshua Sutherland
Technical Drawing	Malesha Jayaratne
Digital Imaging	Vanessa Infante
Electronics and Robotics	Rachel Watson
Coding	Joshua
Food Technologies	Charlotte Menck
French	Liya Sherin
Health Education	Megan Riadi
Physical Education	Nadya Browne
Health and Sport Science	John Prakash
English	Sonia Shah
Humanities & Social Sciences	Sonia Shah
Future Citizen	Manikkavalli Subramanian
Mathematics	Megan Riadi
Science	Jaival Bodalwala

HIGH ACHIEVEMENT	Nadya Browne Amber Harding Dhia Hasan Kalei Parianen Joshua Sutherland
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EXCELLENCE	Primandrya Ayuningtyas Jaival Bodalwala Keenan Enrilsen Vanessa Infante Raina Law Sonia Shah Manikkavalli Subramanian Tamanna Jaswal Malesha Jayaratne
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	Melvin Madappallyil Yoshna Naidoo Megan Riadi Escher Roe Liya Sherin Ronjames Clyde Sunogan
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PROXIME ASSESSIT DUX (RUNNER UP)	Keenan Enrilsen
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DUX	Sonia Shah
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2019 YEAR 8 AWARD RECIPIENTS:

DILIGENCE	Gedrick Braceros Aaditya Kakoty
CITIZENSHIP	Taryn Hugo
ALL ROUNDER	Jarrold Hui
SPORTS PERSON	Zhiyang Tan

SUBJECT	
Arts - Visual Art	Jessica Rachmat
Arts - Dance	Bahar Walia
Arts - Music	Jullianne Betita
Design & Technologies - Electronics	Hasna Nurfadhilah
Design & Technologies	Karl Rowe
Digital Technologies	Crystal Hanham
Food Technologies	Jarrold Hui
French	Diyana Abeynayake
Health Education	Kirsten Gucilatar
Physical Education	Caylen Crook
English	Disha Dokhe
Humanities and Social Sciences	Benita Bino
Humanities and Social Sciences	Hasna Nurfadhilah
Mathematics	Diyana Abeynayake
Science	Diyana Abeynayake

HIGH ACHIEVEMENT	Lois Abraham Heath Barker Eryl Basilio Chelsea Chan Prajakta Dasadiya Lucy Garner Izzabella Infante Anudi Jayakody Arachchige Nandini Katipelli Saphna Kodisbaran
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PRIORITY: SUCCESS FOR ALL STUDENTS

Angeline Lau
Mervin Madappallyil
Samruddhi Mohite
Soham Parikh
Brendan Rayner
Haydn Ricketts
Sinon Shine
Jake Webber
Lei Zhang

EXCELLENCE	Kirsten Gucilar
Taryn Hugo	
Khai Jheun Lu	
Hannah Lyckholm	
Adriel Mederic	
Hasna Nurfadhilah	
Jessica Rachmat	
Diyana Abeynayake	
Jullianne Betita	
Benita Bino	
Keerthana Binu	
Disha Dokhe	
Jarrood Hui	
Sandra Jogy	
Aleena Joshy	
Ankur Kanada	
Amanda Lee	
Amelie Miller	
Elizabeth Poh	
Dilakna Rathnajeewa	
Tarlesha Reeves	
Jonah Sajimon	
Zhiyang Tan	
Bahar Walia	

PROXIME ASSESSIT DUX (RUNNER UP)	Diyana Abeynayake
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DUX	Hasna Nurfadhilah
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2019 YEAR 7 AWARD RECIPIENTS:

DILIGENCE	Timothy Rivera Paige Kennedy
CITIZENSHIP	Harbal Kaur
ALL ROUNDER	Keanu Niemack
SPORTS PERSON	Natasha Entwistle

SUBJECT	
Arts - Visual Art	Emashi De Silva
Arts - Drama	Stefi Joseph
Arts - Music	Suzanna Poh
Arts - Media	Jingan Dong

Design & Technologies	Thi (Anh) Nguyen
Digital Technologies	Emashi De Silva
Food Technologies	Monica Morgan
French	Harbal Kaur
Health Education	Charlton Wee
Physical Education	Josiah Edwards
English	Sudiksha Prabhu
Humanities & Social Sciences	Harbal Kaur
Mathematics	Divsidak Kaur
Science	Emashi De Silva
HIGH ACHIEVEMENT	Leen Almur
Shruthi Arun	
Benson Bino	
Dhruvin Bodalwala	
John Benedic Coquilla	
Minuki Dassanayake	
Francheska Dulay	
Amy Killoh	
Mico Magnaye	
Stephanie Ng'ang'a	
Thi Nguyen	
Sudi Prabhu	
Riya Thomas	
Nicole Townsend	
Liana Viju	
Charlton Wee	

EXCELLENCE	Nathaniel de Marchi
Jingan Dong	
Zhen Dian Eing	
Sethumi Ilandarage	
Thidasi Lihiniyakumara	
Taylah York	
Elana Anil	
Emashi De Silva	
Stefi Joseph	
Harbal Kaur	
Keithlin Lapuz	
Samrath Laroyia	
Umairah Mohamed	
Izaludeen Khan	
Sai Nivedan	
Eshika Sangwan	
Krish Shah	
Sophia Shah	
Subha Subramanian	
Lufei Wan	

PROXIME ASSESSIT DUX (RUNNER UP)	Jingan Dong
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DUX	Zhen Dian Eing
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Address: 1 Laverton Crescent, Harrisdale, WA 6112

Telephone: 08 9397 8000

Email: harrisdale.shs@education.wa.edu.au

Web: www.harrisdaleshs.wa.edu.au

Facebook: www.facebook.com/HarrisdaleSHS