



# Harrisdale Senior High School 2020 School Report

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

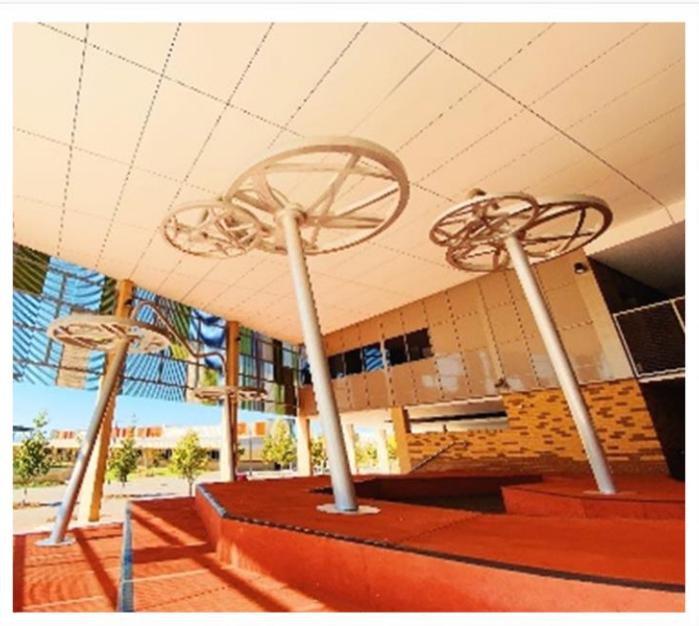


# HARRISDALE SENIOR HIGH SCHOOL'S INSPIRING ARTWORKS



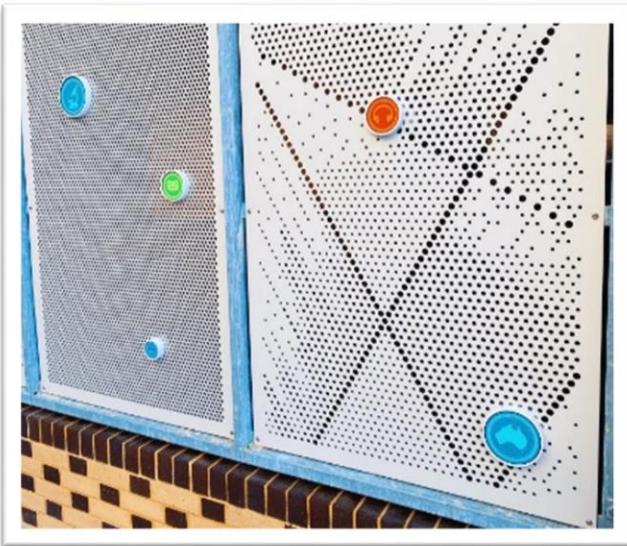
## *Forward Thinking*

The large-scale sculpture relays imagery of the growing mind, from the inner facial profile of a young adolescent to the outer profile. Looking outward and in different directions, the young individual develops from a child in to an adult, helped on this journey through the process of learning and critical thinking.



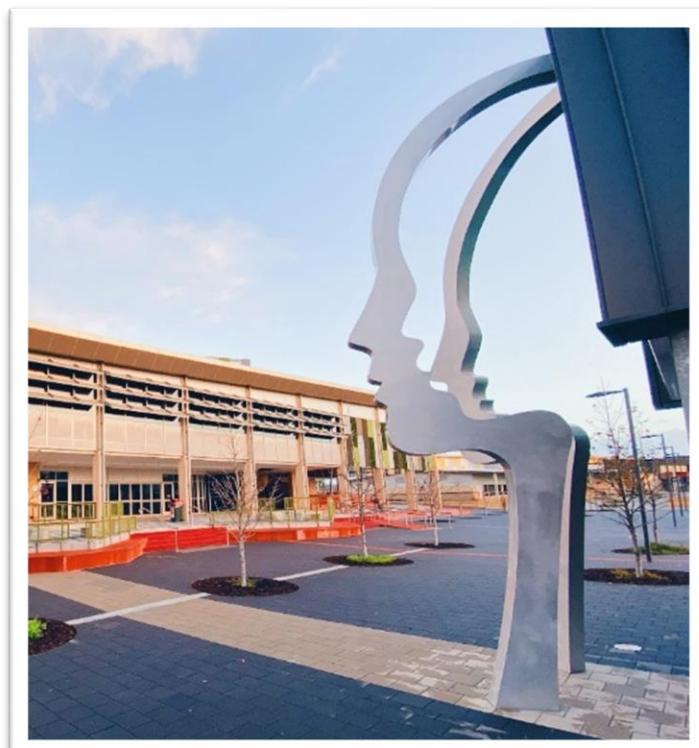
## *Pathways of the Mind*

Located in the undercroft area, the sculpture *Pathways of the Mind* is inspired by the networks of the brain and the synaptic processes of its neurons. The artwork abstractly represents the inner workings and the connected pathways of the mind. The patterns emphasise key trigger spots linked through neurotransmitters igniting different parts of the brain.



## *A Sense of Purpose*

This is a series of icons scattered across the external screen of the school near the main entrance. These represent the choices students make on their way through different learning pathways. A network of learning areas offers the students different study opportunities and experiences: from the academic to the purely practical, from the cerebral to the tactile, engaging both the left and right brain hemispheres.



## *Clear Perception*

The same profile as *Forward Thinking* is repeated in *Clear Perception*, symbolising the inner workings of the mind, and the physical and mental growth of the students as they look forward and outward in new directions.

## INTRODUCTION

2020 will forever be recalled as a year of significant challenges and changed circumstances for many members of the Harrisdale Senior High School (SHS) community because of COVID-19.

The school responded positively, effectively and nimbly to the State government's lockdown and requirements for managing the pandemic. Our staff's focus was to maintain continuity of teaching and learning programs and support for all students. We were enabled by our early adoption, in 2017, of our school-wide pedagogy, our bring your own device (BYOD) program, and the use of Connect to provide students with 24/7 online access to lessons. These strategies eased our students' transition to remote learning and helped ensure the continuity of school support services for them.

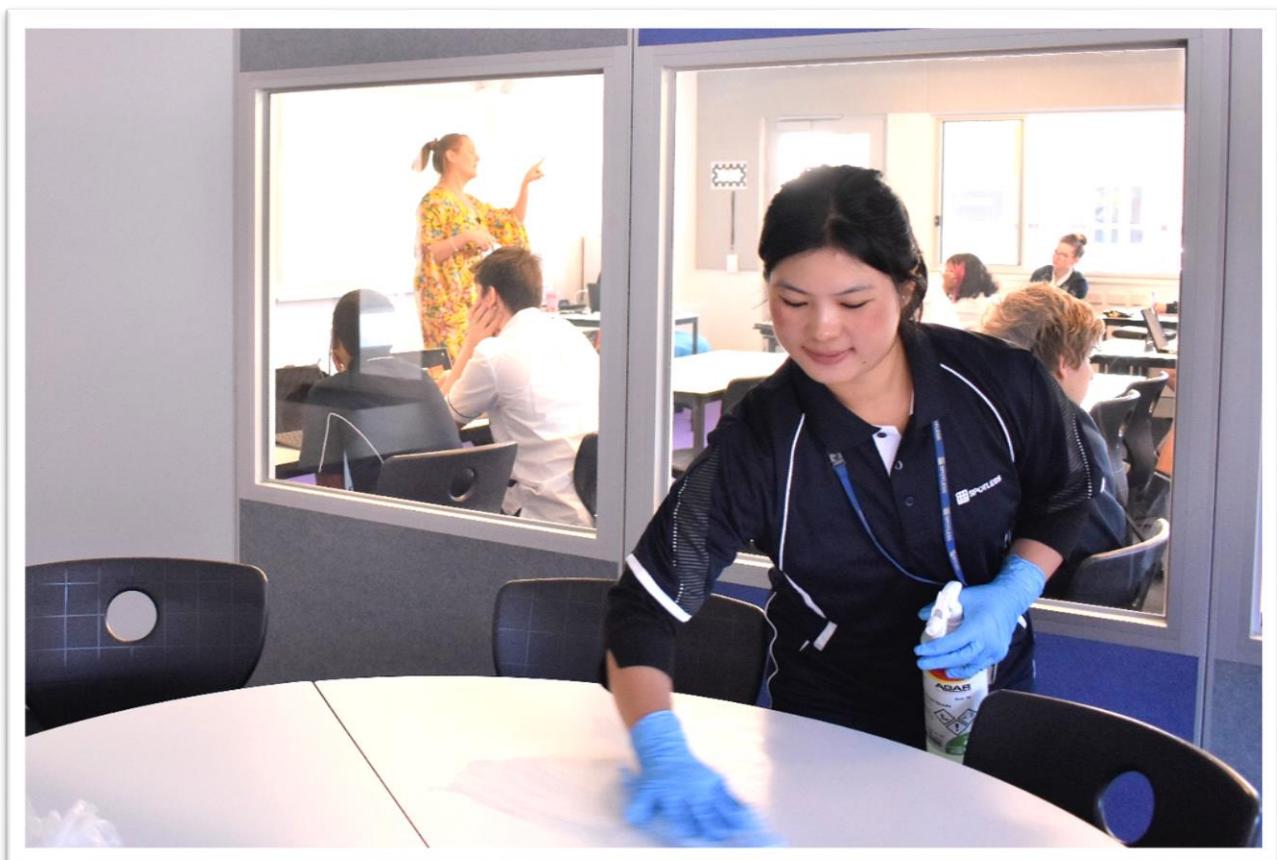
When face-to-face teaching resumed, students resumed school routines quickly.

Students demonstrated a mature and responsible response to the unique challenges of 2020, and a remarkable ability to remain focused on their studies both at school and online. They achieved well: academically, in sports, in their cultural pursuits, and in their engagement in co-curricular programs and service clubs. I thank Harrisdale SHS's staff and families for supporting and encouraging their students to achieve to the best of their ability in 2020.

Harrisdale SHS's fourth annual report provides families and members of the community with an overview of the school and key areas of performance in the context of an extraordinary 2020 school year. In so doing, the report also outlines progress in the first year of the 2020-2023 Business Plan.

I am pleased to present the 2020 School Report for Harrisdale Senior High School.

Mrs Leila Bothams  
*Principal*



*Quality teaching and learning continues amid the COVID-19 environment in 2020*

## 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

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

## OUR PRIORITIES

The strategic direction provided through the 2017-2019 Business Plan created a solid foundation for Harrisdale SHS to become a school of excellence in learning and teaching. The 2017, 2018 and 2019 annual reports describe and analyse the school's performance over this period.

Planning the way forward for the next phase of Harrisdale SHS's development involved the school board, staff, students and parents in ongoing processes to monitor and review school performance. School leadership, teaching and support staff inputs were integral to evidence-based processes to identify what had worked well and what needed further development or change. Four review and planning workshops were held in 2019:

Workshop 1: Our progress: where we are now, and how we got here (April 2019)

Workshop 2: The next phase: where we want to go and why (July 2019)

Workshop 3: What we will do (and how we will know we did it) (October 2019)

Workshop 4: We have a plan: what next? (December 2019)

Our 2020-2023 Business Plan developed through this process. It guides and harnesses the energies of our leaders, staff, students, families and other stakeholders to set the strategic direction for Harrisdale SHS, and describes the key steps involved.

In guiding the work of our school community from 2020 to 2023, the plan builds on Harrisdale SHS's very promising beginning and seeks to embed Harrisdale's reputation as a school of excellence in learning and teaching.

Our Plan is aligned to the Educational Goals for Australian Students<sup>1</sup>:

(1) The Australian education system promotes equity and excellence; and

(2) All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

Our plan adopts five (of six) improvement drivers of the Department of Education (DoE) (WA) plan *Every student, every classroom, every day: Strategic directions for public schools 2020-2024*<sup>2</sup>, as our framework for building a school of excellence within the public-school system:

---

<sup>1</sup> Alice Springs (Mparntwe) Education Declaration (Australian Ministerial Education Council, Dec 2019)

<sup>2</sup> *Every student, every classroom, every day: Strategic directions for public schools 2020-2024* Department of Education (WA)

DoE Improvement Drivers	HSHS Priorities
Provide every student with a pathway to a successful future.	Provide every student with a pathway to a successful future.
Strengthen support for teaching and learning excellence in every classroom.	Continuously strengthen support for teaching and learning excellence in every classroom.
Build the capability of our principals, our teachers and our allied professionals.	Build the capability of our leadership teams, our teachers and our allied professionals.
Support increased autonomy within a connected and unified public school system.	(See Priority #5, below)
Partner with families, communities and agencies to support the educational engagement of every student.	Partner with families, communities and agencies to support the educational engagement of every student.
Use evidence to drive decision-making at all levels of the system.	Strong governance and support within our IPS and PPP contexts.

## 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 SHS's student population increased to 1,258 in 2020. Rapid enrolment growth will occur each year as the school reaches Year 12 in 2022.

## OUR CAMPUS

Harrisdale Senior High School was built in two stages. Stage 1 opened in 2017 with sufficient accommodation for students in Years 7, 8 and 9. In 2020, a milestone was reached with the opening of Stage 2.

Harrisdale's campus has been designed with the young adult learner in mind. It provides 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.



## PRINCIPAL'S SPEECH AT THE OPENING OF HARRISDALE SENIOR HIGH SCHOOL STAGE 2

The swell of community pride at the opening of Harrisdale Senior High School in 2017 is even stronger today. Our school has come a long way in just three years. We've reached important milestones toward our vision to be a school of excellence in learning and teaching. The opening of Stage 2 today represents one of these milestones.

Most immediately, today's event is to open new, impressive facilities. We cannot underestimate the importance of the aesthetic appeal and functionality of a school's design to enhancing the learning environment. However, as we have seen at our new school over the last three years, what matters most is what happens inside our built environment – what we do and achieve within the buildings and outdoor spaces.

At the planning phase, back in 2016, the community set a very clear direction for their new high school: while they sought contemporary facilities, most importantly they wanted their school to be a strong school, to have high standards, to provide for the educational needs of all students, to be an important place in the community. They described a school of excellence.

Three years later we remain true to that direction. The staff, school board and I have not wavered from the ambitious target we set to be a Top 35 school in 2022, because when the many implications of this goal are unpacked, it will provide a clear demonstration that our school is catering for the educational needs of all students. At present, we are working very hard to build and embed the curriculum, and co-curricular and support programs that will enable us to get there. We have some reassuring preliminary indicators of success: academically, in athletics and sports, in music, the arts, technologies, community service and leadership.

Early recognition of, and support for, our goals and capabilities, came with the Minister's announcement of a Department of Education Gifted and Talented Academic Program at Harrisdale

Senior High School commencing in 2021. The announcement signified broad community, Department of Education and State government confidence in the school's capacity to deliver. Imagine how wonderful it will be when this young pocket of the south-east metropolitan area is widely recognised as a hub of educational excellence! I am encouraged and delighted with the high level of initial interest parents have shown in selecting Harrisdale as the school of choice for their child's Gifted and Talented Academic program in 2021.

Harrisdale's built environment has helped shape our vision and mission. A clear example is the government's percent for art scheme as part of our Stage 1 build: students, staff, community and visitors can't help but notice the bold sculptures reminding us that education provides young people a pathway to a positive, optimistic future. Stage 1 has inspired and motivated us. Stage 2, opened by the Premier today, provides state-of-the-art visual and performing arts spaces; mathematics, English and languages buildings; provision for the delivery of hospitality courses and a STEM centre; and additional sports and passive recreation amenities. Harrisdale Senior High School now has a complete built environment that supports us to achieve our vision and goals.

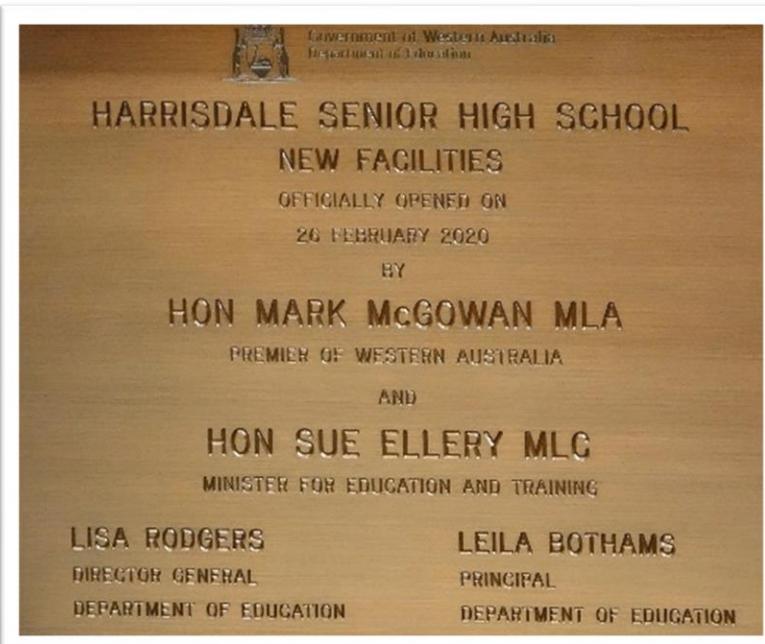
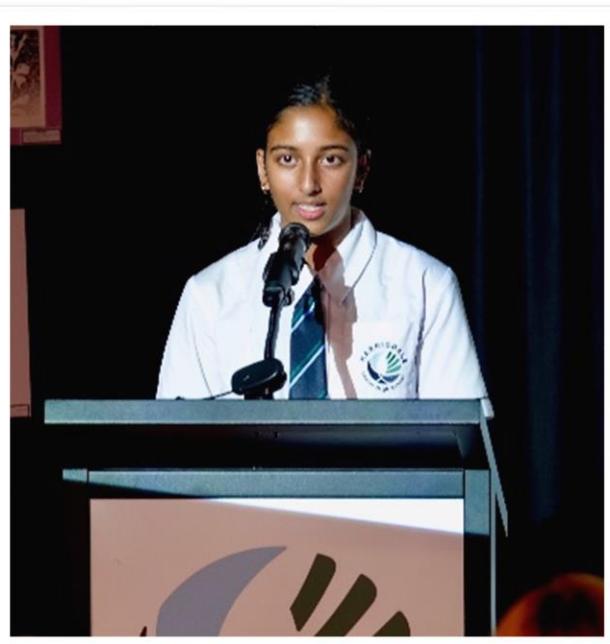
Our staff, foundation students and the two cohorts that have followed, have laid strong footings for our school. Overwhelmingly, our students are focused, responsible young adults who want to achieve well. Overwhelmingly, our families and wider community are right behind us. Our school board and P&C care deeply about our school and are always encouraging of the staff's efforts. Our teachers and support staff are looking for the best in our students. There's a job to do, we are working very hard and we are embracing the educational challenges facing young people in the twenty-first century. Stage 2 completes Harrisdale's permanent built learning environment and is a vital enabler in our collective community endeavour to make our school a school of excellence.

Mrs Leila Bothams

Principal

26 February 2020







**LEILA BOTHAMS,  
PRINCIPAL, RESPONDS TO  
QUESTIONS FROM THE  
YEAR 10 STUDENT  
COUNCILLORS AT THE END  
OF HARRISDALE SENIOR  
HIGH SCHOOL'S FOURTH YEAR OF  
OPERATION.**

***How have you prepared for the first intake of Year 11 students in 2021?***

One of the biggest challenges in 2020 was to prepare for the introduction of Western Australian Certificate of Education (WACE) courses in 2021. The goal was to put in place a suite of ATAR, general and vocational programs that can strengthen our students' competitiveness for post-school options. It's important to note, however, that our planning had started in 2016 prior to the school opening, when our staff met to set academic targets and lower school pathways for students. We complemented these with lots of co-curricular clubs, tutoring support, extension and enrichment activities, and pastoral care and homeroom programs that included an emphasis on career planning and initiatives such as Try-a-Trade. Our planning has been focused, deliberate, over four years.

Despite Covid-19 hampering our timeline, in 2020 we placed a big emphasis on pathway planning and information sessions for Year 10s, we prepared handbooks and course materials, held information evenings for parents, and provided students with clear, individual course counselling. At the end of the 2020 school year, I feel we were as well prepared for Year 11, 2021 as we could be.

***What specialisations are you looking for in the teachers you hire over the next two years?***

Over the next two years, as we become a fully Year 7-to-12 senior high school, teacher recruitment will continue as a major focus for us. We will maintain our strategy to recruit teachers who are subject specialists, who are passionate about teaching, and who share our school community's goals and values. I am in awe of the dedication of our current teaching and support staff; and the positive ways in which students respond to them, make me confident about our recruitment process.

***What preparations have you put in place for the first Gifted and Talented intake in 2021? Do you foresee a change in the school dynamics with Gifted and Talented education being introduced?***

We've planned our program to be very special. Clearly it meets Education Department requirements of an academically selective gifted and talented program, but it will also be unique to Harrisdale SHS. It will be rigorous, vibrant, utilise the latest technologies and emphasise creativity, real-world problem solving, arts appreciation and an ethos of service. In other words, while it's about academic achievement and STEM, it's also so much more – it's about developing highly capable, positive and optimistic young adults and world citizens.

I have no doubt that Harrisdale's Gifted and Talented Academic Program will add to the wonderful vibrancy and diversity of our school.

***Do you plan to offer any new subjects or co-curricular activities in 2021 and beyond?***

Our co-curricular program is forever evolving. New clubs are coming on board each year – in 2020, our staff voluntarily ran 26 clubs for students. The range was huge – for example, service clubs, e-sports, chess, debating, lots of sports clubs, fitness, recreational, horticulture, a club to just chill out, homework and tutoring – and more! In 2021 I expect to see even more provision for study and tutoring programs to cater for upper-school students' needs. Indicators are that over the course of 2021 we will have delivered 35-or-so co-curricular activities. That's astonishing!

A particularly noteworthy development this year is students taking leadership of some clubs, like the e-sports and breakfast clubs. In 2021 we plan to expand student ownership of programs. Handing these over to students will build their sense of belonging and connection to the school – and the peer mentoring and positive role modelling are invaluable.

In 2021, you will see exciting developments in STEM and the Arts related clubs – such as the opening of a STEM space where students are encouraged to dream, create, innovate, collaborate. You will see our industry standard sound and recording studio opened up to student podcasting, live recordings and broadcasting. These are tremendously exciting initiatives.

***What would you like to see achieved when the first intake of students graduate in 2022?***

First and foremost, I want to feel confident that every student graduating in 2022 has been offered a pathway to a successful future. The indicators to date are very

promising: we are delivering ATAR courses that will optimise students' tertiary entrance results and, hence, broaden their options of university courses; we are offering a broad range of General courses matched to students' interests and aptitudes; and the take-up of our Vocational and Education and Training (VET) pathway has well and truly exceeded our expectations. The sculpture at the school entrance reflects my aspiration for you, our Year 12 Class of 2022: young adults who look confidently and optimistically to the future as they leave school on their new exciting pathway to the world of work, training or higher education.

Each subsequent cohort is larger and so our suite of ATAR and General courses will broaden for Year 11, 2022. VET will continue to be very popular. We will continue to provide students and parents with up-to-date information about academic and vocational pathways, and our course counselling will continue to provide good guidance based on a student's past performance and their potential. Our lower-secondary school curriculum, co-curricular, homeroom and careers programs will continue to provide the building blocks that set students up for success.

Into the future, I fully expect to be reading of Harrisdale alumni's significant contributions to fields such engineering, science, business, education, medicine, entrepreneurship, the arts and public life.

