

2025 ANNUALREPORT



HARVEY SENIOR HIGH SCHOOL



Acknowledgement of Country

Harvey Senior High School acknowledges the traditional custodians of the land on which our school stands, the Binjareb people, part of the Noongar Boodja. This land has sustained and nurtured the Binjareb people for thousands of years, and we are privileged to learn, work, and grow within this rich cultural landscape. We recognise and honour the enduring connection that the Binjareb people, have with this land, which continues to shape their history, traditions, and customs. We pay our deepest respects to the elders past and present who have led, guided, and passed down their wisdom through generations.

At Harvey Senior High School, we are committed to fostering an environment that reflects the rich and diverse cultural heritage of Aboriginal people. We value the unique perspectives and knowledge systems that have developed over countless generations and seek to integrate these insights into our educational practices. By doing so, we hope to create a more inclusive and respectful learning environment for all students, encouraging greater understanding, empathy, and reconciliation between cultures.





Welcome



It is with great pleasure that Harvey Senior High School (HSHS), in partnership with the School Board, presents the 2025 Annual Report to our school community. This report provides a clear and transparent overview of HSHS's strengths, challenges, and areas for improvement.

We are pleased to report that student numbers have remained constant at 275 at the first-semester census representing an approximate 30% increase in student population since 2021. This improvement reflects the unwavering commitment of our staff and local community in forging strong connections among students, parents/caregivers, and the school, ensuring that all students are supported in achieving their potential.

Our most recent Public School Review, conducted by the Department of Education Public School Accountability Directorate, commended our “focus on enhancing collective staff efficacy in meeting the needs of students through a culture in which decisions are data-driven, teaching practices are evidence-based, and resources and processes are aligned to build capacity in an environment of trust and respect.” The report further acknowledged “the efforts of the school in creating the conditions for successful students.”

We are very proud of this positive review, which validates the dedication of our staff. Moreover, the review process identified several areas for growth that informed the development of the new School Business Plan (2025–2027), ensuring that our school continues to support the development and success of every student, now and into the future.

In addition to the Public School Review, our financial and resource management were examined during the School Compliance Review (Audit) conducted by the Department of Education Financial Services Directorate. I was extremely pleased with the audit findings, which awarded the school an overall positive rating. This outcome confirms our sound financial, budgetary, and resource management practices and offers us an opportunity to respond proactively to any recommendations moving forward.

As part of our annual school review processes, we measure the culture and organizational health of our school through an external proprietary diagnostic tool. We have demonstrated significant growth and development in our organisational culture over recent years, progressing from the second quartile in 2022 to consistently ranking in the top quartile against the global benchmark in 2025. This positive trajectory is a direct result of the hard work and dedication of our staff, supported by our broader school community.

On behalf of the staff at HSHS and the School Board, I would like to thank the entire school community for your support, professionalism, and commitment to ensuring every child succeeds. Your engagement guarantees that HSHS will continue to move forward positively.

David Gyant
Principal



Our Context



While we are committed to academic achievement across all learning areas, we also focus on nurturing the skills, values, and attitudes required for lifelong learning. We aim to develop adaptable, capable young people who make positive contributions to their communities. Harvey Senior High School is a responsive and forward-thinking institution, continuously evolving to meet the changing needs of our students and our community.

As an Independent Public School, Harvey Senior High School is entrusted by our parents, students, and the broader community to deliver a high-quality education that caters to the individual needs of every learner. Our smaller school size is a strength, allowing us to take a student-centred approach that promotes personalised support and meaningful growth.

The dedication of our staff, combined with strong partnerships with families and the community, fosters deep and lasting relationships. These connections form the foundation of our supportive learning environment, ensuring each student is encouraged and empowered to achieve their full potential. Our strong community ties also enhance the richness of our educational programs and experiences.



We strive to be the school of choice in our region—offering relevant, future-focused learning opportunities for students in Harvey and its surrounding areas.



Board Welcome and Review



As an Independent Public School, Harvey Senior High School benefits greatly from the leadership and guidance of its School Board. The Board plays a vital role in setting the strategic direction of the school and ensuring that decisions are aligned with the needs and aspirations of our students and wider community. Our shared vision is for the school to reflect and uphold the values of the Harvey community, and the Board's contribution is central to realising this vision. Made up of parents, staff and community representatives, the Board provides a diverse and informed perspective, united by a commitment to achieving the best outcomes for all students.

