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Principal's foreword

Introduction

At Harristown State School the focus is on quality teaching and learning to provide students with essential skills in literacy and numeracy, and also to empower students with life skills to enable them to become active responsible citizens.

During the past twelve months, the implementation of Prep, the improvement in school image, the focus on effective teaching, and implementation of curriculum, assessment and reporting, and our culture of high expectations and standards have supported our progress.

The credit for our positive learning climate goes to all staff, students and parents. It is your energy and enthusiasm which continues to drive our school to deliver quality teaching and learning, and quality social outcomes for all students.

Future outlook

Steady enrolment growth at Harristown reflects a growing confidence in the quality of teachers, programs and opportunities that Harristown has to offer. Our endeavours throughout 2007-8 have focussed upon curriculum development and quality assessment and reporting. We have also sought to provide timely and effective intervention in aspects of Literacy and Numeracy for 'identified' students. These initiatives have proved successful and will be maintained throughout 2008. Our IDEAs journey towards a shared school vision, underpinned by agreed values and effective school wide pedagogy should provide a sound platform for continued progress for many of our students.

*Towards excellence together!
through Respect, Co-operation & Responsibility*

Our school at a glance

School Profile

Harristown SS is a co-educational school of 390 students across Prep to Year 7.

Curriculum offerings

Our distinctive curriculum offerings:

- Numeracy and Literacy Intervention
- Support a Talker
- Reading Recovery (full time teacher)
- Metalinguistics Program – Prep/Year 1
- ECP – Education Challenge Program
- Options Program
- Instrumental Music
- Agricultural Education

Extra curricula activities:

- Active After Schools Sports Program
- Sport Training

How computers are used to assist learning

In addition to the computers in each classroom, the school has 2 dedicated ICT labs that not only meet the needs of teaching and learning but also of staff training and development. Computers and ICT are integrated into all curriculum areas across the school and are viewed as a vital tool to enhance and support teaching and learning, and to empower students to meet the future needs of our global society. A significant re-development of the school's technological infrastructure throughout 2008 will see improved access to learning technologies for all students & staff members.

Social climate

Harristown State School focuses on quality relationships built on the understanding that respect is the key. Our school is striving to develop a culture of high expectations and standards which will continue to prepare our students for life long learning. Our school's Vision is '*Towards Excellence.... Together!*' and is underpinned by a agreed and well supported values of respect, co-operation & responsibility.

Involving parents in children's education.

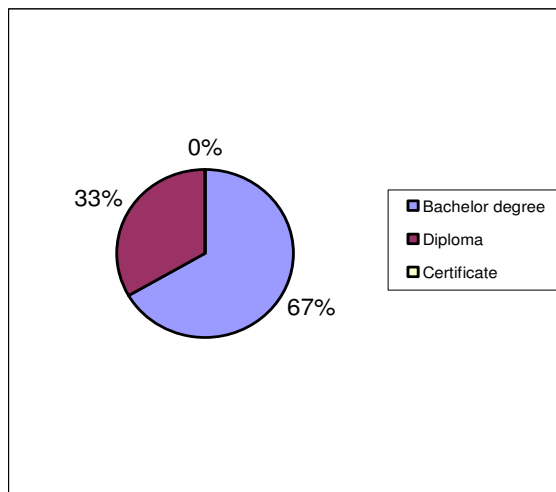
Parents are encouraged to play an active and supporting role in the life of the school. Harristown SS promotes good communication between home and school. Parents are encouraged to contact their student's teachers on any issues concerning their welfare or academic progress. Teachers are expected to contact parents should they have any concerns about students. The Harristown SS Parents and Citizens Association attracts good support from parents and is the official body through which parents can become involved in the school. The work of our P&C Association is vital to the school community.

2007 School Annual Report

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Bachelor degree	16
Diploma	8
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2007 was \$23 388.
- The major professional development initiatives are as follows:
 - ✓ IDEAS Workshops / Professional Development
 - ✓ Literacy & Numeracy Development
 - Spelling, Writing, P-3 Reading, Maths, Support-a-Talker training.
 - ✓ Indigenous Education:
 - Crossing Cultures: Everybody's Interest
 - Bandscaling
 - ✓ P-3 Continuity Planning & Year 2 Moderation
 - ✓ QCAR - Writing Assessment Tasks
 - ✓ Inclusive Education:
 - Program Writing to encompass Diversity
 - Understanding Disability
 - Educational Adjustment Planning
 - ✓ Senior First Aid, Life Support & EpiPen Training
- The involvement of the teaching staff in professional development activities during 2007 was 95%.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2007.

Proportion of staff retained from the previous school year.

From the end of the 2006 school year, 96% of staff were retained by the school for the entire 2007 school year.

2007 School Annual Report

Performance of our students

Student attendance

The average attendance rate as a percentage in 2007 was 92%.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net in 2007	
	Percentage of students not requiring additional support
Reading	70 %
Writing	84 %
Number	66 %

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests in 2007.					
			Yr 3	Yr 5	Yr 7
Reading	Average score for the school		506	595	643
	Average score for Queensland		527	606	672
	Percentage of students at the school above the national benchmark	2007	86 %	71 %	61 %
		2006	90 %	66 %	76 %
Writing	Average score for the school		502	625	651
	Average score for Queensland		523	600	681
	Percentage of students at the school above the national benchmark	2007	84 %	86 %	88 %
		2006	84 %	91 %	94 %
Numeracy	Average score for the school		492	574	609
	Average score for Queensland		521	588	648
	Percentage of students at the school above the national benchmark	2007	84 %	67 %	53 %
		2006	72 %	67 %	55 %



Other Key Outcomes

Value added

Proactive Intervention by the STLD and teacher aides during Term 4 2007 is anticipated to improve academic performance for a number of 'at risk' students.

The Options Program that will unfold throughout 2008 is focussed upon improving engagement/behaviour amongst Middle Phase students.

Improvements in the image of HSS both within the school and broader community (eg. wearing of school uniform and attitude and expectations around student behaviour) are clearly demonstrable of improvement. School Opinion Survey Data (2007) has revealed that the range of support & intervention measures, teamed with the creation of a range of diverse and engaging learning opportunities for students has continued to yield positive support from parents and community members for the school.

Deliberate plans to build a sound collegial relationship with schools within the cluster, and in particular, the local state high school, have allowed the school to further progress the learning agenda for students of the Middle phase of learning.

Our newly established life skills room and community-supported breakfast program have ensured that all children have been provided access to a nutritious start to the school day.

Parent, student and teacher satisfaction with the school

School Opinion Surveys for 2007 continue to demonstrate that students, staff and parents have maintained a positive attitude towards the learning environment, learning conditions and opportunities that have been created at Harristown State School. By way of example:

82% of students are **satisfied** that they are *getting a good education* from our school.

86% of parents and caregivers are **satisfied** that their children are *getting a good education* at Harristown SS

82% of parents/caregivers continue to believe that Harristown SS *is a good school*.

90% of staff members are **satisfied with morale** in the school.