



Harristown State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

From the Principal

School overview

Harristown State School was established in 1911 as a Primary school in Toowoomba. The student population is about 500 students with relatively equal numbers across all year levels from Prep to Year 6. Harristown State School is located in the Darling Downs Region and services families from the south western suburban area of Toowoomba. The students form a representational sample of the wider community. Approximately 28% of students identify as Aboriginal and/or Torres Strait Islander and approximately 30% of students identify as having English as a second or other language with 120 of these students having refugee status. In Term 4 of 2019, Harristown State School reached capacity and an Enrolment Management Plan was introduced. The school's catchment area map is available on OneSchool.

Our school offers a number of opportunities for students to reach their full potential.

These include:

- A commitment to ensure all students have numeracy and literacy skills that will allow them to participate in our society.
- Highly Professional Teachers with a commitment to ensuring all children succeed.
- 2 hour literacy block in Years Prep-6 supported by Teacher Aides in each class.
- An Instrumental Music Program that offers students a choice of brass, woodwind, string or percussion instruments.
- Thorough curriculum plan covering the Australian Curriculum with sufficient support and extension provided where appropriate.
- Sporting opportunities to challenge outstanding athletes.
- Specialist Intervention Programs that assist students needing support or extension with their learning.
- Heroes Academy providing targeted Literacy and Numeracy supports to students with disabilities or complex learning needs.
- International Heroes program providing support and intensive English programs for EALD students including recently arrived refugees.
- An Indigenous Perspectives Coordinator who leads the following: Cultural awareness – programs delivered to students to increase their cultural understanding and appreciation. Community connections-working with families, elders and external organisation to form positive and productive relationships (positive improvement in behaviour). Closing the gap – working with the leadership team and staff to analyse data and plan to improve results in academics and attendance for our indigenous students.
- Lunchtime supported play program including two fully functioning computers labs, organised sport and library access.
- The school also has a positive behaviour room called the SSC which houses the Chaplain and is available to all students at lunch times for games and supported play.
- Opportunities to extend skills in art, music and HPE.
- A variety of social skills program coordinated by the Guidance Officer; Drumbeat, Girlwise etc.
- Indigenous culture programs lead and supported by Indigenous staff members.
- A strong commitment to providing a safe and supportive learning environment for our students.

These and many more aspects of our school community make it one that students enjoy coming to every day.

Our school at a glance

School profile

Coeducational or single sex

Coeducational

Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	397	437	516
Girls	191	215	258
Boys	206	222	258
Indigenous	114	116	132
Enrolment continuity (Feb. – Nov.)	86%	85%	87%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	22	23	23
Year 4 – Year 6	26	23	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The school offers a full balanced curriculum program in the eight key learning areas.

- ◆ The Physical Education Specialist teaches all classes from Prep to Year 6. Due to the fact the school has a swimming pool, a more intensive swimming program is able to be implemented in Terms 1 and 4. Two activities halls are also used for sporting activities.
- ◆ The Music Specialist teaches classes from Prep to Year 6. Two visiting Instrumental Music Teachers provide weekly lessons in the areas of percussion, strings, brass and woodwind.
- ◆ The school has a Head of Curriculum who assists teachers to develop their capacity in curriculum planning and delivery. The HOC also coordinates student support including intervention and extension programs.
- ◆ We have a Special Education Program called the Heroes Academy that is coordinated by our Head of Special Education Services. The Heroes Academy provides small group Literacy and Numeracy classes to identified students with a disability or complex needs.
- ◆ English as a Second Language students constitute approximately 30% of the student population at Harristown State School. These students are catered for in the classroom, but also access specialised EAL/D intervention organised through an EAL/D co-ordinator and EA/LD teachers who run targeted English lessons during English

time. These intensive English classes are run out of the International Heroes Headquarters (IHH) and IHH staff work closely with class teachers to coordinate timetables the curriculum covered for EAL/D students.

- ◆ Many opportunities are available for students to develop their wide range of ability levels. These include participating in the Eisteddfods, and competitive sport, regular visits to High School Campus, West Special School and Denise Kable.

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

- ◆ A program in Religious Education is taught in all classes from Year 1 to 6, delivered by visiting teachers once a week, families have the option to withdraw from these lessons.
- ◆ A Guidance Officer is based at the school. They actively support children and staff, in a leadership role, through organising and overseeing the mental health and wellbeing framework. The Guidance Officer also works in the Whole School Support team and completes cognitive assessments for identified students.
- ◆ Harristown State School is a Positive Behaviour for Learning (PBL) school with the values of Learning, Respect, Responsibility and. We encourage our students to follow the values and expectations through positive acknowledgement.

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

In recent years, a significant amount of school funds have been expended on ensuring school connectivity exists for ICT to be available to all classes, and for it to become integral as part of teaching and learning.

Our students have access to two stand-alone Computer Laboratories which provide up-to-date facilities for individual and general class use. Students are also given access to use of computers during lunch breaks, thus giving additional opportunities to access ICT programs and software. All teachers have been issued with personal laptops which enable them to use these in conjunction with classroom data projectors and internet access. In addition to the laptops, Teachers are provided with individual ipads. ICT usage is integrated into all Curriculum Learning Areas, and viewed as a vital tool to enhance teaching and learning processes within our school. All school buildings are connected to the school network and access points located throughout locations in the school enable wireless capability. The school has purchased 60 ipads that are grouped in baskets of 5, these devices are used to compliment the curriculum and guided reading plans.

