

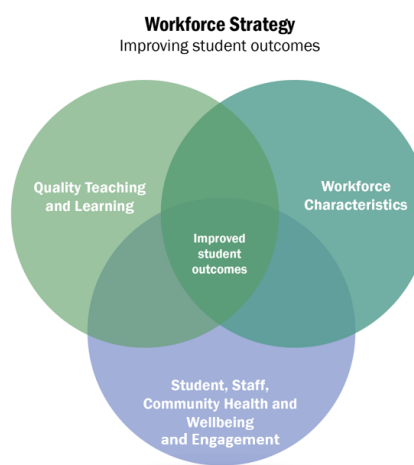
Principal's Selection and Placement Pilot Project

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

When analysed and resourced adequately these domains work in harmony to improve student outcomes.

Conceptual Model for Workforce Planning and Development



School Profile – Harrisdale Senior High School

Introduction

Welcome to the Principal Selection and Placement Pilot, this school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The School Profile covers the three domains of the Workforce Planning Conceptual Model

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.

School Details

Commencement Date:	01/01/2017
Education Region:	SOUTH METRO
Local Government Area:	ARMADALE (C)
State Electorate:	JANDAKOT
Commonwealth Electorate:	BURT
Independent Public School:	2017



School Overview

Harrisdale Senior High School provides local families with access to high-quality secondary education.

Our vision is to be a school of excellence in learning and teaching. Harrisdale's curriculum, pastoral care and co-curricular programs are developed on the belief every student can enjoy success at school and deserve the best possible opportunity to do so.

We believe a quality, rounded education provides students with the stepping-stone to higher education, training and employment, and to a bright future. Our emphases are on academic excellence and developing caring, capable and confident young adults who are keen to make positive contributions to their local and global community.

As an Independent Public School which opened with a Year 7 cohort in 2017, we will grow with a new year group each year until 2022, when the 'Year 7 Class of 2017' graduate as Year 12 students.

Harrisdale is a growing suburb located approximately 24 kilometres south of the Perth. The school, located on Laverton Crescent, is next to Harrisdale Primary School. The City of Armadale's new playing fields and sports pavilion are close by.

Quality Teaching and Learning

Students Numbers (semester 2)

Semester 2	2017	2018	2019	2020	2021
Lower Secondary	213	506	879	1258	1405
Upper Secondary					211
Total	213	506	879	1258	1616

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	395	367	339	304	211			1616

	Kin	PPR	Pri	Sec	Total
Male				804	804
Female				811	811
Total				1616	1616

	Kin	PPR	Pri	Sec	Total
Aboriginal				25	25
Non-Aboriginal				1591	1591
Total				1616	1616

Student Profile

Semester 2, 2021	Number	%
Full Time Students	1616	
Students with a Disability	22	1.4%
Aboriginal Students (Sem 1, 2021)	23	1.4%

Attendance Overall

Secondary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2018	93.9%	91.5%	89.6%	88.8%	81.9%	66.0%	93.8%	91.4%	87.6%
2019	92.2%	90.9%	88.8%	88.0%	78.8%	65.8%	92.1%	90.6%	86.8%
2020	89.7%	91.5%	89.2%	84.3%	84.5%	65.9%	89.6%	91.4%	87.3%

All students.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	80.0%	14.9%	3.7%	1.4%
2019	74.2%	18.0%	6.1%	1.7%
2020	62.9%	21.7%	12.3%	3.0%
Like Schools 2020	71.6%	18.1%	7.7%	2.6%
WA Public Schools 2020	62.1%	19.4%	10.9%	7.6%

First Cohort in Year 11, 2021

Year 12 Pathways, WACE Achievement, WACE Examinations, Overall ATAR Performance and Median Australian Tertiary Admissions Rank data not available as the first cohort will not complete Year 12 until 2022.

NAPLAN data.

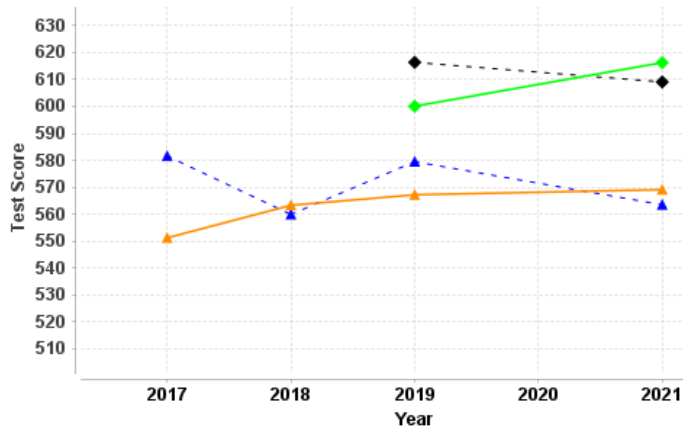
Percentage of students Above, At and Below National Minimum Standard (NMS).

	NAPLAN Numeracy					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	91%		91%	89%	88%	92%
At NMS	8%		8%	11%	7%	7%
Below NMS	1%		1%	0%	4%	1%

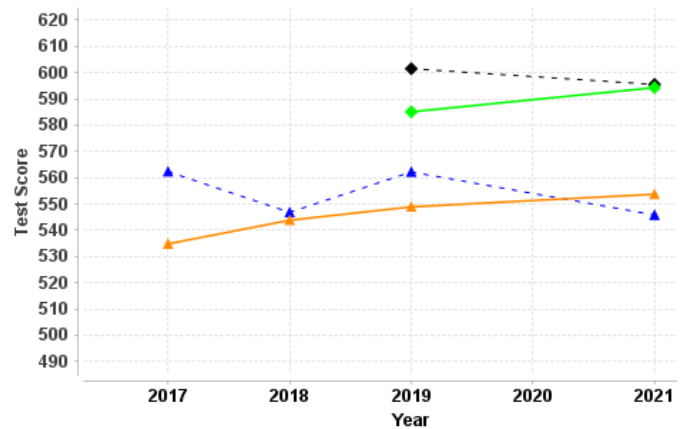
	NAPLAN Reading					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	90%		89%	88%	87%	88%
At NMS	6%		9%	9%	10%	8%
Below NMS	4%		3%	3%	3%	5%

	NAPLAN Writing					
	2018		2019		2021	
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
Above NMS	81%		86%	71%	86%	83%
At NMS	14%		11%	20%	8%	12%
Below NMS	5%		3%	8%	5%	5%

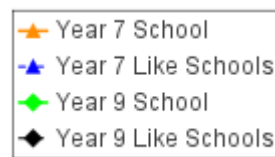
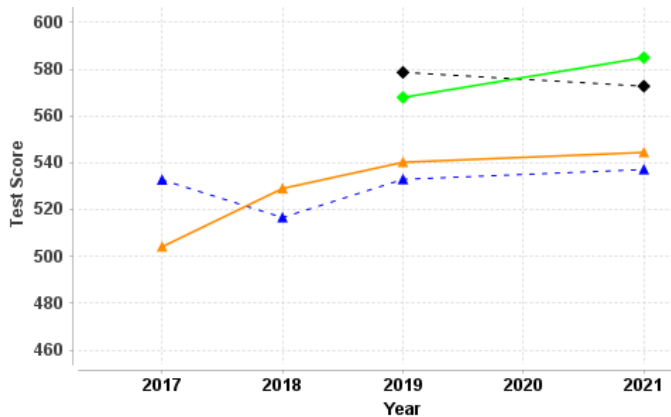
Average Numeracy Score



Average Reading Score



Average Writing Score



Whole School Approaches/Programs

List up to 5 of the school's key whole school programs or approaches. (eg. Kagan Cooperative Learning)

Explicit, Direct Instruction as a school wide pedagogy

Careers and Pathway Planning Program Year 7 - 12 based on Department of Education course materials

Targeted programs

List up to 5 school-based programs that target specific groups of students. Eg. Gifted and Talented

Department of Education Gifted and Talented Academic Program Year 7 2021 and comprises Year 7 & 8 2022 Small " focus" classes targeting students with identified literacy and numeracy needs "Access 10 "	Year 7 2021 and comprises Year 7 & 8 2022 Years 7 – 9 class for students identified at risk an engagement program with early and flexible pathways towards work and training
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Professional Learning

List the 5 most recent whole-school professional learning activities.

Topic
Cultural Awareness Trauma Informed Practice Data Literacy and Analysis High Impact Pedagogy (Direct & Explicit Instruction) School Review - data informed planning

Financial Information

Student-Centred Funding - 2021 <table> <tr> <td>Per Student Funding</td> <td>\$ 14,879,385.00</td> </tr> <tr> <td>Student and School Characteristics</td> <td>\$ 1,055,544.19</td> </tr> <tr> <td>Disability Adjustments</td> <td>\$ 0.00</td> </tr> <tr> <td>Targeted Initiatives</td> <td>\$ 580,253.81</td> </tr> <tr> <td>Operational Response Allocation</td> <td>\$ 2,500.00</td> </tr> <tr> <td>Regional Allocation</td> <td>\$ 0.00</td> </tr> <tr> <td>Total 2021</td> <td>\$ 16,517,683.00</td> </tr> <tr> <td>Transition Adjustment</td> <td>\$ 0.00</td> </tr> <tr> <td>Total After Transition Adjustment</td> <td>\$ 16,517,683.00</td> </tr> </table>	Per Student Funding	\$ 14,879,385.00	Student and School Characteristics	\$ 1,055,544.19	Disability Adjustments	\$ 0.00	Targeted Initiatives	\$ 580,253.81	Operational Response Allocation	\$ 2,500.00	Regional Allocation	\$ 0.00	Total 2021	\$ 16,517,683.00	Transition Adjustment	\$ 0.00	Total After Transition Adjustment	\$ 16,517,683.00	Student and School Characteristics Funding - At Census <table> <thead> <tr> <th></th> <th>Funded Student FTE</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Student Characteristics</td> </tr> <tr> <td>Aboriginality</td> <td>23.00</td> <td>\$47,219.00</td> </tr> <tr> <td>Disability</td> <td>107.40</td> <td>\$779,744.50</td> </tr> <tr> <td>English as an Additional Language or Dialect</td> <td>13.00</td> <td>\$37,479.00</td> </tr> <tr> <td>Social Disadvantage</td> <td>261.85</td> <td>\$191,101.69</td> </tr> <tr> <td>Sub Total</td> <td></td> <td>\$1,055,544.19</td> </tr> <tr> <td colspan="3" style="text-align: center;">School Characteristics</td> </tr> <tr> <td>Enrolment-Linked Base</td> <td></td> <td>\$0.00</td> </tr> <tr> <td>Locality</td> <td></td> <td>\$0.00</td> </tr> <tr> <td>Sub Total</td> <td></td> <td>\$0.00</td> </tr> <tr> <td>Total</td> <td></td> <td>\$1,055,544.19</td> </tr> </tbody> </table>		Funded Student FTE	Amount	Student Characteristics			Aboriginality	23.00	\$47,219.00	Disability	107.40	\$779,744.50	English as an Additional Language or Dialect	13.00	\$37,479.00	Social Disadvantage	261.85	\$191,101.69	Sub Total		\$1,055,544.19	School Characteristics			Enrolment-Linked Base		\$0.00	Locality		\$0.00	Sub Total		\$0.00	Total		\$1,055,544.19
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Targeted Initiatives (Details)

	Amount
Targeted Initiative: Gifted and Talented Education Program	\$177,382.00
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$71,598.84
Targeted Initiative: In School State Funded Chaplaincy Program	\$10,167.00
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$11,479.51
Targeted Initiative: School Psychologists - IPS Flexibility	\$99,129.96
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$11,479.51
Targeted Initiative: Sporting Schools Programme	\$2,500.00
Targeted Initiative: VET delivered to secondary students	\$196,516.99
Total	\$580,253.81

What is the % collection rate of Voluntary contributions and charges for

- in 2021 78% .

Capital Works Projects

Are there any capital works in projects currently in progress?

No capital works to the permanent build. Ongoing placement of transportable classrooms to meet accommodation of enrolment growth

Are there any capital works projects pending in the next 18 months? Nil

Have any capital works applications been sent into Royal Street and awaiting a decision?

Facilities branch is aware of significant need of additional accommodation for Student Services to meet existing high demand of services

Workforce Characteristics

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Harrisdale Senior High School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	6	6.0	1	1.0	7	7.0
HOLA/Coordinator	12	12.0	1	1.0	13	13.0
Teacher	96	91.5	3	3.0	99	94.5
Mainstream EAs	1	1.0	0	0.0	1	1.0
Education Support EAs	10	10.0	0	0.0	10	10.0
Admin	16	15.3	0	0.0	16	15.3
Other	10	8.1	0	0.0	10	8.1
Total	151	143.9	5	5.0	156	148.9

Table 2 Total employment headcount with proportion of full time employees.

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	7	100%	0%
HOLA/Coordinator	13	100%	0%
Teacher	99	90%	10%
Mainstream EAs	1	100%	0%
Education Support EAs	10	90%	10%
Admin	16	81%	19%
Other	10	60%	40%
Total	156		

Table 2 identifies the current proportion of full time employees for each occupational group.

Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Harrisdale SHS using both headcount and FTE.

Table 3 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2017	8	20	8	12	0	8
2018	14	39	12	26	2	13
2019	23	52	22	33	1	19
2020	34	76	33	49	1	27
2021	53	103	50	69	3	34
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2017	8.0	18.6	8.0	11.6	0.0	7.0
2018	13.4	36.1	12.0	24.1	1.4	12.0
2019	23.0	49.6	22.0	31.7	1.0	17.9
2020	33.2	72.8	32.2	47.8	1.0	25.0
2021	50.8	98.1	47.8	66.7	3.0	31.4

Women in Leadership

Table 4 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2017 and currently in 2021.

Table 4 Women in Teaching Leadership roles

Year	Leadership + HOD
2017	2
2018	6
2019	6
2020	8
2021	14

Age Profile

Table 5 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2017 with the current 2021 data.

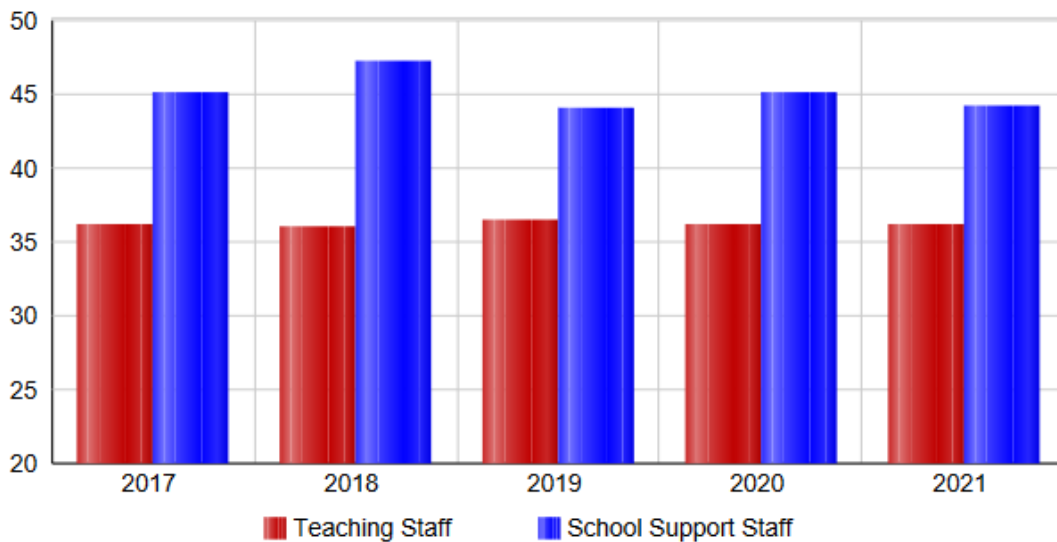
Table 5 Comparison of age profile data

	2017			2021		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	3	3	0	9	7	2
25 to 34	12	10	2	59	52	7
35 to 44	4	2	2	46	32	14
45 to 54	5	3	2	26	17	9
55 to 59	2	0	2	9	5	4
60 to 64	1	1	0	4	3	1
65 to 69	1	1	0	3	3	0

Average Age

Figure 1 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Figure 1 Average age of teaching and school support staff members 2017 – 2021



Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

Table 6 Diversity of staff members 2017 to 2021

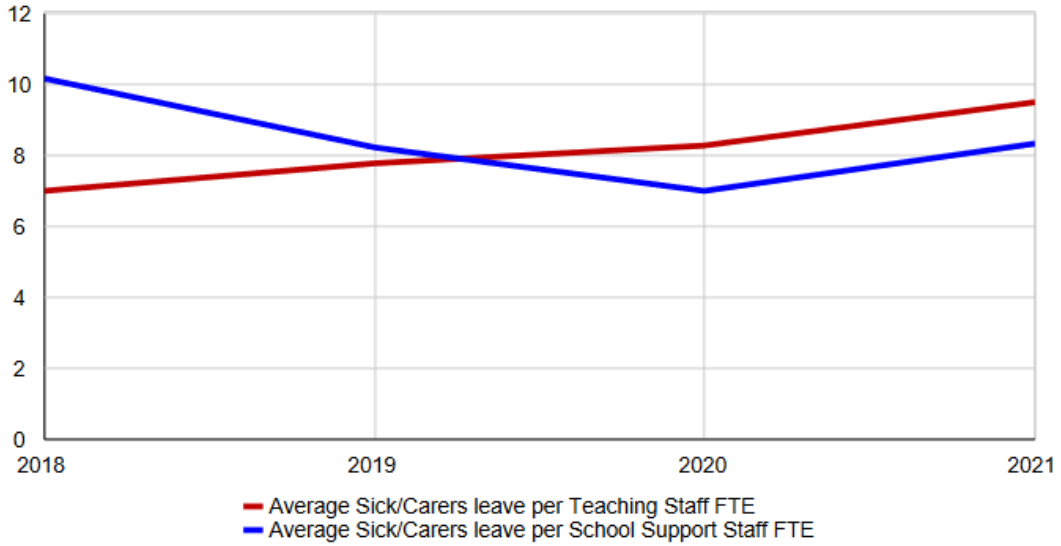
Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2017	0	0.0	2	2.0	0	0.0
2018	0	0.0	7	7.0	0	0.0
2019	0	0.0	12	11.4	0	0.0
2020	0	0.0	18	17.0	0	0.0
2021	1	1.0	30	28.9	1	1.0

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at the School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

