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The school website is: www.harrisonschool.edu.au

Inquiries about this publication should be directed to:

Harrison School
Wimmera Street
HARRISON ACT 2914

General Inquiries 02-62059555
INTRODUCTION TO SCHOOL

Harrison school is located on Wimmera Street, Harrison, adjacent to neighbourhood and district playing fields. Initially the school is catering for preschool and primary school students. The high school is expected to open on the same site in 2012.

The school is designed to cater to the families living in the suburbs of Harrison, Franklin and part of Gungahlin.

The design of the school aims to provide inclusion for students with disabilities to a higher degree than at any previous school in the ACT. The school has four special needs classrooms completely integrated with the mainstream student classrooms and one high support needs unit integrated within the school complex.

The school design provides flexible, modern, high quality and environmentally sustainable educational facilities.

Environmentally sustainable design features are incorporated in the school. Specifically, water sensitive urban design principles have been applied with rainwater collected on site in large underground rainwater tanks and extensive use is made of rainwater run off in hard paved areas to irrigate garden areas.

The buildings are fully cabled to meet the IT needs of the various class areas including local computer networks, interactive white boards and internet access. As with other schools, a range of facilities are available for community use.

The school curriculum embeds the ACT curriculum framework, *Every chance to learn*, integrating a strong focus on inquiry learning. Information communication technology is embedded in the curriculum and students have access to the latest technology to assist with learning. The school ethos has been developed on the key values of respect, care, acceptance, inclusion, team work and fair go.

The school is located in a heritage listed area. We are working with the community to maintain the rural outlook and nature of the school environment.

Enrolments have been positive and the parent community has been involved with the development of the school. We held a very successful first day on Monday 4 February 2008.

Dennis Yarrington, Principal

STUDENT INFORMATION

Student enrolment

Males: 163   Females: 168   Total: 331

Our enrolments for 2008 included students moving from local existing schools, Defence families posted to Canberra and families moving into new homes. Our ESL percentage was 25 percent.

Student attendance

The average attendance for students this year was 93.30 percent of school days.

STAFF INFORMATION

Teacher qualifications

All teaching staff meet the professional requirements for teaching in an ACT public school.

The proportion of teaching staff with certificates/degrees/diplomas and postgraduate qualifications are shown below.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>

Teacher retention

Teaching staff employed and promoted in ACT public schools since 1999 are subject to mobility provisions. Under these provisions, teaching staff
are required to transfer to another workplace after a given period of time.

As we opened in 2008 we have no data for staff retention.

Staff attendance

In 2008, staff attendance was 97.28 percent of school days.

VOLUNTEER INFORMATION

Volunteers supported the school in the following programs:

- library
- classroom (including preschool)
- school events
- preparation of classroom materials and resources
- music program
- excursions.

Total Number of Hours: 690.5 hours.
ABOUT OUR SCHOOL

SCHOOL REVIEW AND DEVELOPMENT

The ACT Department of Education and Training Strategic Plan 2006-09 provides the framework and strategic direction for the school’s plan. This is supported by the School Excellence Initiative which is the overarching framework for achieving high standards in student learning, innovation and best practice in ACT public schools. The School Improvement Framework supports schools in striving towards school excellence.

All ACT public schools participate in a cycle of school review and development. A key component of this process is the use of data to inform the school plan.

SCHOOL SATISFACTION

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students.

In 2008, the school undertook a system survey to gain an understanding of its satisfaction levels at that time. Results from that survey indicated that 90 percent of parents and carers, 93 percent of staff and 97 percent of students (year 5 and above) were satisfied or highly satisfied with the school.

These results as well as the continual review of school performance across the four domains of schooling (teaching and learning, student environment, leadership and management and community involvement) contributed to the development of the school plan. This plan is available from the school front office or on the school website at www.harrisonschool.edu.au

PROFESSIONAL LEARNING

Staff completed the mandatory requirements for professional learning. The Professional Learning (PL) Days were focused on implementing the ACT curriculum framework, Quality Teaching Model (QTm) and development of school curriculum. PL was also devoted to establishing our school learning and values statement. The staff also completed PL in the following areas: interactive whiteboards, MyClasses, Learn to move, Magic 100 words, write on program and a Meyer Briggs self assessment as a learner. School assistants and learning assistants also completed training in Information Communication Technology (ICT), Board maker, working with students with Autism, scaffolding learning and using specialised equipment.