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Overview

Harristown State School focuses on quality relationships being built and which align to our 4 school values of Respect, Responsibility, Learning and Safety. Students from Prep to Year 6 inclusive undertake a 30 minute Positive Behaviour for Learning lesson each week where desirable behaviours are explicitly taught and modelled in line with the values and our school setting. Classes also deliver Zones of Regulation lessons in Term 1 and the 4Rs program in terms 2-4. Our school culture has undergone a major refocus whereby students are encouraged to attain “self-managing” status with articulated high expectations and behaviour requirements. Our school vision is “Success for all through Learning, Respect, Responsibly and Safety” and all staff work towards this goal. Students are supported by additional school programs such as school

volunteers assisting in reading and mentoring programs, as well as Chaplaincy services and extra-curricular offerings.

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	94%	96%	87%
• this is a good school (S2035)	81%	87%	87%
• their child likes being at this school* (S2001)	88%	96%	87%
• their child feels safe at this school* (S2002)	81%	83%	80%
• their child's learning needs are being met at this school* (S2003)	100%	86%	80%
• their child is making good progress at this school* (S2004)	94%	91%	80%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	87%	87%
• teachers at this school motivate their child to learn* (S2007)	100%	91%	80%
• teachers at this school treat students fairly* (S2008)	81%	74%	73%
• they can talk to their child's teachers about their concerns* (S2009)	93%	87%	93%
• this school works with them to support their child's learning* (S2010)	93%	78%	73%
• this school takes parents' opinions seriously* (S2011)	86%	77%	64%
• student behaviour is well managed at this school* (S2012)	73%	70%	60%
• this school looks for ways to improve* (S2013)	87%	78%	71%
• this school is well maintained* (S2014)	81%	74%	73%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	82%	96%	90%
• they like being at their school* (S2036)	75%	96%	86%
• they feel safe at their school* (S2037)	78%	92%	85%
• their teachers motivate them to learn* (S2038)	93%	99%	93%
• their teachers expect them to do their best* (S2039)	99%	97%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	96%	94%

Percentage of students who agree# that:	2017	2018	2019
• teachers treat students fairly at their school* (S2041)	79%	86%	81%
• they can talk to their teachers about their concerns* (S2042)	73%	89%	83%
• their school takes students' opinions seriously* (S2043)	69%	83%	84%
• student behaviour is well managed at their school* (S2044)	53%	90%	61%
• their school looks for ways to improve* (S2045)	92%	94%	88%
• their school is well maintained* (S2046)	78%	90%	78%
• their school gives them opportunities to do interesting things* (S2047)	78%	96%	90%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	92%	95%	88%
• they feel that their school is a safe place in which to work (S2070)	92%	86%	90%
• they receive useful feedback about their work at their school (S2071)	86%	89%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	94%	82%
• students are encouraged to do their best at their school (S2072)	94%	94%	95%
• students are treated fairly at their school (S2073)	97%	89%	95%
• student behaviour is well managed at their school (S2074)	84%	76%	68%
• staff are well supported at their school (S2075)	89%	81%	88%
• their school takes staff opinions seriously (S2076)	89%	80%	83%
• their school looks for ways to improve (S2077)	100%	97%	95%
• their school is well maintained (S2078)	84%	73%	75%
• their school gives them opportunities to do interesting things (S2079)	94%	92%	80%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Harristown State School has a supportive parent community who play an active role in both the decision making and teaching/learning processes within the school.

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	90	93	161
Long suspensions – 11 to 20 days	3	1	1
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	30,246	112,331	157,684
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	45	38	6
Full-time equivalents	38	24	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	89%	88%	89%
Attendance rate for Indigenous** students at this school	86%	84%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep	90%	85%	90%
Year 1	90%	91%	90%
Year 2	88%	90%	90%
Year 3	89%	90%	89%
Year 4	89%	88%	91%
Year 5	86%	90%	88%
Year 6	89%	86%	88%

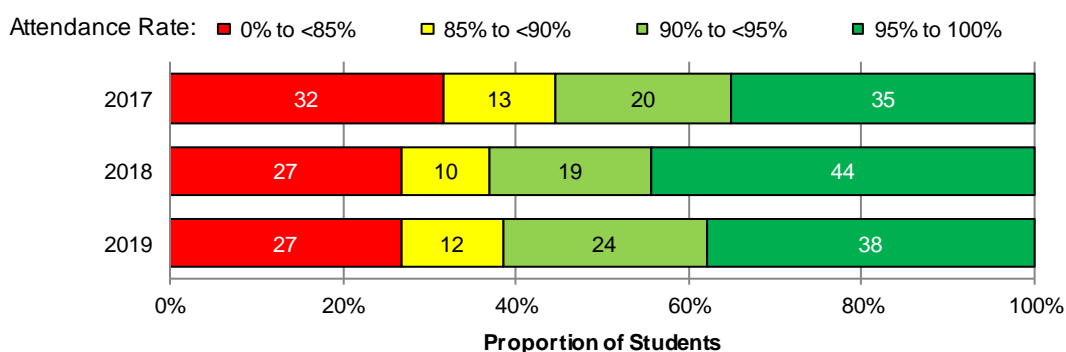
Year level	2017	2018	2019
Year 7	DW	100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector ▼
School type ▼
State ▼
🔍

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN ▼
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.