



HALLS HEAD
COLLEGE ESC

Care | Courage | Commitment

2018 ANNUAL REPORT

COME ON IN
LET THE MAGIC BEGIN!



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Welcome from our Principal

Pleasing progress for our students and some wonderful new initiatives were the outcome of the 2018 school year at Halls Head College Education Support Centre. Our students enjoyed a balance of quality classroom based programs and numerous opportunities to transfer their skills to real life experiences through hands on activities and community based learning. Eco Leaders planted 1000 spinifex bushes! Galaxy choir reached wider audiences through their participation in the Halls Head College production of "Alice" and their performance at our Parent Open evening. Our staff members' impressive commitment to their own professional learning and the continued improvement of our school had a positive impact on student engagement and progress in literacy and numeracy.

Strategies were implemented from our 2018-2020 Business Plan. One very successful new initiative was our inaugural Parent Open Evening where parents and family members visited our school; met staff, enjoyed hospitality, entertainment and had a great opportunity to see the achievements of the students. Another development during 2018 was the Sustainable School initiative from our school's *Sustainability* focus. Our sustainability committee worked hard to get our whole school involved in our gardens, start up new recycling programs, introduce the poultry program and implement a whole school approach to more sustainable practices.

As this report will demonstrate, the individual progress of so many of our students in 2018 was very pleasing. According to data, various forms of feedback and our surveys, there is a lot of pride in the success of our small, but very passionate school community. I sincerely thank our dedicated and talented staff and our wonderful students and their families. I would also like to acknowledge Nick Lim, our School Board Chairperson who has announced his resignation after 7 years serving our school community. Your contribution has been truly valued, thank you Nick! Finally, I thank all other members of our school board, the P&C and our many community supporters. Working together has made 2018 another successful year at Halls Head College Education Support Centre

Deb Fieldwick
Principal 2019

How to use this report

This report provides readers with information about the performance of students at Halls Head College ESC. This report highlights our general results and program provision as delivered in 2018 and outlines what will happen in 2019 to address the areas of our school that need improvement. Further information on any aspect of this report can be obtained by making an appointment with the principal.



Our Vision

Halls Head College Education Support Centre is committed to developing lifelong learners who are confident and capable of achieving their full potential. We foster a cooperative and supportive learning environment that is inclusive and responsive to the needs of all students. We aim to develop independent learners who have a strong sense of self-worth and compassion for others. Our vision will be realised through an enduring partnership involving all members of the school community.

School Profile

Halls Head College Education Support Centre (HHC ESC) is a vibrant, caring and successful, small school. The school was established in 2001 and became an Independent Public School in 2015. Our school enrolls year 7 to year 10 students with an intellectual disability, autism or other high level support needs. We provide a quality educational experience for all of our students, providing personal learning plans and pathways to ensure that each student will progress purposefully towards their own potential.

The Education Support Centre is situated on the campus of Halls Head College. Students come from the Mandurah area and its surrounding suburbs and from town sites as far north as Golden Bay, south to Waroona and east to Pinjarra. Our students have a broad range of curriculum opportunities with shared access to the HHC classes and facilities as well as access to our very own purpose built Life Skills Centre. Our Life Skills Centre has an inclusive kitchen, laundry facility, a shade house, vegetable and herb gardens, composting, worm farm, poultry and a powered shed / workshop. There is also a simulated office and Seniors Room for our year 10 students.

In Semester Two 2018, our school had 57 students from year 7 -10.

Year 7	Year 8	Year 9	Year 10
18	16	10	13

In 2018, the Principal, Deputy and Manager Corporate Services were supported by a Program Coordinator, 10 Teachers and 29 Support staff. Support staff included a 0.4 School Psychologist, 2 School officers, a Work Place Learning Officer, Lead Education Assistant and 24 Education Assistants.



Our Business Plan

During 2017-2018 our staff and School Board worked together guided by a process of rigorous school review and community consultation to develop our 2018-2020 Business Plan. Our plan has four key focus areas.