LEARNING AND ASSESSMENT

Performance in Literacy and Numeracy

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

The following information shows the percentage of students at this school achieving at or above the national minimum standard in the five domains across literacy and numeracy.

Note: Confidence levels have been provided to reflect the level of uncertainty associated with the measurement of student achievement and provide a way of making improved inferences about the achievement of students.
The following information indicates the percentage of students who were exempt from NAPLAN based on nationally agreed criteria.

No students in year 3 were exempt.

No students in year 5 were exempt.

Our assessment results need to take into account the relative small number of students and that the school only opened in 2008.

The majority of year 3 students performed at or above the national minimum standard in all aspects of NAPLAN. More than: 80 percent of students performed above national minimum standards in writing, spelling and punctuation and grammar; 77 percent in reading and 68 percent in numeracy. School mean scores in year 3 compared to territory means indicate the need for development in reading, grammar and punctuation and numeracy.

The majority of year 5 students performed at or above the national minimum standards in all aspects of numeracy. Achievement in spelling by year 5 students was very pleasing with 86 percent of students performing above the minimum standard and 40 percent of students achieving in the top two bands. More than 80 percent of students achieved above the national minimum standard in writing, spelling and grammar and punctuation, and more than 77 percent in numeracy. However school mean scores in year 5 compared to territory means indicate the need for development in grammar and punctuation and numeracy.

At the beginning of term two this year, the year 3 - 6 team implemented graded mathematics groups and established a learning assistance group for the students in year 3 needing extra support. In term 3 we employed a Learning Support Assistant (LSA) to work with the group needing additional assistance.

Learning assistance groups were established for students needing extra support for reading. In term 3 the school employed a LSA to support the year 3/4 team with literacy due to the increasing enrolments.

The year 3 - 6 team is also reviewing the grammar and punctuation assessment to assist in identifying appropriate teaching focus.

The results have been shared with the year 1/2 teachers so all teachers have a better understanding of the type of assessments conducted for NAPLAN.
TEACHING AND LEARNING

In 2008 we focused on establishing our curriculum organisers. Staff completed scopes and sequences for the Essential Learning Achievements from the ACT curriculum framework, *Every chance to learn*. The Japanese curriculum for preschool to year 6 was completed.

We also conducted information sessions for parents on the curriculum development. A curriculum team was formed and led the development of the Harrison School curriculum and Harrison School Identity. The key components of the Harrison School Identity include the analytical self, global self, personal self and community self.

An assessment and reporting team was formed, which included parents to develop our reports. The staff completed an assessment and reporting schedule.

In 2008, staff attended the professional development opportunities mentioned above. Staff also implemented Individual Learning Programs (ILP), learning journeys and student portfolios. Staff completed professional development with the physical education consultant on sports and games to improve physical activity. Sport clinics were conducted in Auskick and cricket. Our year 5/6 was involved in the middle schools computation research project. This project has now been offered to all schools in 2009. Harrison School will continue with program.

Professional development was provided for Learning Supports Assistants and classroom teachers on effective inclusion practices.

Staff participated in team moderation days and the development of inquiry learning units.

The school established its excellence program with a number of activities for students. These included a school enrichment day, north side enrichment day, debating and Japanese speech competition, rostrum speaking, movie making, basketball, student newspaper and year book and Japanese day.
STUDENT ENVIRONMENT

The key achievements for 2008 included:

- establishment of the leadership group and the forming of the Student Representative Council (SRC)
- provision of interactive whiteboards for every room and laptops for the senior class
- years 3-6 Camp at Birrigai Outdoor School
- establishment of the music program
- formation of the choir, music tuition program
- a swimming lesson program
- sports houses established and named after a student led competition
- carnivals were well attended
- student participation in debating, public speaking, Japanese speaking competition, district representation in swimming, cross country, and athletics
- student participation in the opening ceremony for the 2008 School Pacific Games
- hosting a ACT Japanese fun day, with over 100 students from schools across the ACT attending
- teachers and students participating in the north side enrichment day
- many students participating in the book week celebrations
- establishment of transition sheets for students and successful programs for students moving from preschool to kindergarten
- parent participation in Literacy and Numeracy Week activities including numero night, reading day and Fathers’ Day breakfast classroom activities
- the formation of special interest groups such as debating, Irish dancing, basketball, student movie making group, student newspaper
- student led assemblies such as fortnightly school assemblies and special assemblies for ANZAC and Remembrance Day
- additional playground markings
- the purchase of sports shirts for sporting teams through sponsorship from Ainslie Football Club.
LEADERSHIP AND MANAGEMENT

The school had a number of priorities in establishing the school. One of the key focuses was the school’s learning and values statement. This was completed and all classes developed learning statements.

Teams were established for curriculum, assessment and reporting, ICT, physical health and inclusion. Each team has developed an implementation plan.

Policies developed in 2008 included home learning, assessment and reporting, student support and multi-aged learning.

The school elected its first School Board. The school has implemented a learning teams approach to professional development. Teachers work in teams to develop learning units. The Inclusion team has begun an action research project on Inclusion.

A professional learning program was established with all staff completing professional learning plans. A number of staff completed leadership development programs.

The school established a student support team. This team meets regular to develop programs that support student learning. This includes intervention, enrichment and extension.

The school developed promotional flyers and a weekly newsletter, which is also email to the school contact list. The school produced its first year book.

An effective Student Representative Council (SRC) and leadership group was established. A number of students attended a leadership Day for ACT students. The SRC organised a number of special activities including a talent quest and mufti Days.

At the end of 2008 the school elected four junior school prefects to lead our student leadership group in 2009. They hosted the first annual school presentation assembly.
COMMUNITY INVOLVEMENT

The Harrison School Community was involved in many activities and programs during the school year. The community was led by an active Harrison School Community Association.

The parent community actively participated in the School Logo Competition.

Parents and community members were involved in:

- school carnivals
- school opening celebration
- National Reading Day
- assemblies
- library working bees
- special days including Numero Night, Mothers at school morning, Fathers’ day breakfast, Japanese Day
- Volunteering in class programs and excursions, reading programs debating coaches, helpers for the Pacific School games, book fairs, ANZAC and Remembrance Day assemblies, Celebrate 08 Concert, Tuesday Coffee Club, assessment and reporting team, curriculum team.

The Community Association through its fundraising subcommittee ran many events to raise funds for the school. Events included raffles, barbecue, chocolate drives and the sunscreen drive. The Community Association also held a very successful Country Fair. This fair saw many parents involved with stalls and the students demonstrated their skills in debating, Irish Dancing, bush dancing, cheer leading, dancing and pie eating competition. The Community Association organised a commemorative paver structure to celebrate the first year for the school.

The school established a sponsorship partnership with Ainslie Football Club to support the development of sport and physical activity at Harrison School. This included purchasing equipment, school sports tops and outdoor jackets for staff. The school has developed partnerships with local businesses including Aquarius Car Wash and Swimming.

A number of local organisations hire the school’s facilities including: Before and After school care program, Church group and Martial arts clubs.
FINANCE REPORT

The school has provided the Department 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.

Professional learning
The average expenditure at the school level per full time equivalent teacher on professional learning was $1544.72
This was derived from:
- teacher professional learning funds: $4 264.58
- principal professional learning funds: $1 064.00
- school funds allocated to professional learning: $ 5 000.00
- travel costs associated with professional learning: nil
- CRS days that have a B code: $5 250
- CRS days that have a D code: $12 950
- relief staff PD Days funded by school: $7 000.00.

Not included in the average is the cost of providing 13 days of internal cover for staff to attend professional learning.

Voluntary contributions
This school received $ 7 294.95 in voluntary contributions in 2008. These funds were used in 2008 to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2008.