I sincerely thank all School Board members for their commitment throughout 2025. Their consistent involvement, thoughtful contributions and strong governance have been instrumental in guiding the school's ongoing development and success. I would like to extend particular appreciation to departing members, Shane Cavanagh and Kelly Servaas, for their dedicated service and valued input over many years. At the same time, I warmly welcome our new members - Chelsea Turner (MCS), Pippa Muga (Teacher) and Chris Long (Parent). We look forward to their contributions as part of the Board.

School Board Members:

- **Miranda Narducci**
(Parent – Chair)
- **David Gault**
(Principal)
- **John Collis**
(Parent and P&C Representative)
- **Tina Martella**
(Parent)
- **Ellen Miles**
(Parent)
- **Annie Riordan**
(Community)
- **Pippa Muga**
(Staff)
- **David Ford**
(Staff)
- **Chelsea Turner**
(MCS - Ex Officio)

Harvey Senior High School continues to be highly regarded within the local community, reflecting strong performance and positive engagement across all aspects of school life. With the ongoing strategic support of the School Board, the school is well placed to further strengthen its programs and ensure every student is supported to achieve success.

It is a privilege to be part of such a connected and forward-focused school community, and I look forward to what we will continue to achieve together.

Miranda Narducci
Chair HSHS Board



Our Vision



Harvey Senior High School provides an inclusive and supportive environment where students are safe, respected, and encouraged to succeed. We develop resilience, confidence, and essential life skills through meaningful learning experiences that respond to the needs of our school community.

We foster strong connections with families, local organisations, and further education providers, enabling students to become independent learners and enthusiastic contributors to their world. Our school values diversity, nurtures a sense of pride and belonging and strives to provide a quality education for every child.



Our Values



Respect for Self: We have confidence and pride in our ability to make choices that demonstrate our worth.



Respect for Others: We recognise and support the rights, beliefs, practices, and differences of others.



Respect for Learning: We strive to achieve our best.



Respect for the Environment: We develop positive habits and make lifestyle choices that protect our environment



School Improvement Plan: 2025-2027



Aspiration (for 2025 -2027): Harvey Senior High School will improve student outcomes in WACE Achievement, Certificate Achievement, NAPLAN, OLNA, and improve attendance and behaviour data from matching "like schools" to above "state average" performance.

KPIs for Overall Aspiration	Metric used to measure progress	Baseline Performance 2024	2025 Interim Target	2026 Interim Target	2027 Final Target
	WACE graduation rates (WACE eligible) will be above 'Public' Schools (90%) striving to 100%. (Source: School Report)	HSHS (96%) Public Schools (87%)	At or above 95%	At or above 95%	At or above 95%
	VET Completion Rate, for minimum of one certificate , for participating students will be above 90% aspiring to 100%. (Source: Schools Online - Senior Secondary)	92%	At or above 90%	At or above 90%	At or above 90%
	OLNA Qualification Rate for Year 12 students will be above 'Like' schools aspiring to 90% (Source: Schools Online Report) (PSR 2)	HSHS (84%) Like Schools (75%)	At or above 90%	At or above 90%	At or above 90%
	Year 9 NAPLAN Performance: Year 7 NAPLAN Test Scores that are above 'Like' schools for any one category will be maintained for Year 9 NAPLAN Test scores, and Year 7 NAPLAN Test Scores below 'Like' schools will aspire to be above 'Like' schools for each NAPLAN category by Year 9. (Source: Schools Online – NAPLAN Longitudinal Summary)	2023 Year 7 NAPLAN Test score performance above 'Like' schools for five out of five NAPLAN categories 2024 Year 7 NAPLAN Test score performance above 'Like' schools for four out of five NAPLAN categories 2025 Year 7 NAPLAN Test score performance above 'Like' schools for four out of five NAPLAN categories	Above 'Like' schools for all Year 9 NAPLAN categories to maintain Year 7 2023 performance	Maintaining above 'Like' schools for four NAPLAN categories and aspiring to be above for five categories	Maintaining above 'Like' schools for four NAPLAN categories and aspiring to be above for five categories
	Regular Attendance (>90%) will aspire to be equal to or above 'Like' schools and strive to be above WA State Public Schools. (Source: Schools Online)	HSHS (29.5%) Like Schools (37.5%)	At or above 40%	At or above 45%	At or above 50%