***What is your favourite thing about Harrisdale SHS?***

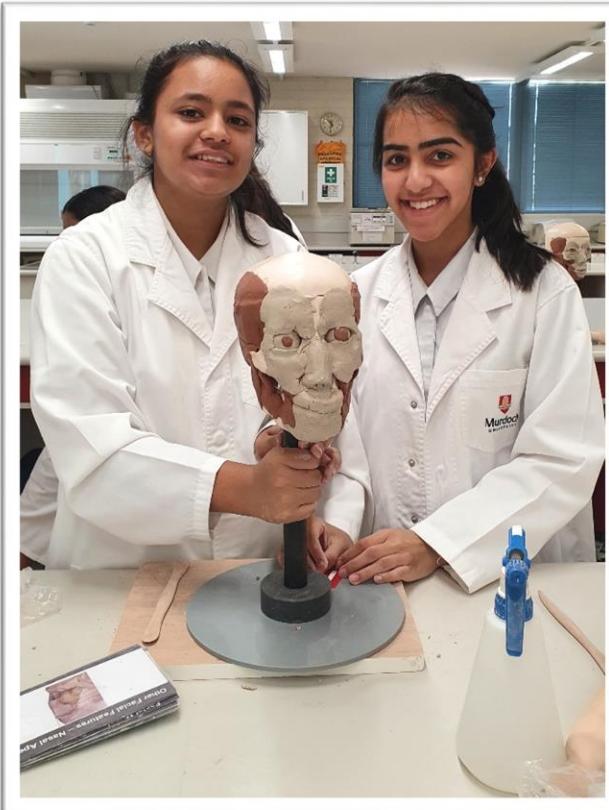
The positivity of the students stands out most of all. I try to spend 70 percent of every day out-and-about the school, so I have a good feel for what is going on. And every day I see the overwhelming majority of students in classes and at clubs engaging well, wanting to do well. I see them interacting respectfully with their peers and staff both in and out of class, and with a smile and a readiness to be helpful. Those qualities speak volumes about their positive attitudes to education, about their supportive families, and about the dedicated teaching and non-teaching staff at this school. It's uplifting.

***What are you most excited for in the next phase of Harrisdale SHS?***

Harrisdale SHS students are very capable and can achieve whatever they turn their minds to. Over the next phase, as the school community sees the 2020-2023 Business Plan implemented, I believe the school community will see Harrisdale students achieve great things.



*Gifted and Talented Presentation Evening*



*STEM at Murdoch University*



*Try-A-Trade Automotive*

## ENROLMENTS

Student Profile:

Semester 2	2017	2018	2019	2020
Lower Secondary	213	506	879	1258
Upper Secondary	n/a	n/a	n/a	n/a
Total	213	506	879	1258

In February 2020, 358 Year 7 students enrolled from 55 different government and non-government primary schools, including enrolments from interstate and overseas. The total enrolment was 1258 students across Years 7 to 10.

understanding, the goal of academic success is measured by the following achievement targets:

## ATTENDANCE

### Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2017	93.8%	87.8%
2018	93.8%	87.6%
2019	92.1%	86.8%
2020	See note	

Note: Attendance data is not provided for 2020 because of the impacts of COVID-19.



## ACADEMIC PERFORMANCE IN 2020

Harrisdale Senior High School's 2020-2023 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

## TARGET 1 – LITERACY AND NUMERACY

The school will demonstrate value adding to performance in NAPLAN from Year 7 (2017, 2019, 2021) to Year 9 (2019, 2021, 2023) for the stable cohort.

## TARGET 2 – LITERACY AND NUMERACY

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

## TARGET 3 – LITERACY AND NUMERACY

(i) Results in Year 9 NAPLAN will demonstrate greater improvement by our students than students in WA schools.

(ii) NAPLAN domains will show performance above the expected school mean for the stable cohort.

## TARGET 4 – ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)

The percentage of students needing to sit one or more of the OLNA in Year 10 will decrease annually.



Select categories:

Selected school    Students with the same starting score and similar background (i)    All Australian students

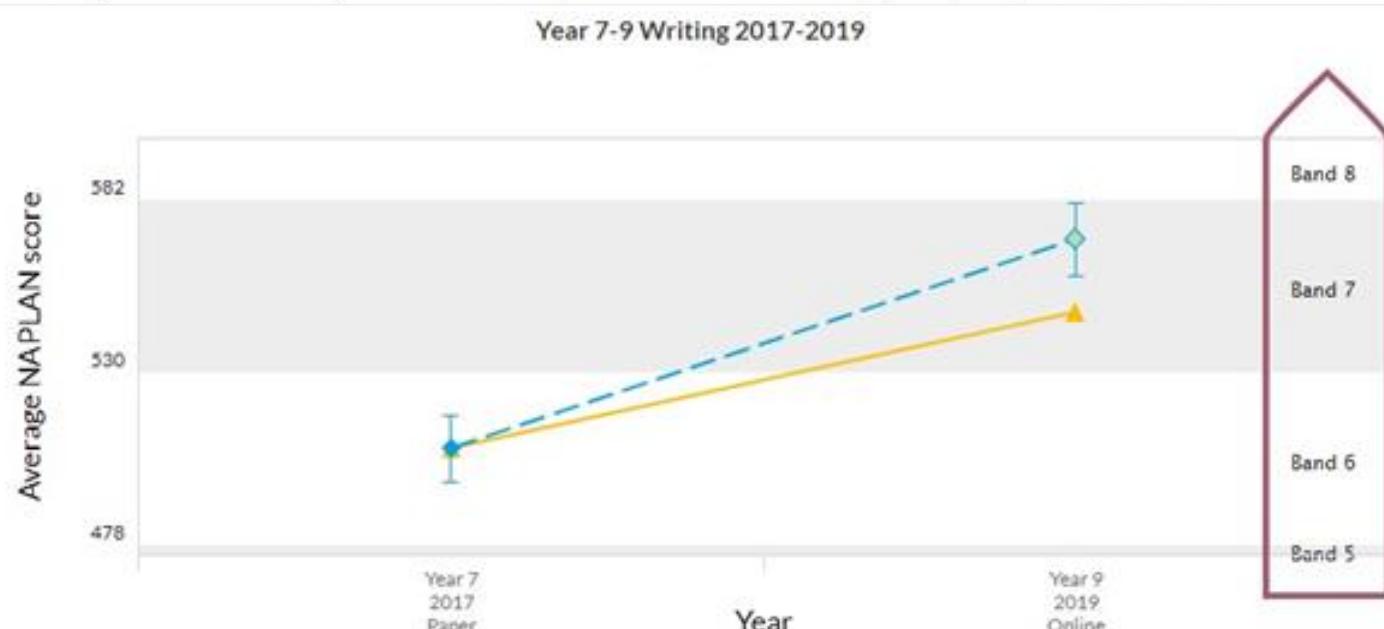
Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 77%



Select categories:

Selected school    Students with the same starting score and similar background (i)    All Australian students

Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 77%



Select categories:

Selected school    Students with the same starting score and similar background (i)    All Australian students

Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 76%

## NAPLAN PERFORMANCE SUMMARY

In 2020, education ministers decided that NAPLAN testing would not proceed due to the COVID-19 pandemic. While NAPLAN was not conducted, we provide an additional form of reporting on the progress of our students from Year 7 2017 to Year 9 2019, published on the Myschool webpage. This information supplements data provided in the school's 2017 and 2019 annual reports. It compares the progress of Harrisdale SHS's Year 7, 2017 cohort with Australian students with the same starting score and similar background. We provide this information in our 2020 School Report as another indicator of school effectiveness and value adding at Harrisdale SHS.

Each year that NAPLAN is conducted, Harrisdale SHS uses student performance information in the national 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).

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

The progress of Harrisdale SHS students from Years 7 to 9 published on Myschool is encouraging, as Harrisdale students demonstrated above average progress in Reading, Writing and Numeracy compared with students with the same NAPLAN starting score and similar background.

Previously, our 2019 School Report noted that 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).

## ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

In 2020, all Year 9 students in WA sat the OLNA in lieu of NAPLAN, and Year 10 students who had not prequalified in the 2019 NAPLAN were required to sit their respective OLNA reading, writing or numeracy assessments.

The results, shown in the table below, indicate that in 2020 at Harrisdale SHS:

- Year 9 students performed well compared with like schools; and
- Year 10 students demonstrated good progress in reading and writing compared to like schools, while performance in numeracy was not as strong as in like schools.

OLNA Academic Performance				
School	Year	Reading Pass %	Writing Pass %	Numeracy Pass %
Harrisdale SHS	9	86.0	85.6	76.3
Like Schools	9	80.5	76.9	73.0
Harrisdale SHS	10	87.1	87.8	78.4
Like Schools	10	88.4	84.6	84.5

*OLNA qualifications as at the end of Round 2, 2020*

*Year 9 and Year 10 OLNA PASS RATE (%) IN 2020*

*All Year 9 students, as well as Year 10 students who had not previously qualified, sat OLNA in 2020.*



## NAPLAN and OLNA: SCHOOL RESPONSE

Harrisdale SHS's response to school performance in the 2019 NAPLAN and 2020 OLNA:

- In 2021, the school will retain the school-wide pedagogy of explicit and direct instruction introduced in 2017, for all students in Years 7, 8 and 9. Evidence of the extent to which this strategy 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. Heads of Learning Areas will determine the teaching methodologies for Year 10 and Year 11.
- 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 retained to deliver targeted support in literacy and numeracy for students identified as at risk and to provide students with focused work readiness skills and training.
- Intervention strategies applied in 2020 will be reviewed in order to optimise the number of students to pass OLNA in Rounds 1 and 2 of Year 10 and Year 11, 2021.
- The school's commitment to the continued development of high-impact pedagogy will be retained through participation in the Fogarty EDVance Alumni Program of professional support.
- Academic extension programs will be continued in Years 8-to-10 English, Humanities and Social Sciences, Mathematics and Science to meet the needs of the academically most capable students. With the exception of the Gifted and Talented Academic Program cohort, Year 7 students will not be academically streamed in the first semester of their transition to high school.
- NAPLAN, OLNA and Year 10 examination results will continue to guide course counselling processes for students' selections of WACE pathways (ATAR, General and VET).
- 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 for students.



## TARGET 5:

### TRANSITION OF STUDENTS FROM YEAR 6 TO YEAR 7

Measured by:

- Annual school-based Year 7 student survey

In Term 1, 2020, 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 2020 and also served to inform planning for the 2021 Year 7 transition program.

As shown in the transition survey results (page 15) Year 7 students reported a very positive experience of their transition to high school in 11 of the 12 areas surveyed, with greater than 80% agreement/strong agreement with these items. The lowest scoring item, while still reflecting a sound 70% agreement, related to use of a diary to develop organisational skills. Of particular note, students reported 94% agreement with the survey item that they experienced no problems making new friends: addressing the topics of 'making friends' and 'friendship' was a focus of the programs for Transition Day (held over a Saturday in 2019) and Orientation Week (2020), in response to previous Year 7 survey results. (The 2017 and 2018 Year 7 cohorts had reported comparatively low 51% and 64% agreement, respectively, with this item.) Also noteworthy, Year 7 students reported very high satisfaction levels of greater than 90% with their transition and adjustment to high school.

Harrisdale SHS places a strong emphasis on a smooth transition to high school for its Year 7 cohorts through its academic, homeroom, pastoral care and co-curricular programs. An indicator of the school's responsiveness to student feedback is that the 2020 Year 7 cohort responded more positively to all 12 survey items than any previous Year 7 cohort.

The 2020 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 values and expected behaviours both at school and in the community; and
- Information about support agencies and services available to young adults in their local community including e-safety education.



Year 7 Parent Information Evening



Year 6 to 7 Transition Day

## RESULTS OF YEAR 7 2020 TRANSITION-TO-HIGH SCHOOL SURVEY

(Term 1, 2020 and Term1, 2019 Comparison)

Question		Strongly Agree	Agree	Disagree	Strongly Disagree
1. Overall I am very happy with my transition from Primary School to Harrisdale SHS.	2019	47%	49%	2%	2%
	2020	49%	48%	3%	0%
2. I have had NO problems using my timetable.	2019	59%	30%	8%	2%
	2020	69%	26%	6%	0%
3. I have had NO problems with getting to class on time.	2019	54%	36%	10%	0%
	2020	49%	44%	6%	1%
4. I have had NO problems with bullying.	2019	59%	25%	12%	4%
	2020	62%	26%	9%	3%
5. I have had NO problems with completing my homework.	2019	41%	39%	15%	5%
	2020	45%	44%	9%	2%
6. I have had NO problems with making new friends.	2019	60%	33%	5%	2%
	2020	59%	35%	5%	1%
7. I have found my diary very useful.	2019	34%	34%	24%	8%
	2020	42%	28%	18%	12%
8. I feel that if I had any problems I could find someone to help me.	2019	37%	44%	14%	5%
	2020	48%	41%	8%	3%
9. The Transition Day held at Harrisdale SHS last year was a valuable day and helped with my transition.	2019	39%	42%	11%	8%
	2020	51%	33%	12%	4%
10. Orientation Week was valuable and helped with my transition.	2019	48%	37%	11%	4%
	2020	47%	44%	6%	2%
11. Home Room is valuable and helps with my school life.	2019	46%	40%	7%	7%
	2020	50%	44%	4%	2%
12. I have had no difficulties with the classwork in my subjects.	2019	43%	43%	12%	2%
	2020	49%	40%	11%	0%



## 2020 ORIENTATION PROGRAM

A comprehensive orientation program run over the first three days of Term 1 was tailored to the unique needs of each cohort: the program for Year 7 students was built around the themes of friendship, team work and learning about the values and expected behaviours articulated in *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 I-prepare live-in camp to further

develop their capacity to take on new challenges, to work effectively in teams, and to set and attain goals, as part of their preparation for academic and career planning in 2021. Year 10 presented a new focus as it was the school's first year with a Year 10 cohort. Students participated in a careers day program at Murdoch University and a day of facilitated workshops at school that focused on developing skills to optimise success at school and on leading balanced, healthy and happy lives.



## TARGET 6:

# BUILD ON STUDENTS' AND PARENTS' PERCEPTIONS ABOUT THE QUALITY OF THE HARRISDALE SHS SCHOOLING EXPERIENCE FOR STUDENTS.

Measured by:

- National Opinion Survey
- Classroom Climate Questionnaire (CCQ) results
- Supplementary Data: 2020 School Climate Survey results

In 2020, the CCQ program was restricted and the School Climate Survey postponed because of disruptions due to COVID-19. Both initiatives will be re-instituted in 2021 and reported in the 2021 School Report. (The school's 2019 report provides the most recent data and analysis of target attainment.)

## SCHOOL RESPONSE

While Classroom Climate Survey results did not apply to school planning for 2021, Harrisdale SHS continued to build on initiatives implemented in response to previous years' survey findings. As noted in the 2019 School Report, the survey findings included students self-reporting appropriate behaviour, enjoying good relationships with peers, valuing schooling outcomes, having positive relationships at school, and being intellectually engaged and taught well.

The survey item concerned with student perceptions of safety while to/from as well as at school, had been explored in 2019 by a workshop and questionnaire involving 100 Year 9 students, conducted by the Principal. Students' feedback did not support the finding of feeling unsafe while at school and the Year 7 transition surveys in 2019 and 2020 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.

In the 2019 survey, students reported comparatively low expectations they would finish Year 12 (68% compared with norm of 80%). Establishing high expectations, high standards and high aspirations presents 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 2020, key interventions and initiatives to build students' aspirations included:**

- Year 9, overnight I-prepare camps 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 and develop resiliency skills. This was complemented by a 1.5-day school-based program of goal-setting and pathways planning;
- implementation of the Department of Education's Careers and Pathway Planning package for lower-school students through the Home Room program;
- continuation of opportunities for Year 9 and Year 10 students to participate in the hands-on Try-a-Trade program to learn more about apprenticeships and to obtain their 'White Card';
- continuation of the Electives Expo and curriculum planning program, introduced in 2018, to provide information for Year 8 students and their parents and to guide subject selections for Year 9 (and beyond);
- providing the opportunity for students in Years 9 and 10 to attend the Australia Day Council (WA) *Inspiring Australians Student Forum*, held at UWA. Participating students heard presentations by Professor John Newnham AM (a leader in modern obstetrics), Yarlalu Thomas (Medical student and Public Health Fellow in Genetic and Rare Diseases), Suzy Urbaniak (Science educator) and Annie Fogarty (Philanthropist and passionate advocate for education). 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;
- competitions, extension programs and Murdoch University links described in the Mathematics and Science sections of this report;
- WACE information evenings tailored to parents of Year 10 and Year 9 students; and
- individualised WACE course counselling and ATAR, General and VET pathways planning for Year 10 students and their parents.



## PARTNERING WITH FAMILIES IN THEIR CHILDREN'S SCHOOLING

### Year 7 Family Welcome BBQ

The annual Term 1 Year 7 Family Welcome BBQ provided parents and carers a relaxed and informal setting to be given a school tour by their children, and to mingle and meet teachers for the first time.

### Year 7 2021 Parent Information Evening

The Year 7 2021 Parent Information Evening was held later in the school year than usual owing to COVID-19 restrictions.

### Year 11 WACE Information Evenings

Two Year 11 WACE information sessions were held for parents of Year 10 students, followed by sessions for Year 9 students and parents, to prepare families for the introduction of senior secondary school in 2021 and to support curriculum pathway planning and course counselling processes.

### Curriculum Pathways Information Online for Parents of Year 8 Students

Harrisdale SHS's annual information evening on curriculum pathways that prepare students for their studies from Year 9 to work, training, apprenticeships or university, was cancelled due to COVID-19 restrictions and replaced by a comprehensive curriculum handbook. The school maintained the annual Year 8 "Electives Expo" to assist students and parents to make decisions about increasingly specialised fields of study commencing in Year 9.

### Year 7 2021 Gifted and Talented Presentation Evening

In October 2020, the Principal hosted a Presentation Evening for families, to welcome and introduce the school's foundation Year 7 Gifted and Talented Academic Program Class.

### School Board Open Public Meeting and P&C AGM

A back-to-back 2020 School Board Open Public Meeting and P&C AGM was held on 26 February 2020.

### 2020 Arts Festival

A festival of The Arts showcasing a visual art exhibition and media, dance, drama and music performances, was staged over four evenings in December. These events represented the culmination of a year's work across the Arts disciplines and provided our emerging artists with valuable public exhibition and performance opportunities. While Harrisdale SHS's *Evening with The Arts* and Music concert have been annual events, the expanded 2020 festival highlights the rapid growth of the school's quality Arts program.

### School TV

We introduced SchoolTV to provide families ready access to information, advice and guidance from Australia's leading child psychologists and educators, on topics of interest and concern about adolescence and schooling.

### 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.



## Introducing SchoolTV

Supporting Schools  
Empowering Parents

### Celebrating Achievement

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

### Founders' Assembly

The Founders' Assembly held at the start of 2021 celebrated the achievements of our Year 9 and Year 10 students in 2020, and welcomed the fifth Year 7 student cohort to their new high school. Award recipients were publicly acknowledged by Harrisdale SHS's foundation students, their peers, school staff, families, community members and other guests. The honour roll of award recipients is provided on pg 37.

### Year 7 and Year 8 Celebration of Achievement

Founders was followed by a public acknowledgement of Year 7 and Year 8 achievement, service and endeavor in 2020.



2020 Year 8 Dual Dux Recipients



2020 Year 10 Dux



2020 Year 9 Dux



2020 Year 7 Dux



Year 10, 2020 - Diligence, All Rounder, Citizenship & Sports Person Awards



Year 9, 2020 - Diligence, All Rounder, Citizenship & Sports Person Awards



Year 8, 2020 - Diligence, All Rounder, Citizenship & Sports Person Awards



Year 7, 2020 - Diligence, All Rounder, Citizenship & Sports Person Awards

## PROVIDING PATHWAYS TO A SUCCESSFUL FUTURE EXPANDED LEARNING OPPORTUNITIES

In 2020 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.

A total of 26 clubs ran in 2020, giving all students the opportunity to enrich their schooling experience, develop new recreational pursuits, learn new skills and make new friends.

### 2020 CLUBS

#### ENCOURAGING STUDENT ENGAGEMENT:

Badminton Club	Duke of Edinburgh's Award	Interact Club
Basketball Club	Economics Club	Kiwi Club
Breakfast Club	Edible Garden	Mathematics Games Club
Bush Rangers	English Homework Club	Mathematics Homework Hub
Chess Club	Fitness Club	Media Club
Chill Zone	French Club	Netball
Dance	Futsal Soccer Club	Science Club
Debating	Getaway Room/	Volleyball
Drama	Humanities Homework Hub	



## MATHEMATICS



### STEM at Murdoch Program

A group of Year 10 STEM enthusiasts participated in the STEM@Murdoch Club over the Term 3 school holidays. The program included visits to the Murdoch Vet Clinic and hands-on exploration of the state-of-the-art facilities.

Students have now graduated from STEM@Murdoch's lower school program, and will continue their affiliation with Murdoch University, through to Year 12.



### Year 7 and 8 Australian Mathematics Competition



### Australian Mathematics Competition

In 2020, 187 students participated in the highly competitive and challenging Australian Mathematics Competition. Harrisdale SHS results included one student Prize Winner\*, two Certificates of High Distinction and 25 Certificates of Distinction.

\*Notably, Year 8 student Charlton Wee received the Best in School Award as well as being ranked in the top 0.3% in Australia.



### Have Sum Fun Online Mathematics Competition

In Round 1 of the *Have Sum Fun Online* mathematics competition, Harrisdale SHS students placed First at the Year 10, Year 8 and Year 7 levels of the competition. In Round 2, the Year 9 team placed First and the Year 8 team placed third.

## HUMANITIES AND SOCIAL SCIENCES



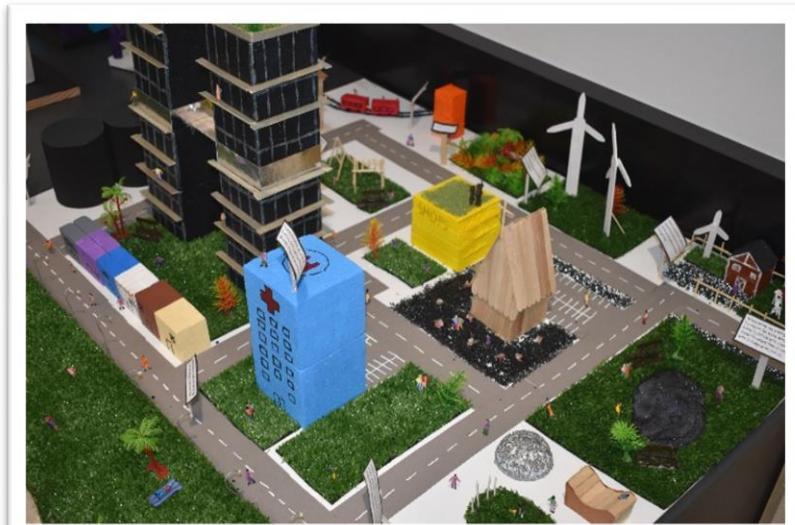
### **National Geography Challenge**

A total of 699 schools entered the competition in 2020. Harrisdale SHS achieved pleasing results: compared to the Australian Schools' averages, in the cognitive domain of Knowing, Year 8s achieved a result of 62.5% compared to 54%; Year 9s achieved 69% compared to 62%; and the Year 10s achieved 76% compared to 64%. Overall, Harrisdale SHS students attained 11 High Distinctions and 16 Distinctions.



### **Year 10 Geography – Future Cities Competition**

Students worked in groups to create a “city of the future” based on sustainable design principles. Students had to consider building design, transportation options, energy consumption, food security, waste, water, housing options and urban design issues and solutions while creating their city. Groups entered 3D models, built cities using Lego, digital designs built with Minecraft, PowerPoints to win prizes.