Figure 2 Sick and Personal Carers leave trends 2017 to 2021



Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

Figure 3 Potential retirements as per age group

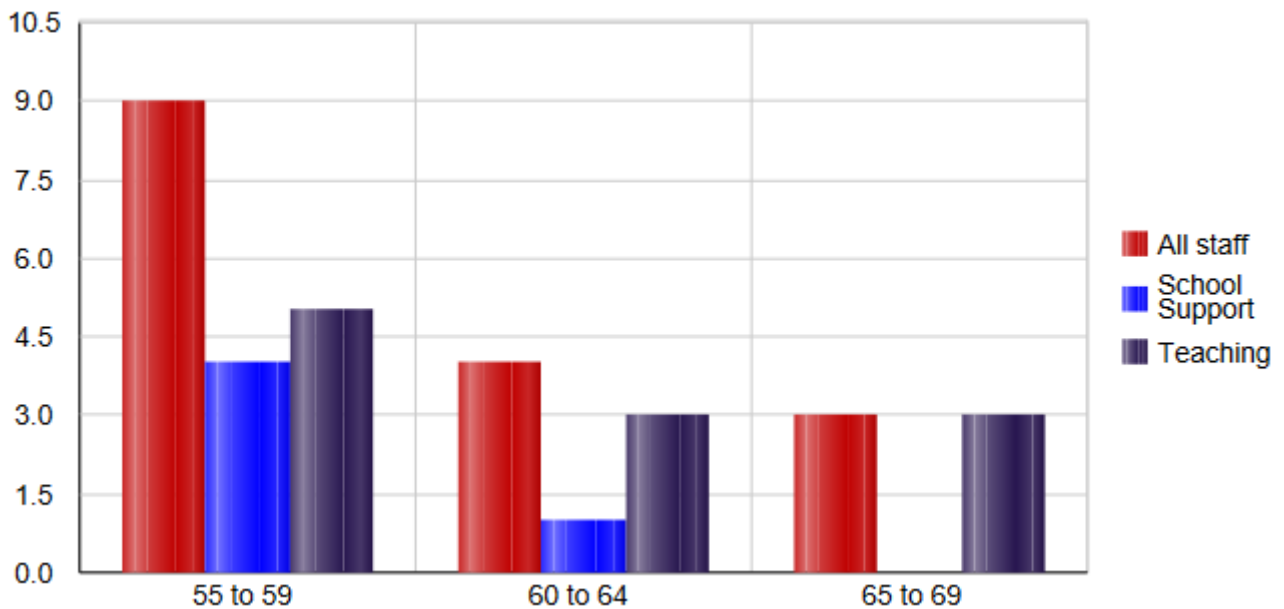
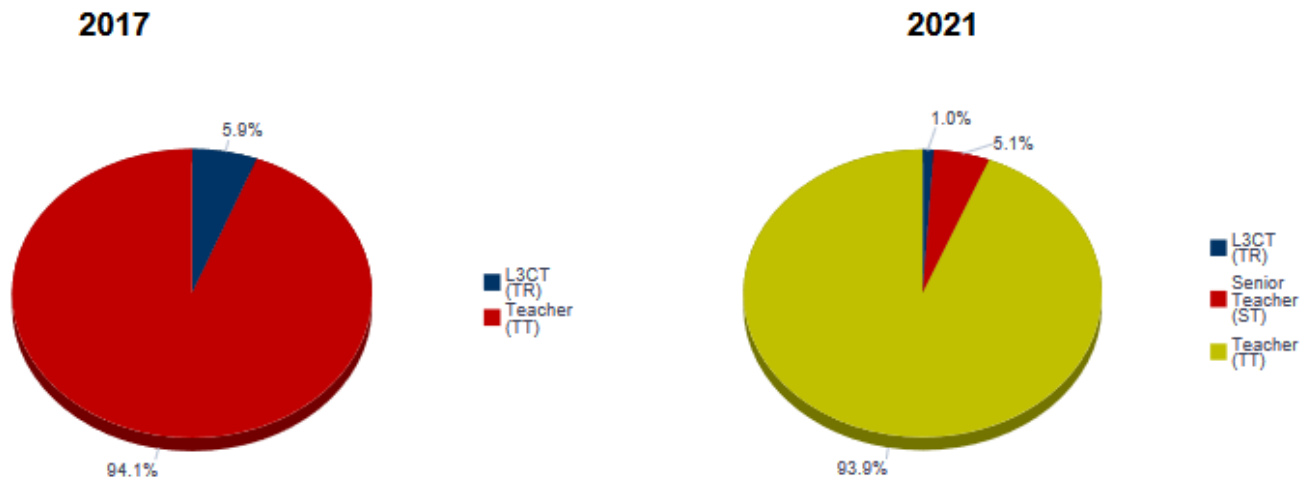


Figure 3 identifies the number of staff in each occupational group who could retire in the next ten years.




Pay Grade

Figure 4 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT



Student, Staff and Community Health and Wellbeing and Engagement

ABS Census 2016 data for the suburb Harrisdale.

	People	9,076
	Male	49.5%
	Female	50.5%
	Median age	30
	Families	2,592
	Average children per family for families with children	1.8
	for all families	1
	All private dwellings	3,293
	Average people per household	3
	Median weekly household income	\$2,171
	Median monthly mortgage repayments	\$2,210

Retention of Students

Apparent retention and progression rates (%)

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2020	112%	0%	0%	0%	0%

Top Five Intake Schools.

Intake School	Male	Female	Total
Harrisdale Primary School	51	57	108
Bletchley Park Primary School	35	26	61
Piara Waters Primary School	28	29	57
Aspiri Primary School	21	11	32
Campbell Primary School	7	4	11

Note. Received students from another 58 schools.

Student Services

The following sentences taken from a student services continuum describe the school's approach to student support.

Note. This data represents the perceptions of the school's current leadership and has not be validated externally.

Rich data is collected on individual students and family groups. Information is stored digitally and forms the basis for ongoing case management. Relevant stakeholders can easily access up to date and time sensitive information.

Processes are clear, streamlined and documented and consider multiple causal factors and solution pathways. Solutions are largely in-house and preventative, systematic strategies are used to enter students in the system early.

Heavily centralised with close involvement of principal. All issues, referrals and treatment pathways are recorded and progressed by a dedicated Student Support Coordinator with feedback loops in place for all stakeholders.

Academic data is linked to multiple elements of non-academic data and student support is considered part of the response to academic data.

Student's family and home environment are part of the student support plan.

Student support forms a key element of the Business Plan and the school holds itself accountable for achieving outcomes.

Seamlessly linked to student support processes and included whole school screening and school-managed therapies.

Students and Parent Perceptions

School report extract, Build on Students' and Parents' Perceptions About the Quality of the Harrisdale Schooling Experience.

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 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.

Student Welfare

Does this schools have before or after school care provision? No

If Yes, who provides this service? _____

Canteen

What days does the school operate a breakfast club? Yes , Tuesday and Thursday

What days does the school canteen operate? Monday to Friday

Who operates the canteen Private provider

Parent Education

List any parent education programs conducted in the last 12 months.

Topic	Provider (eg. School Psych Service, external consultant)	Which term
PPP VET, WPL,WACE ATAR, Pathway planning information session Years 9 &10s sessions GATE Program Year 6 to 7 Information Sessions for parents curriculum and transition	School Psych Semester 1 Run by specialist school staff at key curriculum and enrolment dates Central office and school Staff	

School Board/Council

School Board/Council membership by positions (eg.Parent reps X 3)

Membership	Number
Principal	1
Staff	2
Parent representatives	1
Community Representatives	4
Other	2

What did the School Board/Council set the 2021 voluntary contribution to be? \$235

Committees

List the community-based committees, excluding the School Council/Board, this school operates.

Title	Key projects completed in last 12 months	Present Key Projects
P and C		

Deed of Licence Arrangements

Who with	Purpose	Expiry Dae
Munch Box Canteen Service	Canteen	2026

Sponsorship Arrangements

Who with	Purpose	Expiry Date
Nil		

Additional information can be obtained from

1. the school's website <https://harrisdaleshs.wa.edu.au/>
2. schools online

https://www.det.wa.edu.au/schoolsonline/overview.do?schoolID=4198&pageID=SO01&resetSearchType=ONE_SCH

Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement

Commendations

List 4 things the school is doing well (can come straight from Public School Report)

Literacy and Numeracy achievement measured by OLNA and NAPLAN - higher than like schools in 2021

Pathways - Secondary directions ATAR / VET

Co curricula program -An eclectic clubs program out of school hours comprising of 25 clubs and homework support groups

Quality Teaching - as demonstrated in high student achievement data and like school comparison data