Student Numbers and Characteristics

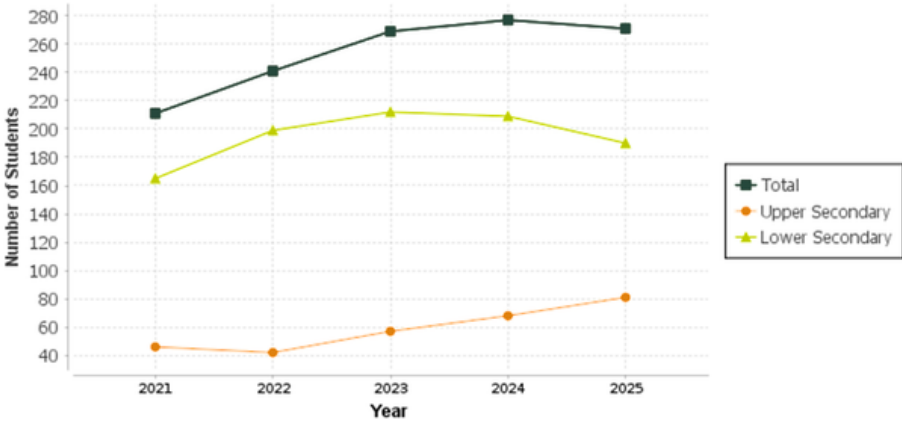
STUDENT NUMBERS (AS AT 2025 SEMESTER 2)	
SECONDARY	FULL TIME
Y07	42
Y08	44
Y09	49
Y10	55
Y11	50
Y12	31
TOTAL	271



TOTAL	
MALE	148
FEMALE	123
TOTAL	271



Semester 2 Student Numbers



Semester 2	2020	2021	2022	2023	2024	2025
Lower Secondary	161	165	199	212	209	190
Upper Secondary	48	46	42	57	68	81
Total	209	211	241	269	277	271

Student enrolments at Harvey Senior High School have remained strong in 2025, with 271 students recorded in Semester Two. While this represents a slight decrease from the 2024 peak of 277 students, enrolments have stabilised at a significantly higher level than in previous years. Since 2020, when the school had 209 students, this reflects an overall increase of approximately 30%, demonstrating sustained growth and stability over time.

This trend is further highlighted by a shift in cohort distribution. Lower Secondary (Years 7–10) enrolments have adjusted to 190 students, while Upper Secondary (Years 11–12) has continued to grow to 81 students, the highest level recorded across the period. This strengthening of our Senior School cohort is particularly encouraging, reflecting improved student retention, engagement, and confidence in the quality and relevance of our senior secondary pathways.



Workforce Composition

STAFF NUMBERS

	No	FTE	AB'L
Administration Staff			
Principals	1	1	0
Associate / Deputy / Vice Principals	1	1	0
Program Coordinators	2	2	0
Total Administration Staff	4	4	0
Teaching Staff			
Other Teaching Staff	25	23.4	0
Total Teaching Staff	25	23.4	0
School Support Staff			
Clerical / Administrative	9	6	0
Gardening / Maintenance	2	1.7	0
Instructional (AIEO)	1	0.6	1
Other Allied Professionals	10	7.6	0
Total School Support Staff	22	16	1
Total	51	43.4	1

The workforce profile at Harvey Senior High School has remained largely stable in its leadership and teaching structure from 2024 to 2025, with administration staffing unchanged at 4.0 FTE and teaching staff experiencing only a slight adjustment from 23.6 FTE to 23.4 FTE. This consistency reflects a deliberate approach to maintaining strong instructional capacity and leadership continuity to support ongoing school improvement.

Notably, there has been a targeted increase in school support staffing, rising from 13.6 FTE in 2024 to 16.0 FTE in 2025, alongside an increase in total staff from 48 to 51. This growth includes expanded allied professional roles and the introduction of additional support (AIEO), indicating a strategic shift towards strengthening student support services and inclusive practices. Overall, this adjustment demonstrates a responsive workforce strategy, aligning resourcing with student needs while sustaining a stable core teaching and leadership structure.