### **National History Challenge**

The National History Challenge is a research-based competition for students. It gives students a chance to be an historian, researching world history, examining Australia's past, investigating their community or exploring their own roots. It emphasises and rewards quality research, the use of community resources and effective presentation.

29 students from Harrisdale SHS received a Bronze Certificate while two Year 8 students received a Silver Award for their entry:- a website on the Stolen Generation.



## LANGUAGES - FRENCH

French background students Lorena Parianen in Year 7 and Year 8 student Eshika Sangwan are congratulated on winning first place in the prestigious Alliance Française competition for the recital of French poetry.



## SCIENCE AND STEM

The development of a coordinated school-wide strategy for Science, Technologies, Engineering and Mathematics (STEM) commenced in 2020. The school's digital technologies, electronics, engineering and Murdoch University Link and STEM programs were enhanced by the introduction of: the Scitech-Shell NXplorers Program; the Scitech-UWA Science Café; the 4x4 in Schools program (supported by Re-engineering Australia Foundation); the NCSS (National Computer Science School) Challenge in which nine students attained perfect scores at their respective levels of difficulty; and the STEM-ing from Asia: Digital Youth Summit (in partnership with DoE/Asia Education Foundation).



*Shell NXplorers at Scitech*

## PHYSICAL EDUCATION

### Inter-House Swimming Carnival

The Year 7 swimming carnival was an important component of the transition program. It served primarily to build school spirit, team work and camaraderie, while also providing students the opportunity to participate at a more competitive level.

The combined Year 8-10 carnival, involving 80 students targeted competitive swimmers.



## VOLLEYBALL

### 2020 Volleyball WA Schools Cup

From 2017, when Harrisdale SHS introduced volleyball to open up opportunity for all students to access a sport at an elite level of competition, the fledgling program has continued to grow from strength to strength. At the 2020 Volleyball WA Schools Cup, teams won 36 of their 37 divisional games. Overall results were:

#### Final Results:

Yr 7 Boys (B Division)	3 <sup>rd</sup> place
Yr7 Girls (B Division)	3 <sup>rd</sup> place
Yr8 Boys (B Division)	3 <sup>rd</sup> place
Yr8 Girls (B Division)	1 <sup>st</sup> place MVP going to Ffion Richards
Yr9 Boys (B Division)	1 <sup>st</sup> place MVP going to Gedrick Braceros
Yr9 Girls (A Division)	5 <sup>th</sup> place
Yr10 Boys (A Division)	2 <sup>nd</sup> place
Yr10 Girls (B Division)	3 <sup>rd</sup> place



### WA High Schools Beach Volleyball 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, with highly creditable results:

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



## NETBALL DEVELOPMENT PROGRAM

In 2020, netball was introduced as a new initiative to build students' sense of connection and belonging at school, and in response to significant local student interest. In September, the school's Year 9/10 netball team advanced to the grand final of the SSWA Netball Cup, signifying a highly creditable achievement. A Year 7/8 Netball Development Squad was established later in 2020 as the next stage of building a strong school netball program.



## SSWA 2020 INTERSCHOOL TRACK AND FIELD COMPETITION

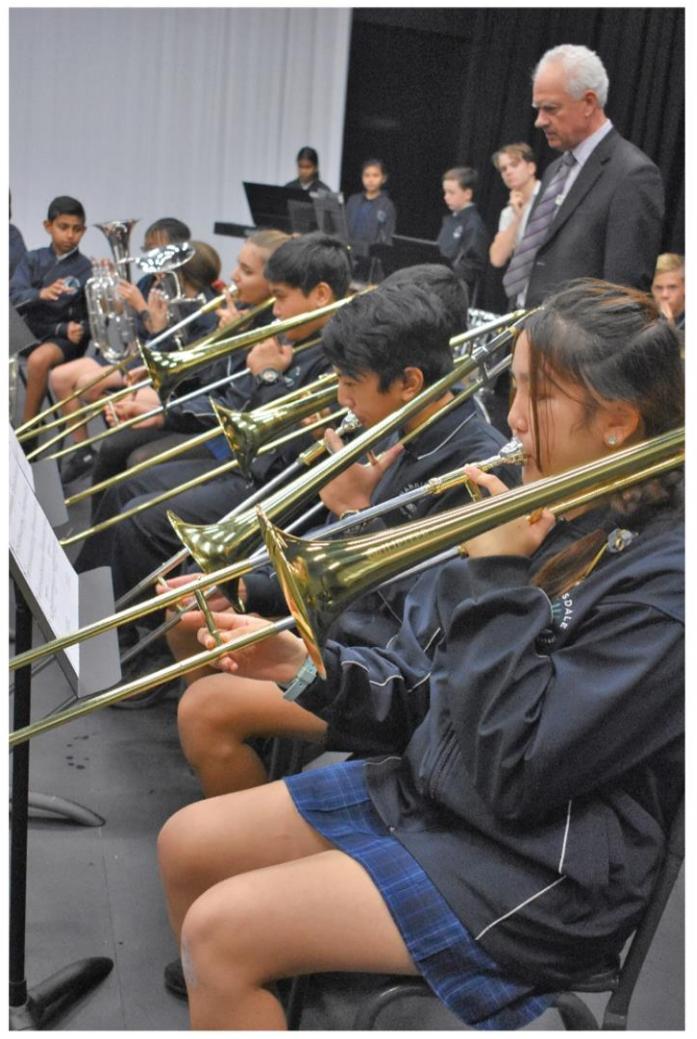
In 2020, for the fourth consecutive year, Harrisdale SHS's Athletics Squad did their school and themselves proud at the interschool athletics competition held at Challenge Stadium. Placed in F Division of the State Schools WA Competition, the school's Year 7-to-10 team placed first, second or third in 146 of the 166 events entered (representing 88% of events entered).

Harrisdale SHS was champion school in F Division. (Previously, Harrisdale SHS was champion school in Black Division in 2017, 2018 and 2019.)

Of the 166 events entered, Harrisdale placed:

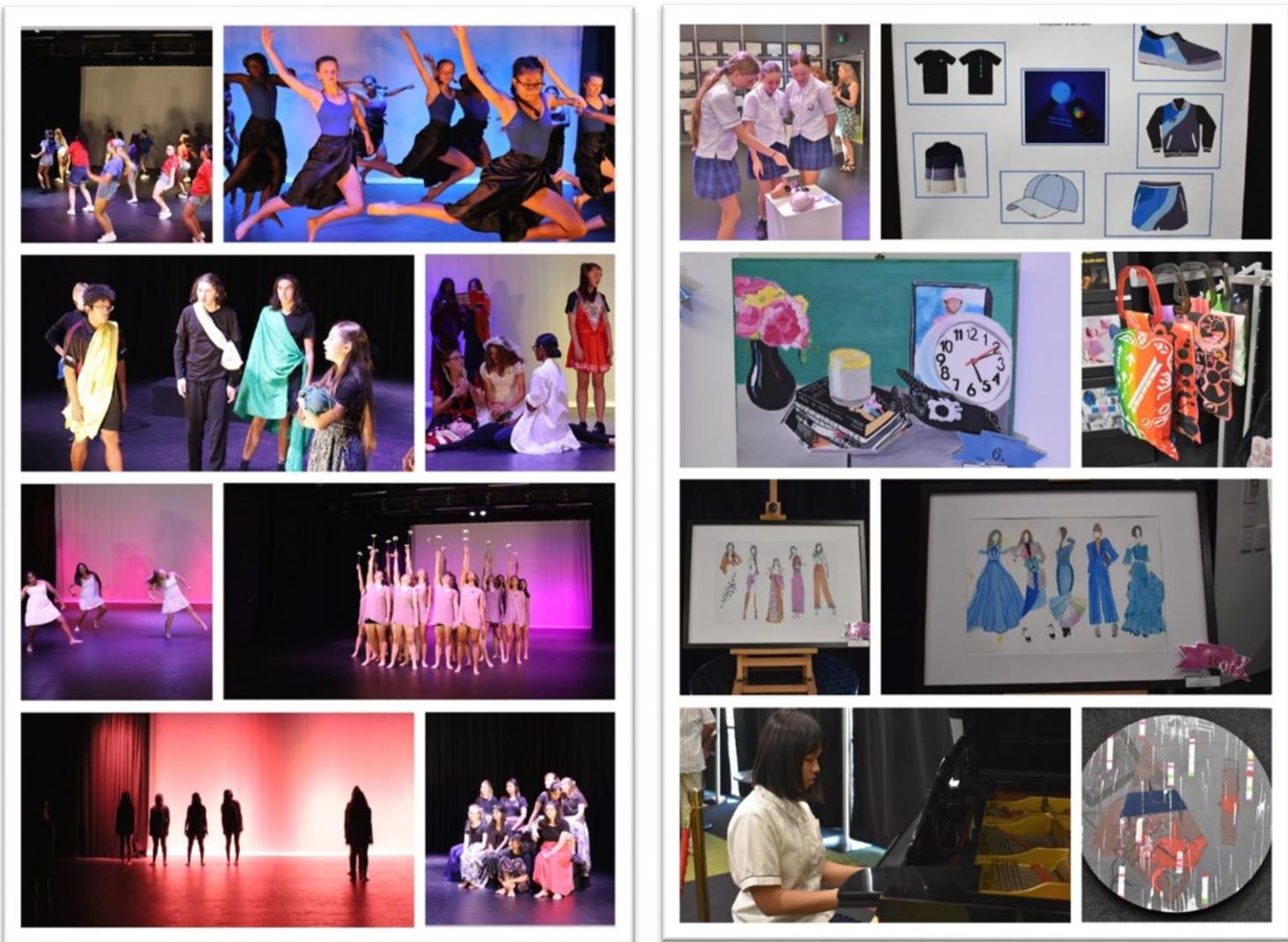
- 1<sup>st</sup> in 106 events (64% of events entered)
- 2<sup>nd</sup> in 26 events (16% of events entered)
- 3<sup>rd</sup> in 14 events (8% of events entered)



