



# Harrison School

## Annual School Board Report 2020



Harrison School – VAST Building (High School Science, Food Technology and Canteen Hub)

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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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## Reporting to the community

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Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

## Summary of School Board activity

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The Board acknowledges the efforts of the Harrison School teaching, administrative and leadership group in navigating the challenges that occurred during the reporting period, including the major disruptions brought by COVID-19. The school's response to these challenges has been commendable.

For a school the size of Harrison, with just over 1800 students, it is critical to have effective procedures in place to empower teaching and executive staff to create and maintain a positive environment for all students. Refreshing student support procedures was a significant focus of the Board in 2020 and will be a major focus in 2021.

The school's finances are appropriately managed, and the school has significant reserves set aside for projects.

The foundation Executive Principal, Jason Holmes, transferred to another school at the end of 2020, and the Board thanks him for his contribution to the school. Board members look forward to working with the new Executive Principal to oversee the school's strategic direction and priorities and support the continued improvement of student progress and performance.

## School Context

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Harrison School is a large preschool to year 10 (P-10) school in the Gungahlin area of northern Canberra. The school opened in 2008 as a preschool to year 6 (P-6) school with an enrolment of approximately 300 students and expanded to include year's 7-10 incrementally from 2011-2014. The school has continued to grow and with an enrolment of just over 1800 is now the second largest public school in the ACT. A strength of the school is its diverse population with a large number of students coming from language backgrounds other than English and a significant number coming from Australian Defence Force families.

Harrison School operates with a values focus and a strong sense of community. The Harrison School values of respect, inclusion, teamwork, integrity, resilience and endeavour continue to shape all actions and interactions across the P-10 school.

The school is physically designed to be inclusive for all students through offering a variety of learning spaces and accessible buildings. Classes and other learning groups are multi-aged with a focus on personalising learning through helping students understand themselves as learners and supporting student's social development. Our preschool curriculum continues to align with the National Early Years Learning Framework through a collaborative and play-based program. The school was an early

implementer of the Australian Curriculum and all learning programs are based on this. During 2013-2017 an embedded focus on inquiry learning was implemented across all year levels from kindergarten to year 10, enabling greater ownership of learning by students. The physical infrastructure of the school supports our student centred philosophy of learning and our model of inclusion. Our 'whole school' philosophy enables transitions for students to be well supported and our modified middle school for years 5-8 provides structured support for students moving from year 6 to year 7 through supported access to traditional high school elective subjects and specialist teachers.

ICT has featured heavily at the school since 2011, initially through all years 7-10 students using personal electronic devices to enrich their learning. Increased use of ICT for our primary aged students has occurred through the use of Google Apps for Education and a focus on developing student digital portfolios.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 1,747 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	883
Gender - Female	864
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	49
LBOTE**	808

Source: ACT Education Directorate, Analytics and Evaluation Branch

\* If the number of non binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

\*\* Language Background Other Than English

### *Student attendance*

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

## Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

## Staff Information

### Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

### Workforce composition

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

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

**Table: Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	94.33
Teaching Staff: Full Time Equivalent Temporary	19.39
Non Teaching Staff: Full Time Equivalent	50.59

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2018. A copy of the Report of Review can be found on our school website. Our school will be reviewed next in 2022.

## School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

## Overall Satisfaction

In this period of reporting, 74% of parents and carers, 80% of staff, and 59% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 112 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Parents at this school can talk to teachers about their concerns.	94
Staff are well supported at this school.	59
Staff get quality feedback on their performance.	53
Student behaviour is well managed at this school.	41
Students at this school can talk to their teachers about their concerns.	89
Students feel safe at this school.	67
Students like being at this school.	75
Students' learning needs are being met at this school.	73
Teachers at this school expect students to do their best.	90
Teachers at this school motivate students to learn.	90
Teachers at this school treat students fairly.	88
Teachers give useful feedback.	79
This school is well maintained.	78
This school looks for ways to improve.	74
This school takes staff opinions seriously.	53
This school works with parents to support students' learning.	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 221 parents responded to the survey. Please note that not all responders answered every question.