Attendance

Attendance Overall Secondary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	78.40%	78.10%	83%	69.40%	58.80%	55.20%	77.80%	75%	80.40%
2023	80.50%	80.80%	84.90%	75.90%	62.40%	59.20%	80.10%	77.70%	82.50%
2024	78.60%	79.70%	84.70%	66.70%	56.80%	57.60%	77.80%	76.70%	82.20%
2025	76.00%	80.30%	84.50%	62.10%	62.50%	55.60%	75.10%	78.30%	81.70%



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	25.20%	36.60%	23.60%	14.60%
2023	32.00%	30.60%	26.50%	11.00%
2024	29.50%	29.80%	25.10%	15.60%
2025	27.50%	31.40%	23.30%	17.80%
Like Schools	38.20%	26.00%	18.70%	17.10%
WA Public Schools	48.00%	24.00%	15.00%	13.00%

KPIs for Overall Aspiration	Baseline Performance	2025 Interim Target & Result	Not Achieved
Regular Attendance (>90%) will aspire to be equal to or above 'Like' schools and	HSHS (29.5%) Like Schools (37.5%)	HSHS 27.5% (40%) 38.2%	



Student attendance remains a key priority for Harvey Senior High School, with 2025 data showing a decline in overall attendance to 75.1%, down from 77.8% in 2024, and now below both Like Schools (78.3%) and WA Public Schools (81.7%). While this reflects ongoing challenges in student engagement, it is important to note that Aboriginal student attendance (62.1%) remains comparable with Like Schools (62.5%) and continues to exceed WA Public Schools (55.6%), highlighting the positive impact of targeted cultural and community-based strategies.

Analysis of attendance categories indicates a slight decrease in regular attendance to 27.5% and an increase in students in the severe risk category (17.8%), reinforcing the need for sustained and targeted action. In response, the school is strengthening its whole-school approach, with a clear focus on improving student engagement across social, intellectual, and institutional domains. This includes building stronger connections and belonging, enhancing the relevance and challenge of learning, and reinforcing expectations and pathways, supported by refined processes and ongoing collaboration with families and support agencies.

STUDENT ACHIEVEMENT AND PROGRESS



NAPLAN – RELATIVE ACHIEVEMENT (2025) ●●●●●

Test	Year 7			Year 9		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Numeracy	485	499	529	533	539	569
Reading	484	488	519	541	536	565
Writing	479	495	523	556	538	568
Spelling	509	513	536	553	548	566
Grammar & Punctuation	477	482	521	519	520	551

KPIs for Overall Aspiration	Baseline Performance 2024	2025 Interim Target & Result	In Progress
Year 9 NAPLAN Performance: Year 7 NAPLAN Test Scores that are above 'Like' schools for any one category will be maintained for Year 9 NAPLAN Test scores, and Year 7 NAPLAN Test Scores below 'Like' schools will aspire to be above 'Like' schools for each NAPLAN category by Year 9. (Source: Schools Online – NAPLAN Longitudinal Summary)	2023 Year 7 NAPLAN Test score performance above 'Like' schools for five out of five NAPLAN categories 2024 Year 7 NAPLAN Test score performance above 'Like' schools for four out of five NAPLAN categories 2025 Year 7 NAPLAN Test score performance TBC	Above 'Like' schools for all Year 9 NAPLAN categories to maintain Year 7 2023 performance (Not achieved Numeracy all others achieved)	



The 2025 NAPLAN data reflects a shift in performance patterns when compared to 2024, with a notable improvement in Year 9 outcomes alongside a softening in Year 7 results. In 2025, Year 7 achievement sits below Like Schools across most domains, including Numeracy, Reading, Writing, Spelling, and Grammar & Punctuation, indicating a need to strengthen foundational learning and early secondary engagement. This contrasts with 2024, where Year 7 students performed above Like Schools in several areas, suggesting that the current cohort requires more targeted support to build core literacy and numeracy skills.

Encouragingly, Year 9 results in 2025 show significant improvement, with student performance above Like Schools in Reading, Writing, and Spelling, and closely aligned in Grammar & Punctuation, with only Numeracy slightly below. This represents a marked shift from 2024, where Year 9 students performed below Like Schools across all domains. These gains suggest that the school's focus on targeted intervention, instructional improvement, and student engagement is having a positive impact as students progress through the school. Moving forward, the priority will be to strengthen Year 7 performance while sustaining and further building on the improved achievement and engagement evident in Year 9.





STUDENT ACHIEVEMENT AND PROGRESS

OLNA

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						
Number of students who met the standard: count (%) Source: SCSA data files						
	2025	2024	2023	2022	2021	2020
	31 (100%)	30 (93%)	15 (83%)	12 (80%)	17 (77%)	14 (78%)

KPI for Overall Aspiration	Baseline Performance	2025 Interim Target & Result	Achieved
OLNA Qualification Rate for Year 12 students will be	HSBS (84%) Like Schools (75%)	HSBS 100% (90%) Like Schools (62%)	



Building on the strong trajectory outlined in 2024, Harvey Senior High School has achieved an exceptional result in 2025, with 100% of Year 12 students meeting the OLNA standard, compared to 93% in 2024. This represents a further strengthening of an already positive trend, where outcomes have steadily improved from 77% in 2021 to full attainment in 2025. Notably, this result significantly exceeds both the school's aspirational target of 90% and comparative Like Schools performance (62%), highlighting the effectiveness of the school's sustained and strategic approach to literacy and numeracy development.

This outstanding achievement reflects the continued impact of targeted OLNA preparation, early identification of students requiring support, and structured intervention programs embedded across the school. The deliberate alignment of OLNA readiness with classroom practice, alongside dedicated support opportunities, has ensured that all students are equipped with the skills and confidence required to meet the standard. Importantly, this result demonstrates not only high levels of attainment but also a consistency of practice across cohorts.

Moving forward, the focus will be on sustaining this level of excellence while continuing to refine early intervention strategies and maintain high expectations for all students. Ensuring that these outcomes remain consistent across future cohorts will be supported by ongoing data-informed practices and a continued commitment to improving student engagement; socially, intellectually, and institutionally, so that every student is positioned for success in their senior schooling and beyond.

WACE ACHIEVEMENT

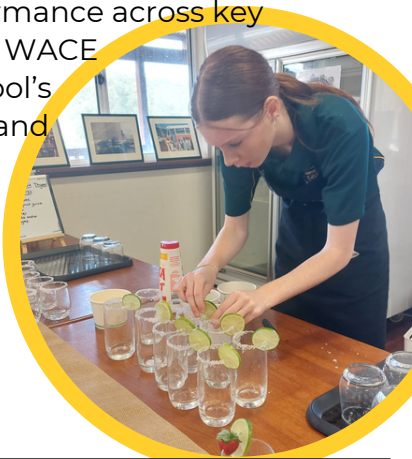
WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

	2025	2024	2023	2022	2021	2020
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	19 (100%)	24 (96%)	11 (92%)	10 (100%)	13 (87%)	11 (92%)
Like Schools (%)	84%	83%	81%	78%	82%	82%
Public Schools (%)	90%	90%	90%	89%	89%	89%
WACE: Breadth and depth - units include equivalents: count (%) Source: SCSA data files						
Breadth and Depth requirement met WACE Eligible	19 (100%)	25 (100%)	12 (100%)	10 (100%)	15 (100%)	12 (100%)
WACE: Achievement Standard - units include equivalents: count (%) Source: SCSA data files						
C Grade requirement met WACE Eligible	19 (100%)	24 (96%)	12 (100%)	10 (100%)	14 (93%)	12 (100%)
English requirement met WACE Eligible	19 (100%)	25 (100%)	12 (100%)	10 (100%)	15 (100%)	12 (100%)
ATAR Or Cert II Or General requirement met WACE Eligible	19 (100%)	25 (100%)	12 (100%)	7 (70%)	13 (87%)	12 (100%)
WACE: Literacy and numeracy standard – Number of students who met the standard: count (%) Source: SCSA data files						
Literacy and numeracy requirement met WACE eligible	19 (100%)					

KPI for Overall Aspiration	Baseline Performance 2024	2025 Interim Target & Result	Achieved
WACE graduation rates (WACE eligible) will be above 'Public' Schools	HSHS (96%) Public Schools (87%)	100% (≥ 95%)	

In 2025, Harvey Senior High School achieved an outstanding WACE attainment rate of 100%, with all eligible students successfully meeting the requirements for graduation, representing an improvement on the already strong 96% achieved in 2024. This result significantly exceeds both the Like Schools average (84%) and the WA Public Schools average (90%) and fully realises the school's aspirational target of achieving 100% WACE attainment.

A detailed analysis of achievement standards highlights exceptional performance across all components of the WACE. All students met the Breadth and Depth, C Grade, English, and ATAR/Certificate II/General pathway requirements (100%), alongside full attainment of the literacy and numeracy standard. This represents a strengthening of performance across key measures when compared to 2024, particularly in the C Grade and overall WACE achievement rates. These results reflect the continued success of the school's highly individualised pathway planning, targeted intervention strategies, and strong academic monitoring processes. The sustained upward trajectory reinforces the school's capacity to ensure every student is supported to achieve meaningful and successful post-school outcomes.



VET COMPLETION

VOCATIONAL EDUCATION AND TRAINING					
VET Completion Rate (count, achieved as % of students enrolled) Source: Reporting to Parents					
	2025	2024	2023	2022	2021
	91%	92%	89%	92%	90%
Level of highest qualification achieved (of VET enrolled students)					
Certificate IV	2 (10%)	1 (3%)		1 (5%)	3 (14%)
Certificate III	2 (10%)	1 (3%)	5 (24%)		2 (9%)
Certificate II	11 (55%)	24 (67%)	9 (43%)	12 (60%)	14 (64%)
Students with more than one qualification (% of VET enrolments)					
3+ qualifications		1 (3%)	3 (14%)		2 (9%)
2 qualifications	3 (15%)	3 (8%)	3 (14%)	2 (10%)	13 (59%)



KPI for Overall Aspiration	Baseline Performance 2024	2025 Interim Target & Result	Achieved
VET Completion Rate, for minimum of one certificate, for participating students will be above 90% aspiring to 100%. (Source: Schools Online - Senior Secondary)	92%	91% ≥ 90%	

In 2025, 91% of VET-enrolled students successfully completed at least one certificate qualification, maintaining performance above the school's benchmark target of 90%, although slightly below the 92% achieved in 2024. This result demonstrates continued strength and consistency in vocational pathway delivery, ensuring that the majority of students are achieving recognised industry qualifications as part of their senior secondary education.

The distribution of qualifications indicates a continued emphasis on Certificate II attainment (55%), alongside an encouraging proportion of students achieving higher-level qualifications, including Certificates III and IV. Additionally, a number of students demonstrated strong engagement through the completion of multiple qualifications, with 15% achieving two certificates. The sustained performance above target reflects the effectiveness of the school's diverse VET delivery model. This includes school-based programs, VETDSS partnerships, and industry-linked traineeships, which collectively provide flexible, relevant, and engaging pathways that support successful transitions beyond school.

SCHOOL INCOME BY FUNDING SOURCE

At Harvey Senior High School, financial operations are overseen by the Finance Committee, comprising the Principal, Manager Corporate Services, and four additional staff members. This committee is responsible for approving, monitoring, and reviewing the school's finances to ensure transparency and alignment with strategic goals. Funding priorities are identified through school planning and review processes and are embedded in the school's Business Plan, which is endorsed by the School Board.

The annual school budget is developed to ensure that expenditure directly supports the priorities outlined in the Business Plan. The Finance Committee also makes formal recommendations to the School Board regarding contributions and charges, which are reviewed and approved accordingly. Asset replacement schedules are maintained and updated regularly to ensure forward planning for essential equipment that supports student learning.

The School Board receives regular financial reports, including detailed accounts of both cash flow and staffing expenditures, as well as any approved use of reserve funds.

The most recent Compliance Review (Audit) by the Department of Education's Financial Services Directorate, delivered a pleasing outcome, with an overall positive rating. This evaluation affirms the school's sound financial, budgeting, and resource management practices, and provides a valuable opportunity to respond proactively to any recommendations for further improvement.



Student-Centred Funding Statement

As at 31 March 2025

School:	Harvey Senior High School	School Year:	2025
Region:	Southwest Region	Aria:	0.82
		Distance to Perth (km):	125.54

Student-Centred Funding - 2025

Per Student Funding:	\$2,995,018.00
Student and School Characteristics:	\$1,576,803.13
Disability Adjustments:	\$0.00
Targeted Initiatives:	\$519,867.03
Operational Response Allocation:	\$300.00
Regional Allocation:	\$0.00
Total 2025:	\$5,091,988.16

Per Student Funding - At Census

Funded Student FTE		Amount
Per Student	Below Threshold	Above Threshold
Year 7	39.00	\$416,481.00
Year 8	42.00	\$448,518.00
Year 9	49.00	\$523,271.00
Year 10	58.00	\$619,382.00
Year 11	51.00	\$585,531.00
Year 12	35.00	\$401,835.00
Total	274.00	\$2,995,018.00

Student and School Characteristics Funding – At Census

Funded Student FTE		Amount
Student Characteristics		
Aboriginality	18.00	\$42,473.45
Disability	51.12	\$403,704.81
English as an Additional Language or Dialect	12.00	\$39,588.00
Social Disadvantage	140.81	\$149,021.87
Sub Total		\$634,788.13
School Characteristics		
Enrolment-Linked Base		\$942,015.00
Locality		\$0.00
Sub Total		\$942,015.00
Total		\$1,576,803.13





Harvey Senior High School

51 South Western Highway, HARVEY WA 6220

www.harveyshs.wa.edu.au