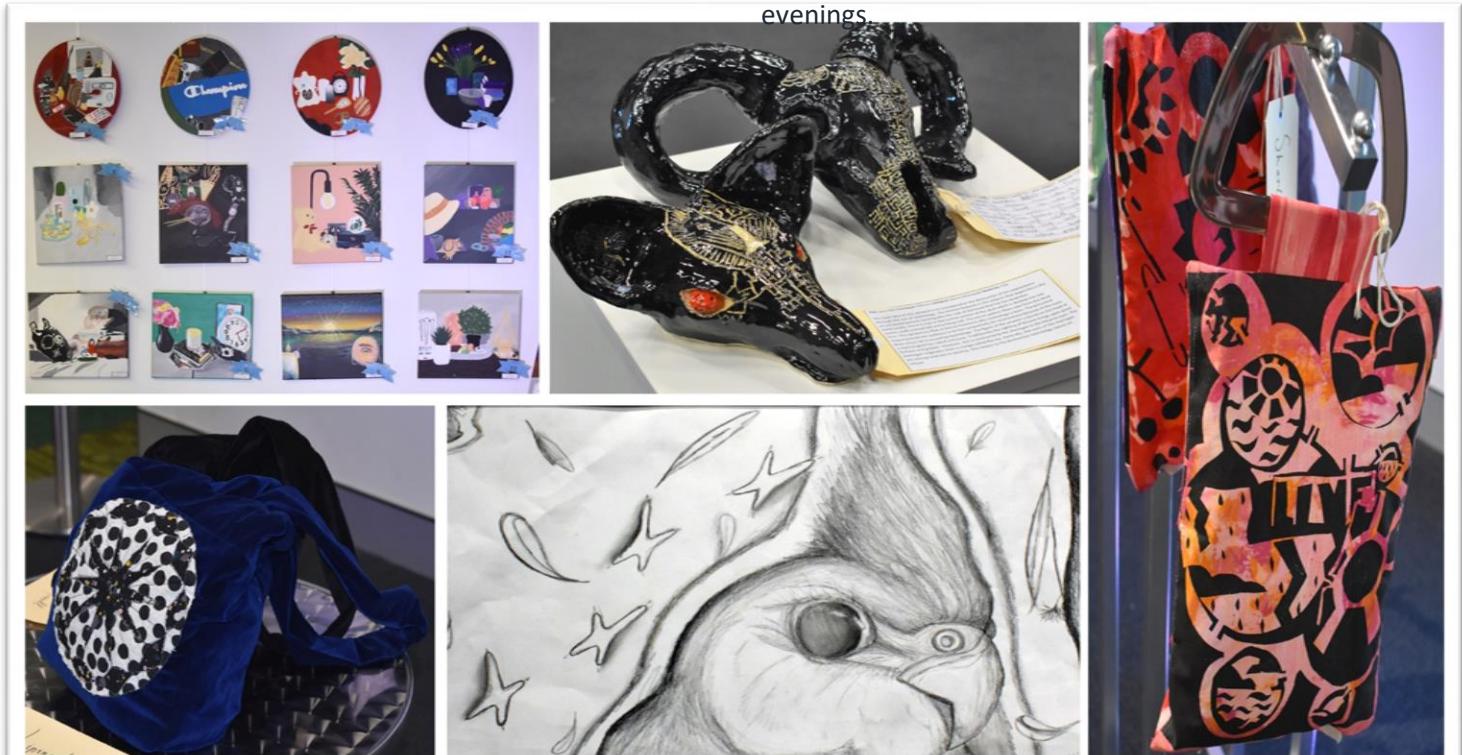


## A FESTIVAL OF THE ARTS

At Harrisdale SHS the Arts is flourishing. In 2020, the rapid expansion of the Arts culminated in a festival of showcases held in December: the traditional, annual Evening with the Arts to showcase the visual arts (with media being included for the first time), dance, drama and music; the annual classical music concert; and two dance- drama performance



evenings.



## YOUNG LEADERS PROGRAM

Students responded enthusiastically to authentic leadership development opportunities open to them in 2020, including:

- the election of student councillors for each of Years 7, 8, 9 and 10 representing all Home Rooms in Harrisdale SHS's four Houses;



- more than 100 Year 7 students volunteering to assist as Transition Leaders in the primary-to-secondary school transition day held on Saturday 17 October;



- large numbers of students volunteering to act as MCs, hosts and support crew for special occasions such as Founders, formal school assemblies, and the Remembrance Day service;
- Year 10 Student Councillor visit to Parliament House (WA);
- representation of Harrisdale SHS at the Burt Youth Leader Forum; and



- Student Councillors (Years 7-to10) 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.



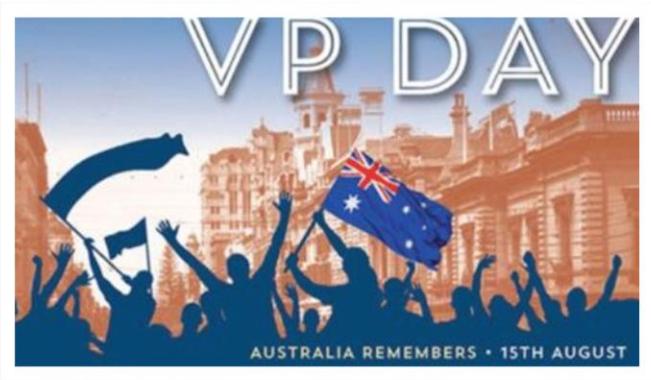
## INTERACT CLUB

A group of caring and community-minded students across Years 7 to 10 continued the good work of Harrisdale Senior High School's Interact Club. The disruptions of COVID-19 did not deter the Interactors, who served more than 1,800 breakfasts to their peers.

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



## VP (VICTORY IN THE PACIFIC) DAY COMMEMORATED ON 15 AUGUST 2020



## ARMISTICE DAY COMMEMORATED ON 11 NOVEMBER



## RYPEN (ROTARY YOUTH PROGRAM OF ENRICHMENT)



In 2020, four 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 Clubs of Cockburn and Southern District (that also sponsors our Interact Club).



## BUSH RANGERS CADETS

Continuation of the popular Bushrangers Cadets environmental program in 2020 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 combined with the Duke of Edinburgh Award 'adventurous journey' expedition to Nanga Bush Camp.

## DUKE OF EDINBURGH AWARD

In 2020, of the 99 WA schools that delivered the Award, Harrisdale SHS ranked 28<sup>th</sup> for registrations and 24<sup>th</sup> for completions. Two Year 10 students were the first at Harrisdale SHS to complete the Bronze level of the Award.

## 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 Health and Wellbeing Centre and Student Services teams. In 2020 this team comprised an Associate Principal, Year Coordinators for Year 7, 8, 9 and 10, two Community School Nurses (in a job share arrangement), a School Psychologist, School Chaplain and Education Assistants.

Harrisdale SHS students' Years 7 to 10 schooling experience is structured into 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 2020 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

A key component of our pastoral care program in 2020 involved 20 minutes of Home Room each day including House assemblies each week or fortnight. Emphases of the program included:

- the Department of Education's 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 that 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 for students at educational risk including anxiety, mental health, self-care and peer relationships.



New Student Morning Tea

## Guest Speakers

Supporting and reinforcing Home Room programs, our annual speaker program included Paul Litherland's presentations to each of Years 7-to-10 on e-Safety that covered:

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

Other guest presenters in 2020 included:

Headspace, RU Legal (Legal Aid)  
and Department of Fire and Emergency Services.

Presenters for Year 10 students also included Mr Justin Bytheway (US Consulate, Perth), Murdoch University careers services, Alpha Motivation self-development workshops

## Naidoc Week

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



## Public Speaking

### Inter-School Debating

Harrisdale SHS's Year 7 team placed first in the 2020 South Metropolitan Secondary Public School interschool debating competition.



## STRENGTHENING SUPPORT FOR TEACHING AND LEARNING EXCELLENCE

### STAFF PROFILE

#### Staff Numbers

STAFF	FULL TIME EQUIVALENT			
	2017	2018	2019	2020
Teaching Staff	17.6	36.7	52	77
Non-teaching staff	5.5	12.8	17	25
<b>TOTAL</b>	<b>23.1</b>	<b>49.5</b>	<b>69</b>	<b>102</b>

Harrisdale Senior High School's teaching staff engaged in more than more than 70 hours of professional learning, school planning and training in 2020. The programs focused on:

- establishing a school culture that fosters excellence in learning and teaching;
- new staff induction;
- building the school's positive learning environment;
- effective classroom management skills;
- the school's model of explicit, direct instruction;
- use of WebEx to deliver staff and learning area meetings during COVID-19 restrictions;
- use of WebEx for holding assemblies and maintaining support programs for students during a period of remote learning due to COVID-19;
- 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 teaching excellence and building the capability of leaders, teachers and allied professionals 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 management practices;

- assisting teachers and school leaders to develop analytic practices for data analysis and school and learning area improvement planning;
- awareness raising and training on the Minister for Education/Department of Education "Keep our Workplace Safe" and "Let's Stand a Stand" initiatives in the context of the school's Positive Learning Environment policy and related programs;
- professional learning on reporting to parents and communication protocols with parents and workplace colleagues;
- training on course counselling for Year 10 Homeroom teachers and the Year 11 course counselling team;
- 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;
- provision of laptop computers and professional support to all teachers to develop systems, programs and curriculum for their learning areas; and
- participation in school review and planning processes.

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

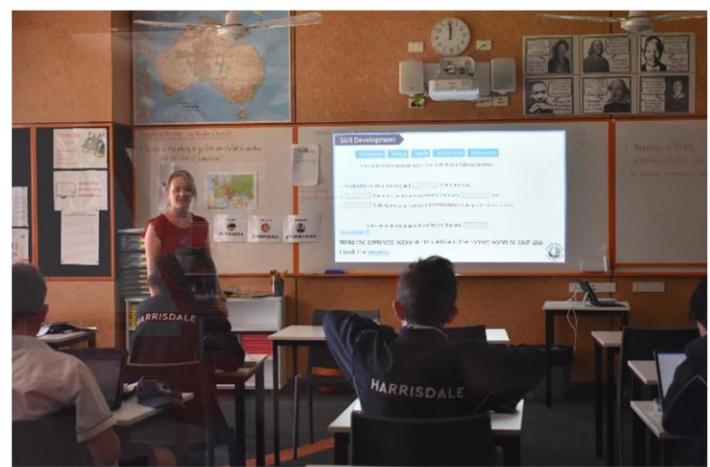
In 2020, the school continued Curtin University's teacher professional learning strategy, the Classroom Climate Questionnaire (CCQ), under the facilitation of Dr David Henderson (Curtin University). A total of 21 teachers participated. CCQ involved a comprehensive online survey to gather data about the 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 re-administered post-intervention to examine whether students perceived the learning environment differently.



### Organisational Health Index (OHI) (McKinsey)

Staff participated in the McKinsey survey of Organisational Health in 2018, 2019 and 2020 as part of the school's involvement in the Fogarty EDVance School Improvement Program. The comprehensive online survey gathered feedback about the key elements of a productive, healthy organisation. In 2020, 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 purposeful workforce. The 2020 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 (93%): shared vision, strategic clarity

Leadership (89%): authoritative, supportive

Work environment (82%): operationally disciplined, open and trusting

Capabilities (92%): talent acquisition, process based capabilities

Motivation (91%): meaningful values, inspirational leaders

Coordination and control (82%): professional standards, operational management

Innovation and learning (82%): bottom-up innovation, capturing external ideas

Accountability (82%): 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.



## **STRONG GOVERNANCE AND SUPPORT**

The role of the school leadership and corporate services team in 2020 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 financial reports and performance reports on school and student academic performance, attendance, behaviour and students at risk;
- conducting ongoing evidence-based school review sessions with staff to comprehensively review the first year of the 2020-2023 Business Plan and to inform the 2021 Operational Plan;
- 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**

- The school board held five meetings and also conducted business online to monitor and review the school's strategic directions. School board policy review in 2020 included School Uniform, Positive Learning Environment policy, Mobile Phones Policy, and 2021 Contributions and Charges.
- The school finance committee met six times for school financial planning, monitoring and review. Committee membership included the P&C Treasurer.
- Corporate Services nimbly targeted support in response to emerging needs. Examples included:
  - increase of four FTE Education Assistants to support students at educational risk.
  - workforce planning for appointments of a Level 3 VET Program Coordinator and a Level 3 Gifted and Talented Program Coordinator.
  - the Health and Wellbeing Centre was an area of focus with a First Aid Officer and a Student Support Officer appointed. The Corporate Services team increased their FTE by three to support additional clerical functions as well as Vocational Education Training and Workplace Learning establishment.

- \$241,374.00 was allocated to enhanced student and school facilities including the sports hall audio visual system, whole school CCTV, coffee machine for VET hospitality courses, blinds in media and transportable classrooms and minor works in the Health and Wellbeing Centre.
- On review of COVID-19 effects on families, it was estimated that if special provisions were not made for our families, locally raised funds would be greatly impacted sending our cash budget into deficit. \$150,000.00 was approved and allocated to the cash budget to support teaching and learning programs directly impacted by a reduction in voluntary contribution and charges being collected.

## **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 opened in 2020, 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 2020 the school payment for services provided under the PPP arrangement was \$557,632.00.