<table>
<thead>
<tr>
<th>INCOME</th>
<th>31 December 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self management funds</td>
<td>$383 161.34</td>
</tr>
<tr>
<td>Voluntary contributions</td>
<td>$7 294.95</td>
</tr>
<tr>
<td>Contributions &amp; donations</td>
<td>$13 251.03</td>
</tr>
<tr>
<td>Subject contributions</td>
<td>$3 589.25</td>
</tr>
<tr>
<td>External income (including community use)</td>
<td>$22 685.87</td>
</tr>
<tr>
<td>Proceeds from sale of assets</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Bank interest</td>
<td>$12 872.52</td>
</tr>
<tr>
<td>TOTAL INCOME</td>
<td>$442 854.96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilities and general overheads</td>
<td>$57 272.45</td>
</tr>
<tr>
<td>Cleaning</td>
<td>$84 891.62</td>
</tr>
<tr>
<td>Security</td>
<td>$ 155.45</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$5 145.51</td>
</tr>
<tr>
<td>Mandatory maintenance</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Administration</td>
<td>$7 615.31</td>
</tr>
<tr>
<td>Staffing</td>
<td>$29 050.00</td>
</tr>
<tr>
<td>Communication</td>
<td>$4 196.26</td>
</tr>
<tr>
<td>Assets</td>
<td>$66 987.10</td>
</tr>
<tr>
<td>Leases</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>General office expenditure</td>
<td>$15 957.01</td>
</tr>
<tr>
<td>Educational</td>
<td>$53 158.43</td>
</tr>
<tr>
<td>Subject consumables</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>TOTAL EXPENDITURE</td>
<td>$324 429.14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPERATING RESULT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Accumulated funds</td>
<td>-$78 793.07</td>
</tr>
<tr>
<td>Outstanding commitments</td>
<td>$12 604.80</td>
</tr>
<tr>
<td>BALANCE</td>
<td>$27 027.95</td>
</tr>
</tbody>
</table>
## Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT – Smartboard additional Smartboard interactive installation in Library and meeting/class rooms and ongoing expenses</td>
<td>28 000.00</td>
<td>December 2010</td>
</tr>
<tr>
<td>Photocopier Purchase of replacement copier</td>
<td>5 000.00</td>
<td>December 2011</td>
</tr>
<tr>
<td>ICT – computers Additional computers for teachers/LSA and students</td>
<td>18 000.00</td>
<td>2012 ongoing</td>
</tr>
<tr>
<td>New classroom equipment &amp; resources – additional support for setting up of new classroom and equipment requirements</td>
<td>20 000.00</td>
<td>December 2010</td>
</tr>
<tr>
<td>Environmental and Outdoor programs – to implement and ongoing support for environmental and outdoor programs</td>
<td>6 000.00</td>
<td>2011 ongoing</td>
</tr>
<tr>
<td>Sports programs Establish sports programs and special run programs</td>
<td>4 000</td>
<td>December 2009</td>
</tr>
</tbody>
</table>
I declare that the Harrison School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections:

39 (4) The school board must give effect to the chief executive’s directions.

44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school, if –
   a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board; or
   b) contravenes section 49 (Disclosure of interests by members of school boards) without reasonable excuse.

46 The members of the school board of a public school must, whenever necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal for the school.

47 (2) However, the school board must meet at least 4 times a year.

48 (10) The school board must keep minutes of its meetings.

49 Disclosure of interests by members of school boards

49 (3) The disclosure must be recorded in the school board’s minutes and, unless the board otherwise decides, the member (the first member) must not –
   a) be present when the board considers the issue; or
   b) take part in any decision of the board on the issue.

49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Board Chair Scott Cass-Dunbar Signature ________________________ Date: _______________

MEMBERS OF THE SCHOOL BOARD
Bell, Gaylene                           Fergusson, Aneka
Manestar, Daniel                       Tegg, Nikki
Carne, Debbie                          Dutt, Kanchan

BOARD CHAIR
Name: Scott Cass-Dunbar
Signature:
Date:

PRINCIPAL
Name: Dennis Yarrington
Signature:
Date:

I have sighted this Annual School Board Report and verified the data contained in the report.

School Director: Wayne Chandler
Signature: Date: