

Harrison School

North/Gungahlin



School Strategic Plan 2026-2027

Our vision, mission and values

Vision

Harrison School is a happy, healthy, and successful public school.

Mission

We collaboratively enable learning and wellbeing for all students, staff, and our community.

Values

Respect, Responsibility, Learning.

Our improvement priorities

Priority 1: Improve student growth in reading

The statement below details our vision for how this priority will impact student outcomes.

- Students will see themselves as successful readers.
- Students will benefit from Evidence-Informed Teaching Strategies (EITS) that build teacher capacity across all curriculum areas.
- Students will develop reading skills in alignment with the General Capability for Literacy.
- Students will receive Multi-Tiered Systems of Support (MTSS) to become proficient readers, enabling them to access the curriculum.
- Students will benefit from Professional Learning Communities (PLCs) that are routinely utilised to improve student reading outcomes.

Targets and measures

Student learning data

Target or measure	Source	Starting point
At least 80% of students will be performing at or above benchmark for the DIBLES composite score.	Dynamic Indicators of Basic Early Literacy Skill (DIBLES) data available via m-CLASS platform.	Student achievement data will first be collected in term 1 2026.
Every cohort is achieving above the median growth in their PAT reading scaled score.	Progressive Achievement Test (PAT) data available via the PAT platform.	Student achievement data will first be collected in term 1 2026.

Perception data

Target or measure	Source	Starting point
Years 4 - 6 Increase the percentage of students with strong Academic Emphasis to 86.25%	School Climate Survey	Years 4 - 6 Students baseline data of 81%
Years 7 – 10		Years 7 – 10 Students baseline data of 52.75%

Target or measure	Source	Starting point
Increase the percentage of students with strong Academic Emphasis to 63.25% Targets were determined by averaging the percentage of students with strong responses in same school type over the past 4 years.		Baseline data was determined by averaging the percentage of students with strong responses from 2022 - 2025. The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and the belief by teachers that every student can be a success.
Years 4 - 6 Increase the percentage of students with strong Academic Emphasis to 86.25% Years 7 – 10 Increase the percentage of students with strong Academic Emphasis to 63.25% Targets were determined by averaging the percentage of students with strong responses in same school type over the past 4 years.	School Climate Survey	Years 4 - 6 Students baseline data of 81% Years 7 – 10 Students baseline data of 52.75% Baseline data was determined by averaging the percentage of students with strong responses from 2022 - 2025. The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and the belief by teachers that every student can be a success.

School process data

Target or measure	Source	Starting point
Increase self-evaluation in the following areas of the PLC Maturity Matrix:	PLC Maturity Matrix	Self-evaluation against the PLC Maturity Matrix in 2025 indicates the following areas for improvement:

Target or measure	Source	Starting point
• Building PLC through a culture of collaboration for improvement - Embedding • Building practice excellence - Embedding • Structures and systems to support collaboration for improvement - focus on strategic resource management - Consolidate Evolving.		• Building PLC through a culture of collaboration for improvement – Evolving • Building practice excellence - Evolving • Structures and systems to support collaboration for improvement - focus on strategic resource management - Evolving

Our key improvement strategies

Strategy 1:

Primary School: Implement evidence informed reading instruction

High School: Implement universal literacy strategies

Preschool to Year 10: Implement multi-tiered systems of support

Endorsement

This Strategic Plan has been endorsed electronically by our Principal, Executive Education Leader and Board Chair.

Principal

Name: Ben Davies

Date: 11/03/2026

Executive Education Leader

Name: Stephen Gwilliam

Date: 11/03/2026

School Board

Members of School Board	• Penny Thomson • Dejana Wiltgren • Matthew Ryder • Thomas Hobson • Kristen Vellar • Tanush Vir Taneja • Suri Pinugu
-------------------------	--

Date: 11/03/2026