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

National opinion item	
I can talk to my child's teachers about my concerns.	89
My child feels safe at this school.	79
My child is making good progress at this school.	73
My child likes being at this school.	83
My child's learning needs are being met at this school.	68
Student behaviour is well managed at this school.	55
Teachers at this school expect my child to do his or her best.	83
Teachers at this school give useful feedback.	68
Teachers at this school motivate my child to learn.	72
Teachers at this school treat students fairly.	76
This school is well maintained.	76
This school looks for ways to improve.	68
This school takes parents' opinions seriously.	58
This school works with me to support my child's learning.	64

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 537 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my teachers about my concerns.	44
I feel safe at this school.	46
I like being at my school.	52
My school gives me opportunities to do interesting things.	55
My school is well maintained.	38
My school looks for ways to improve.	56
My teachers expect me to do my best.	78
My teachers motivate me to learn.	60
Staff take students' concerns seriously.	50
Student behaviour is well managed at my school.	26
Teachers at my school treat students fairly.	47
Teachers give useful feedback.	53

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

### Performance in Literacy and Numeracy

#### *Early years assessment*

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

#### **NAPLAN**

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

\*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

### Harrison School

INCOME	January-June	July-December	January-December
Self-management funds	512537.64	508332.24	1020869.88
Voluntary contributions	8505.00	13686.50	22191.50
Contributions & donations	25000.00	54360.70	79360.70
Subject contributions	8026.13	16414.06	24440.19
External income (including community use)	14120.83	28262.03	42382.86
Proceeds from sale of assets	0.00	1200.00	1200.00
Bank Interest	9223.40	6131.06	15354.46
<b>TOTAL INCOME</b>	<b>577413.00</b>	<b>628386.59</b>	<b>1205799.59</b>
EXPENDITURE			
Utilities and general overheads	110198.20	184827.52	295025.72
Cleaning	0.00	0.00	0.00
Security	483.12	453.39	936.51
Maintenance	132651.44	108953.73	241605.17
Administration	9096.63	37982.47	47079.10
Staffing	49292.34	366460.86	415753.20
Communication	7481.06	6827.73	14308.79
Assets	49153.61	69981.49	119135.10
Leases	0.00	0.00	0.00
General office expenditure	7198.61	34061.61	41260.22
Educational	88778.63	139978.88	228757.51
Subject consumables	13171.92	17603.34	30775.26
Other Payments	0.00	16873.35	16873.35
Directorate Funded Payments	0.00	15161.81	15161.81
<b>TOTAL EXPENDITURE</b>	<b>467505.56</b>	<b>999166.18</b>	<b>1466671.74</b>
<b>OPERATING RESULT</b>	<b>109907.44</b>	<b>-370779.59</b>	<b>-260872.15</b>
<b>Actual Accumulated Funds (31.12.20)</b>	<b>557140.40</b>	<b>714687.65</b>	<b>714687.65</b>
<b>Outstanding commitments (minus)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>BALANCE</b>	<b>557140.40</b>	<b>714687.65</b>	<b>714687.65</b>

## Voluntary Contributions

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

## Reserves

Name and Purpose	Amount	Expected Completion
ICT smartboards/equipment	40,000	2021
Carpets	28,640	2021
LED Lighting	33,439	2021
Painting	33,740	2021
Shade structures	57,000	2021
Workshed	100,000	2021/2022
Softfall repairs	70,000	2021
Storage	50,000	2021
Student Wellbeing Program	5,000	2021
Teacher Professional Learning	10,000	2021
ICT software & licences	20,040	2022
Additional furniture	100,000	2021
Building renovations Mulligans Building	200,000	2021
Staffing	100,000	2021
Softfall	50,000	2021
Storage	50,000	2021


## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Jenny Byron,	Joshua Smith
<b>Community Representative(s):</b>	[INSERT NAME],	[INSERT NAME],
<b>Teacher Representative(s):</b>	Karen Longmuir,	Michelle O'Brien
<b>Student Representative(s):</b>	John Elphick,	Talon Cass-Dunbar
<b>Board Chair:</b>	Mike Burns	
<b>Principal:</b>	Gareth Richards	

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

2020 Board Chair Signature: 

Date: 13/07/2021

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: 

Date: 14/7/2021