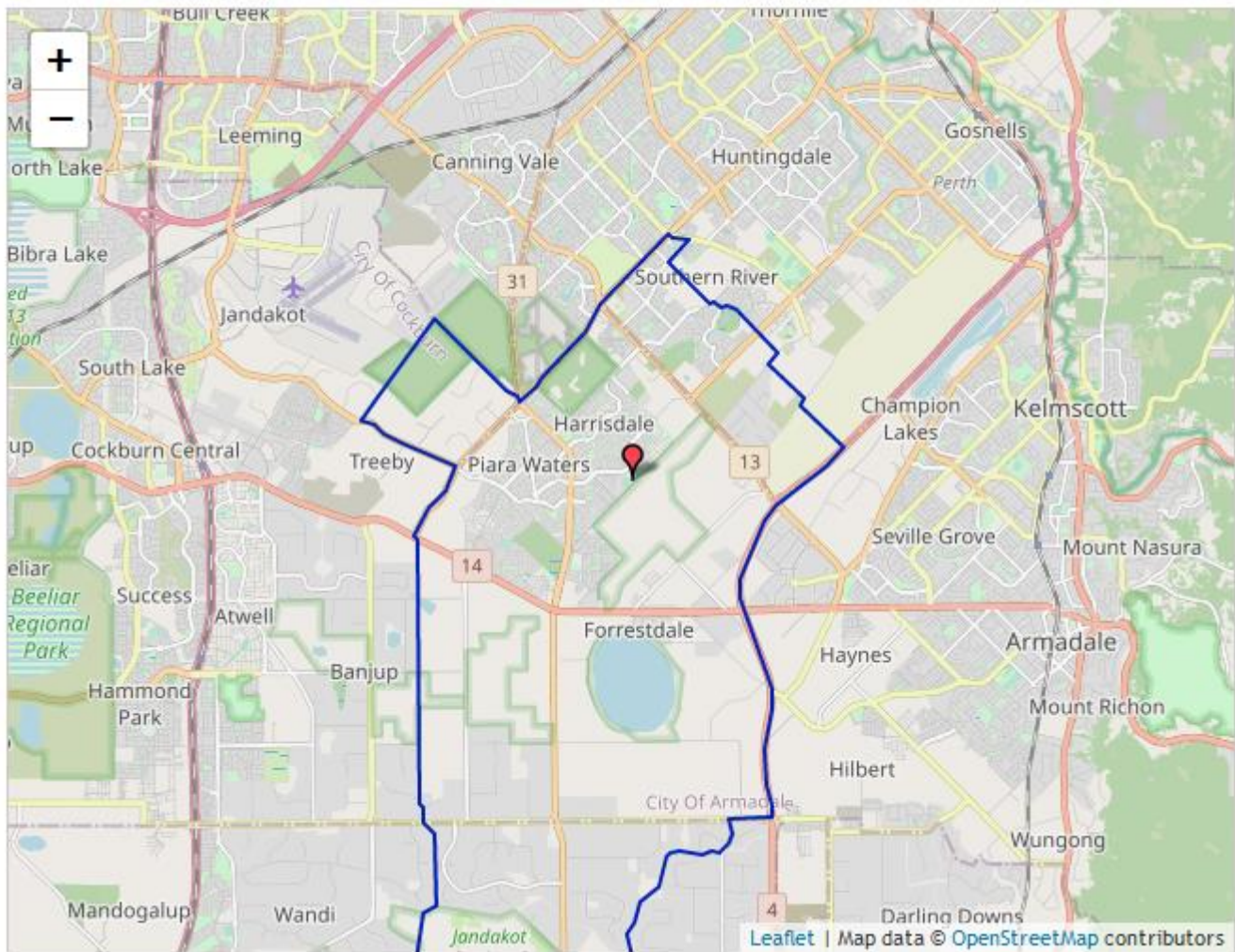
Strong school performance in; Athletics Volleyball and Netball programs : STEM disciplines and competitions ; A flourishing Arts program, including classical music.

Recommendations

List 4 areas that would benefit from further improvement. (can come straight from Public School Report)

The school has a commitment to continuous improvement in all areas of school performance

Location.





Department of
Education

Shaping the future