## **VOLUNTARY CONTRIBUTIONS AND CHARGES 2020**

Each year, with school board approval, Harrisdale Senior High School requests voluntary contributions and charges from families toward the education of their children. Financial support provided by families has always played an enabling role in the provision of resources that deliver quality teaching and learning

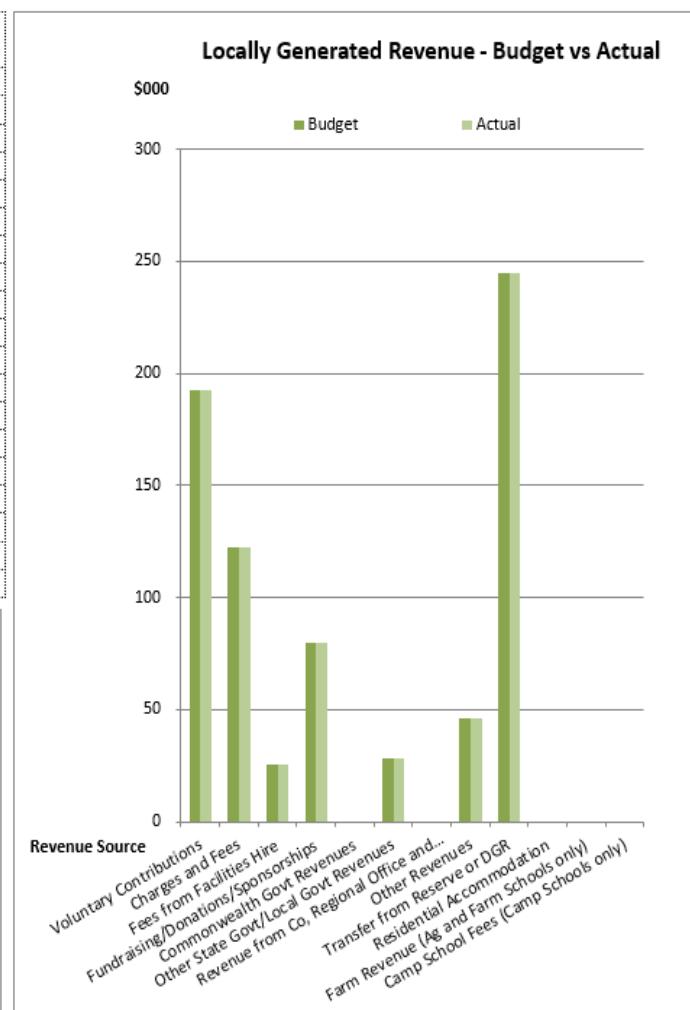
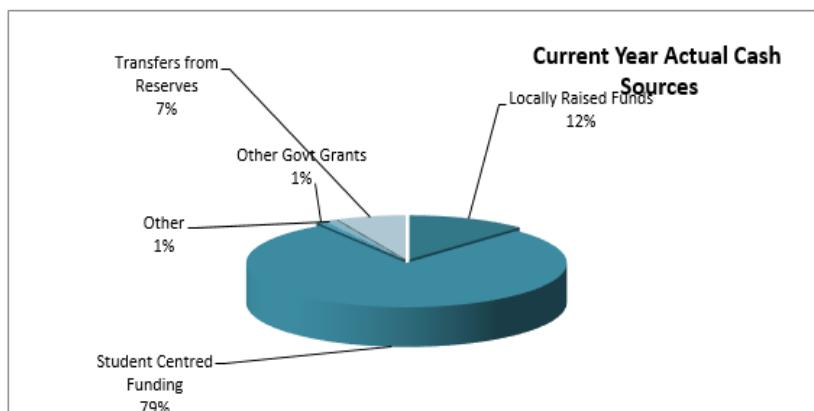
programs and add value to the students' learning experiences.

From Harrisdale SHS's foundation year in 2017, one of our priorities has been to engage with the school community to promote the importance of the collection of voluntary contributions and charges. A strong corporate services customer focus that includes transparent financial communications has supported the development of healthy relationships with families. In Harrisdale SHS's first three operating years, the school's collection rate has exceeded 90%.

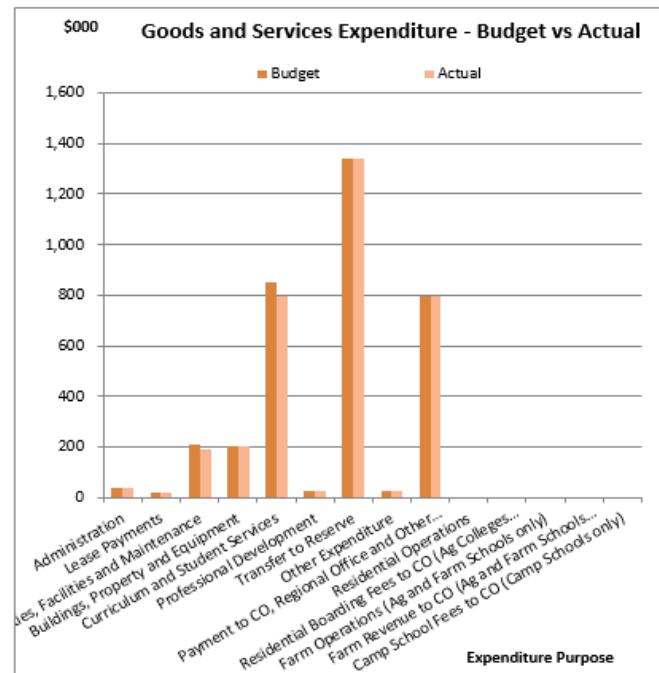
Planning for the 2020 school budget had been set at the historical collection rate. However, due to the impact of COVID-19, special procedures were applied to manage the collection of contributions and charges with the aim to reduce any undue stress on families experiencing financial difficulty or personal hardship. This reasonable and sensitive approach resulted in healthy collection rates of 76.4% for voluntary contributions across Years 7 to 10, and 73% for charges across Years 9 and 10.

## HARRISDALE SENIOR HIGH SCHOOL FINANCIAL SUMMARY AS AT 31 DECEMBER

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 192,909.00	\$ 192,909.35
2 Charges and Fees	\$ 122,543.00	\$ 122,543.31
3 Fees from Facilities Hire	\$ 25,635.00	\$ 25,635.36
4 Fundraising/Donations/Sponsorships	\$ 80,107.00	\$ 80,105.45
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 28,072.00	\$ 28,071.75
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 46,071.00	\$ 46,072.89
9 Transfer from Reserve or DGR	\$ 244,902.00	\$ 244,902.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 740,239.00</b>	<b>\$ 740,240.11</b>
<b>Opening Balance</b>	<b>\$ 36,983.00</b>	<b>\$ 36,981.57</b>
<b>Student Centred Funding</b>	<b>\$ 2,744,256.00</b>	<b>\$ 2,744,255.82</b>
<b>Total Cash Funds Available</b>	<b>\$ 3,521,478.00</b>	<b>\$ 3,521,477.50</b>
<b>Total Salary Allocation</b>	<b>\$ 14,641,264.00</b>	<b>\$ 14,641,264.00</b>
<b>Total Funds Available</b>	<b>\$ 18,162,742.00</b>	<b>\$ 18,162,741.50</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 37,184.00	\$ 37,182.73
2	Lease Payments	\$ 20,319.00	\$ 20,319.01
3	Utilities, Facilities and Maintenance	\$ 211,174.00	\$ 191,174.66
4	Buildings, Property and Equipment	\$ 206,219.00	\$ 206,218.14
5	Curriculum and Student Services	\$ 851,584.78	\$ 799,132.97
6	Professional Development	\$ 28,138.00	\$ 24,137.44
7	Transfer to Reserve	\$ 1,342,583.00	\$ 1,342,583.00
8	Other Expenditure	\$ 24,968.00	\$ 24,154.71
9	Payment to CO, Regional Office and Other School	\$ 799,306.00	\$ 799,306.08
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges or Farm Schools 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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 3,521,475.78</b>	<b>\$ 3,444,208.74</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 10,678,601.00</b>	<b>\$ 10,678,601.00</b>
	<b>Total Expenditure</b>	<b>\$ 14,200,076.78</b>	<b>\$ 14,122,809.74</b>
	<b>Cash Budget Variance</b>	<b>\$ 2.22</b>	



Cash Position as at:	
<b>Bank Balance</b>	\$ 3,166,860.44
Made up of:	
1 General Fund Balance	\$ 77,268.76
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 3,047,980.95
5 Suspense Accounts	\$ 46,435.73
6 Cash Advances	\$ -
7 Tax Position	\$ (4,825.00)
<b>Total Bank Balance</b>	<b>\$ 3,166,860.44</b>

## 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 2020, the School Board participated in:

- monitoring the Harrisdale Senior High School Delivery and Performance Agreement;
- approving and monitoring of the 2020 school budget and mobile phone policy;
- monitoring the school's performance;
- supporting development of the P&C/School Traffic Management Strategy
- endorsing the recommendations of school uniform review; and
- endorsing the 2019 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 Vanessa Woodington

### Parent Member

Mr Viju Baby

## 2020 YEAR 10 AWARD RECIPIENTS

DILIGENCE	Leah Niemack
CITIZENSHIP	Rhea Monga
ALL ROUNDER	Joshua Sutherland
SPORTS PERSON	Christo Swart

SUBJECT	
Visual Arts Conder	Malesha Jayaratne
Dance	Isabella Marie Molina
Fashion and Design	Vienna Powell
Media	Michael Janse Van Noordwyk
Drama	Ella Hansen
Music	Name Withheld
Building and Construction	Michael Morabito
Child Development	Ella Hansen
Electronics and Robotics	Melvin Joseph
Food Technology	Charlotte Menck
ICT Computing	Tamanna Jaswal
Metalwork	Michael Morabito
Practical Engineering	Bailey Hart
Technical Drawing & Design	Megan Riadi
Woodwork	Isheanesu Sithole
French	Keenan Enrilsen
Health Education	Yoshna Naidoo
Physical Education	Ethan Harriduth
General Health and Sport Science	Emma Janssens
Specialised Health and Sport Science	Jaival Bodalwala
English Award	Diya Gadhavi
Humanities & Social Sciences	Jaival Bodalwala
Accounting and Finance	Megan Riadi
Business Management and Enterprise	Niharika Mehra
Global and Personal Economics	Wei Xian Tieng
Philosophy	Tamanna Jaswal
Fibonacci Medal Mathematics	Megan Riadi
Science Rosalind Franklin Medal	Keenan Enrilsen

HIGH ACHIEVEMENT	
	Primandrya Ayuningtyas
	Diya Biju
	Keenan Enrilsen
	Diya Gadhavi
	Amber Harding
	Yusuf Hassim

Malesha Jayaratne
Akhil Kattuveil Sijo
Isaac Lau
Raina Law
Wetisha Malla
Niharika Mehra
Vienna Powell
Kamalpreet Preet
Joshua Reddy
Joshua Sutherland

ACADEMIC EXCELLENCE	
Charlotte Menck	
Isabella Marie Molina	
Yoshna Naidoo	
Megan Riadi	
Charlotte Menck	
Isabella Marie Molina	
Yoshna Naidoo	
Megan Riadi	
Liya Sherin	
Manikkavalli Subramanian	
Ronjames Clyde Sunogan	

RUNNER-UP DUX	Jaival Bodalwala
DUX	Megan Riadi

## 2020 YEAR 9 AWARD RECIPIENTS

DILIGENCE	Brayden Latter
CITIZENSHIP	Eleanor Menck
ALL ROUNDER	Hasna Nurfadhilah
SPORTS PERSON	Tayla Wallis

SUBJECT	
Visual Art Streeton	Elizabeth Poh
Fashion	Hasna Nurfadhilah
Drama	Eryl Basilio
Dance	Phoebe Law
Music	Kirsten Gucilatar
Media	Crystal Hanham
John Silvester Medal	
Metal Engineering	Callum Holmes
Design & Technology	Antonia Sophia Dela Cruz
Building & Construction	Victor Aston
Technical Drawing	Hasna Nurfadhilah
Digital Imaging	Prajakta Dasadiya
Electronics & Robotics	Soham Parikh
Coding	Bradley Hall
Coding	Brendan Rayner
Food Technologies	Hasna Nurfadhilah
Textiles	Saphna Kodisbaran
Practical Engineering	Karl Rowe

*Our vision is to be a school of excellence in learning and teaching*

<b>French Edith Piaf Medal</b>	Diyana Abeynayake
<b>Health Education</b>	Jarrod Hui
<b>Physical Education</b>	Lucy Garner
<b>Health &amp; Sport Science</b>	Jonah Sajimon
<b>Volleyball</b>	Kelly Khai Jheun Lu
<b>English Albert Facey Award</b>	Kirsten Gucilatar
<b>Power of Speech</b>	Saphna Kodisbaran
<b>HASS Sir John Forrest Medal</b>	Jarrod Hui
<b>Future Citizen Medal</b>	Shayla Lindsay
<b>Mathematics Archimedes Medal</b>	Diyana Abeynayake
<b>Science Marie Curie Medal</b>	Amanda Lee
<b>HIGH ACHIEVEMENT</b>	Eryl Basilio Jullianne Betita Campbell Darr Prajakta Dasadiya Kendra Deane Disha Dokhe Lucy Garner Izzabella Infante Anudi Jayakody Arachchige Darin Jayaprakash Sandra Jogy Sandra Jogy Aleena Joshy Ankur Kanada Nandini Katipelli Benant Kaur Angeline Lau Amanda Lee Kelly Khai Jheun Lu Yasmin North Soham Parikh Chloe Porter Isaac Pun Dilakna Rathnajeewa Tarlesha Reeves Holly Riley Bahar Walia Owen Weedon Lei Zhang
<b>ACADEMIC EXCELLENCE</b>	Diyana Abeynayake Benita Bino Gedrick Braceros Makayla Busby Layla Cochran Kirsten Gucilatar Taryn Hugo

<b>JARROD HUI</b>	Jarrod Hui
<b>SAPHNA KODISBARAN</b>	Saphna Kodisbaran
<b>PHOEBE LAW</b>	Phoebe Law
<b>SAMRUDDHI MOHITE</b>	Samruddhi Mohite
<b>HASNA NURFADHILAH</b>	Hasna Nurfadhilah
<b>ELIZABETH POH</b>	Elizabeth Poh
<b>JESSICA RACHMAT</b>	Jessica Rachmat
<b>HYADN RICKETTS</b>	Haydn Ricketts
<b>JONAH SAJIMON</b>	Jonah Sajimon
<b>ZHIYANG JOSHUA TAN</b>	Zhiyang Joshua Tan
<b>JAKE WEBBER</b>	Jake Webber
<b>RUNNER-UP DUX</b>	Diyana Abeynayake
<b>DUX</b>	Jarrod Hui

**2020 YEAR 8 AWARD RECIPIENTS**

<b>DILIGENCE</b>	Anastacia Atiya
<b>CITIZENSHIP</b>	Subhashri Subramanian
<b>ALL ROUNDER</b>	Rhylee Hand
<b>SPORTS PERSON</b>	Taylah York

<b>SUBJECT</b>	
<b>Visual Art McCubbin Medal</b>	Emashi De Silva
<b>Dance</b>	Chloe Walsh
<b>Music</b>	Nathaniel de Marchi
<b>Electronics</b>	Samrath Laroya
<b>Design &amp; Tech Charles Babbage Medal</b>	Xin Li
<b>Digital Technologies</b>	Krish Jaiya
<b>Food Technologies</b>	Amy Killoh
<b>French Voltaire Medal</b>	Sudiksha Prabhu
<b>Health Education</b>	Charlton Wee
<b>Physical Education</b>	Josiah Edwards
<b>Lawson English</b>	Sudiksha Prabhu
<b>HASS Midgegooroo Medal</b>	Samrath Laroya
<b>Mathematics Euler Medal</b>	Samrath Laroya
<b>Science James Prescott Joule Medal</b>	Samrath Laroya

<b>HIGH ACHIEVEMENT</b>	Leen Almur Anastacia Atiya Benson Bino Saurav Bishnoi John Benedict Coquilla Minuki Dassanayake Francheska Dulay Raina Gol Krish Jaiya Rosemary Joseph
-------------------------	---

Divsidak Kaur
Nahyung Kim
Ahalya Krishnan
Xin Li
Sebastian Lim
Evie Martin
Keanu Niemack
Sai Nivedan
Xyruz Ron Vizhi Reyes
Sean Rodillas
Divsidak Kaur
Nahyung Kim
Ellayna Samuel
Annila Santhosh
Krish Shah
Anika Danielle Sumido
Rikshitha Sundaravelu
Riya Thomas
Liana Viju
Alicia Wright

#### ACADEMIC EXCELLENCE

Elana Anil
Shruthi Arun
Dhruvin Bodalwala
Nathaniel de Marchi
Emashi De Silva
Jingan Dong
Zhen Dian Eing
Sethumi Ilandarage
Stefi Joseph
Harbal Kaur
Paige Kennedy
Amy Killoh
Keithlin Gwynn Lapuz
Samrath Laroyia
Umairah Mohamed
Izaludeen Khan
Stephanie Ng'ang'a
Samodya Peiris
Sudiksha Prabhu
Dharunya Ramachandran
Seerat Sandhu
Eshika Sangwan
Selene Su
Subhashri Subramanian
Nicole Townsend
Lufei Wan
Taylah York

#### DUX – Dual Recipients

Harbal Kaur
Samrath Laroyia

## 2020 YEAR 7 AWARD RECIPIENTS

DILIGENCE	Mackenzi Duncan
CITIZENSHIP	Hunter Lewis
ALL ROUNDER	Talia Naidoo
SPORTS PERSON	Tanjib Rahat

#### SUBJECT

Visual Arts Roberts Medal	Caleigh Tan
Drama	Arezou Parwana
Music	Kayleen Enrilsen
Media Medal	Vaibbhav Sriniketh
Design & Technologies Otto Salomon Medal	Saraab Cortez
Digital Technologies	Zachary Gee
Food Technologies	Jaydon Tan
French Montesquieu	Kayleen Enrilsen
Health Education	Talia Naidoo
Physical Education	Lincoln Martignago
May Gibbs English Award	Arezou Parwana
HASS Skeet	Vaibbhav Sriniketh
Mathematics Pythagoras Medal	Vaibbhav Sriniketh
Science Robert Bunsen Medal	Jasmine Kaur Brar

#### HIGH ACHIEVEMENT

Justine Aguda
Aleena Ann Jins
Ravindu Balasuriya
Serene Benny
Seira Binoj
Alicia Chiriseri
Charlotte Darrington
Ishwari Dhanawade
Mackenzi Duncan
Zachary Gee
Kirthana Katiravan
Lavish Keshawar
Janani Krishnamurthi
Johan Kuriakose
Neve Lewis
Arnav Menon
Gabriel Morris
Keerthana Murugan
Shraddha Nivedan
Bobbi Paffett-Taylor
Arezou Parwana
Andrea Raj
Abbie Simson
Keina Sugiyama
Ronnel Client Sunogan
Fathima Tarannum

Christopher Thomson  
Talullah Upson  
Hailey Girish  
Vazhalanickal  
Hannah Girish  
Vazhalanickal  
Laura Victor  
Cassandra Yaw

ACADEMIC EXCELLENCE	
Jasmine Kaur Brar	
Saraab Cortez	
Kayleen Enrlsen	
Lehan Jiang	
Alfin Joshy	
Ankita Kiron	
Mihir Krishnan	
Jaydon Lee	

Laiya Limbachiya  
Emily McDonald  
Arika Menon  
Talia Naidoo  
Vaibbhav Sriniketh  
Jaydon Tan  
Caleigh Tan  
Sophie Wells

RUNNER-UP DUX	Jasmine Kaur Brar
Vaibbhav Sriniketh	

DUKE OF EDINBURGH INTERNATIONAL AWARD	
Bronze	Misri Patel

## SPORTING AWARDS

### INTERHOUSE SWIM CARNIVAL

#### Year 7 Champions:

Champion Girl ..... Jasmine Brar  
Champion Boy ..... Lance Beijening  
Runner Up Champion Girl ..... Ngaire Halsall  
Runner Up Champion Boy ..... Chase Guest

#### Year 8 Champions:

Champion Girl ..... Katie Kim  
Champion Boy ..... Lucas Martignago  
Runner Up Champion Girl ..... Hope Hodgson  
Runner Up Champion Boy ..... Lucas Madaffari

#### Year 9 Champions:

Champion Girl ..... Isabella Lake  
Champion Boy ..... Louie Miskiewicz  
Runner Up Champion Girl ..... Chloe Aspinall  
Runner Up Champion Boy ..... Kai Guest

#### Year 10 Champions:

Champion Girl ..... Hayley Lewis  
Champion Boy ..... Christo Swart

### SSWA INTERSCHOOL TRACK AND FIELD

Harrisdale SHS was champion school in F Division. (Previously, Harrisdale SHS was champion school in Black Division in 2017, 2018 and 2019.)

Of the 166 events entered, Harrisdale placed:

- 1<sup>st</sup> in 106 events (64% of events entered)  
2<sup>nd</sup> in 26 events (16% of events entered)  
3<sup>rd</sup> in 14 events (8% of events entered)

### SSWA VOLLEYBALL WA SCHOOLS CUP

Yr 7 Boys (B Division)	3 <sup>rd</sup> place
Yr7 Girls (B Division)	3 <sup>rd</sup> place
Yr8 Boys (B Division)	3 <sup>rd</sup> place
Yr8 Girls (B Division)	1 <sup>st</sup> place MVP going to Ffion Richards
Yr9 Boys (B Division)	1 <sup>st</sup> place MVP going to Gedrick Braceros
Yr9 Girls (A Division)	5 <sup>th</sup> place
Yr10 Boys (A Division)	2 <sup>nd</sup> place
Yr10 Girls (B Division)	3 <sup>rd</sup> place

### SSWA VOLLEYBALL WA SCHOOLS CUP

Year 7 Girls A Division: Silver

Year 8 Girls Division A: Silver

Year 9 Boys: Silver

**Partnering with Community, Agencies, Businesses, Universities and Training Providers to Support the Educational Engagement of Every Student in 2020**

**Agency and Community Support Organisations**

**Included:**

Alpha Motivation  
Butterfly Foundation  
Child and Adolescent Mental Health Service WA  
Centrepoin Youth  
City Youth  
Department of Fire and Emergency Services  
Duke of Edinburgh's International Award  
EdConnect  
Family Support Network  
Headspace Armadale  
Legal Aid  
Mercy Reconnect  
Minnawarra House  
Office of E-Safety Commissioner  
Parks and Wildlife Service (Bush Rangers WA)  
RAC WA  
Rocky Bay  
Rotary Clubs of Southern River and Cockburn  
RSL  
Therapy Focus  
USA Consulate (Perth)  
WA Police  
WA Department of Health  
Youthcare WA

**Universities:**

Curtin University  
Murdoch University  
University of WA  
Sci-Tech-UWA

**VET PARTNERSHIP HIGHLIGHTS**

**Try-a-Trade Events:**

College of Electrical Training  
MPA (Plumbing and Painting Training Co Ltd)  
MTA Automotive Institute of Technology  
South Metropolitan TAFE  
Skill Hire

**Workplace Learning Pathways to Full-Time Apprenticeships**

Canning Automotive  
Carpenter Cabinets  
Mower World

**Applications Successful for Profile Funded 2021 Courses**

<b>South Metropolitan TAFE</b>	50 Students
<b>North Metropolitan TAFE</b>	13 Students
<b>MTA Automotive Institute of Technology</b>	7 Students
<b>College of Electrical Training</b>	8 Students
<b>MPA (Plumbing and Painting Training Co Ltd)</b>	1 Student

**Successful Applications for 2021 Construction Training Fund (CTF) Scholarships**

6 Students

**Successful Fee-for-Service Training Applications**

44 Students

**Auspicing arrangements secured for 2021**

Australian International Education & Training  
Mount Pleasant Baptist Community College  
IVET Institute



1 Laverton Crescent

Harrisdale WA 6112

Phone 08 9397 8000