Our Focus Areas

Our Strategic Priorities for 2018-2020 are:

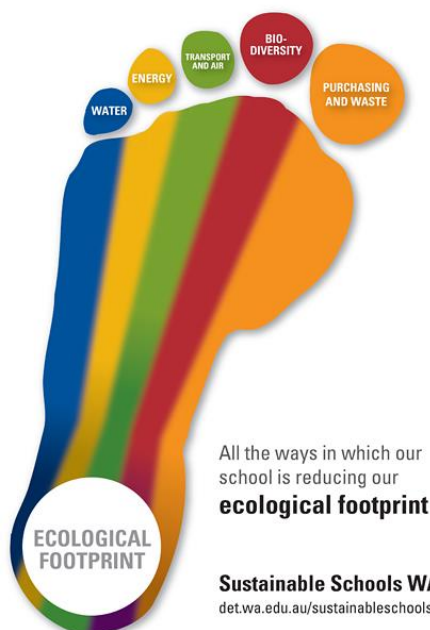
- **Excellence in Teaching and Student Achievement**
- **Effective Leadership and Succession Planning**
- **Health and Wellbeing**
- **Sustainability**

A priority at HHC ESC is to provide **Excellence in Teaching and Student Achievement** through high quality, engaging and diverse learning programs and opportunities that meet the individual needs of the learner. These programs must be developed and communicated effectively to enable support staff to implement and includes quality assessment practices designed to ensure student progress and achievement.

As Leadership becomes more complex and demands are placed on leaders, HHC ESC recognises the need to share decision-making among trained and well informed staff. To do this the school recognises the need to identify those who show necessary skills, desire and talent through **Effective Leadership and Succession Planning**.

Health and Wellbeing of students and staff in our school community remains a priority. Our school is embracing a Positive Education approach to reviewing our whole school practices including our explicit social and emotional teaching programs. Our focus on the health and wellbeing of staff ensures that we have the capacity to continue, as a vibrant learning community, celebrating the diversity and individual abilities of all our students.

Our **Sustainability** journey at HHC ESC begins with the whole school community involved in developing lifelong sustainable practices and empowering students to become future leaders. These goals encompass all aspects of our planning, implementation and practices. They drive us to further reduce our Energy, Waste and Water requirements and increase the Biodiversity of our school environment. We also acknowledge the social handprint where peace and partnership unite our school and world.



Excellence in Teaching and Student Achievement

This section outlines the strategies and evidence in relation to the school reaching the following targets.

1. Staff use a range of data sets in academic and non-academic areas to develop programs, review and assess student progress.
2. All Year 10 students to achieve at least one Endorsed Program through SCSA as a transition pathway to Year 11 and 12.
3. Professional Learning target areas for improvement linked to Teacher's progression through the AITSL standards.

Planning, Assessing and Reporting

Parents/carers are integral partners in the development of educational priorities for their children. Meetings were held in term 1 and term 3 to develop Personalised Learning Plans (PLP's) for each student. PLP's were developed across the Western Australian Curriculum Learning Areas and included opportunities for teachers to include information or objectives that are relevant to the personal and social needs of each student. In 2018 meeting structures were developed that have allowed teachers the time to share and moderate more regularly. ABLEWA and SENAT were used to assess baseline skills and progress for literacy and numeracy, where the You Can Do It rubric was used for Social Skills across the school.

Personal Learning Plans

Each student had a Personal Learning Plan (PLP) developed through a collaborative process with parents, teachers, students and relevant community agency personnel or therapists, to meet their specific needs. The Students with Educational Needs (SEN) planning tool of Reporting to Parents (RTP) allowed our semester reporting processes to align with our PLP review process. Achievement of individual goals set during the PLP process is an important aspect of our school's annual assessment cycle. The implementation of the RTP SEN planning and reporting process by all teaching staff has improved clarity, communication and monitoring of achievement towards students' individual goals especially in the Literacy and Numeracy areas. In 2018, we continued to use the Special Education Needs Assessment Tool (SENAT) and ABLEWA to develop baseline and progress data in relation to each student's PLP.

Curriculum Delivery

Seven learning areas comprising English, Mathematics, Science, Technology and Enterprise, Humanities and Social Sciences, Health and Physical Education and The Arts were offered to our students in 2018. An emphasis was placed on Social Skills and Disability Resource areas of individual need. In 2018, students attended a range of specialist classes in Halls Head College. Physical Education was, for years 7, 8 and 9, provided by HHC staff. An ESC teacher delivered Physical Education for year 10 and for younger students who benefit from more specialised or therapeutic approaches such as Riding Develops Ability and swimming/hydrotherapy programs. All year 10 students were offered a suite of endorsed programs including ASDAN modules and Work Place Learning.



Reporting to Parents

Whole school assessment and reporting procedures took place as follows:

Term 1	Personalised Learning Plan (PLP) meetings for every student. SENAT tracking in Literacy and Numeracy You Can Do It –Social and Emotional skills rubric Online Literacy and Testing (OLNA) testing for Year 10 students
Term 2	Reporting to Parents - Special Educational Needs (SEN) full report on all learning areas and PLP goals. ABLEWA – Abilities Based Learning Education, Western Australia NAPLAN testing for Year 7 and Year 9 students
Term 3	Semester One PLP review meetings Disability Resourcing Review for year 8 students; including psychometric and adaptive behaviour assessment Semester Two PLP review
Term 4	Full reporting on all learning areas using SEN Reporting to Parents

In addition to the above formalised procedures, reporting student progress to parents occurred in the following ways:

- Staff maintained on-going contact with parents and carers through phone calls, emails and diary entries
- ESC assemblies once per term
- School website, Newsletters and Facebook
- Parents were invited to award presentations and other combined schools' events
- Individual meetings or case conferences with parents and community agency support were held throughout the year.

Goals achieved from PLP's across the school in Literacy and Numeracy

	2013	2014	2015	2016	2017	2018
Literacy	78%	82%	77%	79 %	87%	62%
Numeracy	80%	81%	85%	78 %	92%	74%
Social	74%	91%	84%	N/A	N/A	73%

We acknowledge the drop in goal achievement percentages across the school. However, we note that assessment descriptors have changed in the Department of Education, Reporting to Parents tool. If we used the same process we used over the last 5 years the results would read as follows;

	2018
Literacy	90%
Numeracy	88%
Social	89%

Given our understanding of the changes to our use of the reporting tool, we are confident that our PLP results do indicate a positive trend in achievement for Literacy and Social Competency and a slight drop in Numeracy across Years 7 – 10.

We are a Department of Education trial school using the new SEN Reporting to Parents tool for 2019 and we will develop staff consistency in applying the assessment descriptors prior to the Semester 1 report, 2019.

PLP goal achievement reflects teacher judgements of individual student progress based on formal and informal assessments, observations and anecdotal evidence gathered over each semester. 2018 saw the school implement a new assessment and moderation process in both Literacy and Numeracy, to support consistent assessment and judgements across the school. The Special Education Needs Assessment Tool (SENAT) and ABLEWA were used to map baseline and progress data in the two areas. This provided teachers with information to develop PLP goals which are used to gather and report on student achievement and progress. From 2019 we will have transitioned to using only ABLEWA for assessment across the school.

Literacy and Numeracy Development for staff

Our Literacy and Numeracy coordinators continued to support the whole school moderation process and provided ongoing support to staff. The Literacy coordinator facilitated training and protocols/procedures to deliver and monitor Multi-Lit and the use of Pragmatic Organisation Dynamic Display (PODD) as an augmentative communication device across the school as needed. The procedures for Multi-Lit were updated and refresher courses and training were offered to staff. The numeracy committee was expanded which assisted in the updating of the Scope and Sequence and led to the development of a Mental Maths initiative.

NAPLAN results 2018

In 2018, 9 of our 26 students from year 7 and year 9 participated in the NAPLAN assessment. We had 17 students exempted from participation in the NAPLAN assessment. The results for NAPLAN 2018 showed that all students were under the benchmark for reading, writing and numeracy. These results were consistent with an intellectual disability assessment process, teacher judgments and school based assessments.

Endorsed Program Achievements

During 2018 we had a total of 13 year 10 students enrolled in a variety of Endorsed Programs being offered at HHC ESC. The students participated in programs based on interest, talents and needs and enrolled students completed their programs. Our school achieved its target of all year 10 students achieving completion of at least one endorsed program.

The Endorsed Programs delivered were:

ENDORSED PROGRAMS	Students Completed	ENDORSED PROGRAMS	Students Completed
ASDAN Towards Independence		Eco Leader	4
Business Enterprise	3	Authority Developed Work	5
Personal Safety	4	Place Learning - ADWPL	
Multi-Sensory Experiences	1	Keys for Life - Pre-Driver	5
Work Awareness	6	Education Course	
Transition Challenge			
Communication and Interaction	1		
Knowing How	11		
Physical	1		
Taking the Lead	11		

We were able to offer ASDAN training to new staff to develop their understanding of this program and how to collect evidence to support the students learning journey throughout 2018. Having trained staff whose knowledge was up to date with the requirements of endorsed programs resulted in another year of successful moderation of all Year 10 student portfolios.



Digital Learning

In 2018 the ICT Team, consisting of the ICT Coordinator and ICT Officer, coordinated training in the use and development of Electro Boards, iPads, Digital Portfolios and Laptops. The ICT Officer role was continued for the time allocation of three days per week in 2018. This enabled the continuation of training staff within the year group teams to utilise basic IT requirements in supporting students. The ICT Officer role included marketing, deployment and configuration of iPads and maintenance of the ICT infrastructure of Digital technologies. These tasks identified a need for the ICT Officer role to continue at three days per week with time offline when needed for imaging new computers.

Workplace Learning Opportunities

Year 10 Students engaged in Workplace Learning (WPL) once a week during Terms 2 and 3. In the lead up to the students going out to their individual placements they completed a work readiness program which included an online Worksafe Passport and an interview with their prospective employers. Students were enrolled in either ADWPL or an ASDAN module which requires a minimum of 55 hours of WPL. Each placement was linked to their individual talents and/or interests. Workplace Log Books, Skills Journals and/or Digital portfolios documented each student's engagement in their program.

Our annual WPL Newsletter was published and distributed in Term 4. On the 13th November 2018, year 10 students hosted a WPL (Thank You to Employers) Morning Tea. School Board members attended the event along with eleven representatives from the local employers who supported HHC ESC students throughout the year.



Professional Learning and Performance Development in 2018

Performance Development procedures are in place to enable the support of teachers, education assistants and corporate services staff in working towards their professional learning goals. Teachers continued a revised performance management process linked to Australian Institute for Teaching and School Leadership (AITSIL) standards. A culture of classroom observation has become embedded in our performance development process for all teachers. Education Assistants had regular scheduled term meetings with their classroom teacher and line manager for performance management. Corporate Services Staff were Performance Managed using the School Corporate Services Staff Competency Framework.

The expenditure on staff professional learning in 2018 was \$16,743.07 in cash and \$13,761.00 in salaries.

All Staff participated in the following professional learning during 2018:

- Aboriginal Cultural Standards Framework
- Asthma Friendly School
- School Planning and review
- High Needs Resources
- PODD – Pragmatic Organisation Dynamic Display

In addition, individual staff participated in the following professional learning:

- Application Writing and Interview Skills for Aspirant School Leaders
- ASDAN
- Behaviour Zen
- Building and Maintaining your resilience
- Building Positive Behaviour – Autism
- D2M Introductory Workshop 9
- Develop Emotional Regulations Skills
- FMIS End of Year
- Introduction to ICT SOE Fundamentals
- iPad Tech Tour
- KOWS: Preventing and Responding to Violence in Schools
- Leading School Improvement in ESC
- Managing Challenging Behaviour
- MyFuture Website Training Workshop
- Performance Management
- Preparing for Stage 1: Developing a Level 3 Classroom Teacher
- Positive Schools Conference Wise Solutions
- Principal Network meetings
- RTP – Work Placements
- SCF Planning and Managing School Budget
- School Officer Day
- School Support Day
- SECCA
- St John First Aid and CPR
- SSTUWA – OH&S
- Supporting Students with Autism Symposium
- Surf Bronze, Bronze Medallion
- Surf Lifesaving
- TDS K-12 Trauma Informed Practice
- Teaching Students with Autism Spectrum Disorder and Anxiety
- Tech Update
- TLS Duty of Care
- Trauma Workshop
- WAESPAA Conference
- WAMCSE Conference
- Waste Wise School Program and Workshops
- WebSIS and Chart Accounts
- Worm farming, composting and gardening
- Workplace Learning
- RTP SEN enhancements



Effective Leadership and Succession Planning

This section outlines strategies and evidence in relation to the following school targets in 2018.

1. We will build sustainable practices across the school by developing teachers and staff through collaboration, Personal Learning, sharing of expertise and staff induction.
2. The school will mentor and develop staff in distributed leadership roles across the school.
3. The school board will have an increased profile in events.
4. The school will take a visible and deliberate leadership role in implementing the Aboriginal Cultural Standards Framework (ACSF) across Years 7 to 10.

Staff development - collaboration and sharing of expertise

Our teachers and non-teaching staff have participated in a variety of in-house and external Professional Learning opportunities and have each had opportunities to share their gained knowledge with the rest of the staff.

The school runs two DoE Connect Communities, one for HHC ESC staff and the other for support with Reporting to Parents - Special Education Needs. Each community provides a platform for discussions, sharing of resources and updates. Our 2018 school committees and working groups encouraged all staff to be actively involved and assume leadership roles at many levels across the school. With ongoing support and training, teachers are developing their skills as team leaders and as curriculum leaders at a wider school level. With a newly developed leadership plan, we are able to include aspirant staff to participate and contribute to leadership discussions across the school, including updates on learning areas scope and sequence, scheduling of excursions and incursions and general updates and discussions e.g. students' progress.

In 2018 we also instituted time for weekly teacher meetings. This enabled teachers to collaborate with each other on a regular basis and to further the sharing of expertise.

Distributed Leadership opportunities

Staff had the opportunity to access a wide range of Professional Learning programs and courses, it allowed for varying leadership roles within the school. Both teachers and non-teaching staff have portfolios where they share their knowledge through staff meetings and programmed training sessions. Having staff on site who have the knowledge to assist and develop their co-workers skills has greatly increased the pace at which skills are attained.

In 2018 we asked interested staff to complete an Expressions of Interest on a range of areas across the school, which resulted in a new ICT Coordinator and a new Student Leader Coordinator from the teachers. Within the Education Assistants, we were able to offer training in ICT, Work Place Learning, transition and a range of Lead EA responsibilities. This was beneficial to the school as we have longevity within our staff resulting in several staff being eligible to take their Long Service Leave within 2-3 years. The newly trained EA's will be able to put into practice and continue to develop their new skills whilst support staff are on LSL with little or no disruption to the school.

School Board

The School Board met four times in 2018 including an AGM in term 2. The board consisted of 12 members including; the principal, four parents, four community members and three staff representatives. Board Meeting surveys are completed at the end of every meeting and 2018 results indicate well run meetings and an effective board with members who are able to complete the tasks required. Members have reflected that some members should be more prepared for the meetings by having completed the pre-readings. In line with the target from our school plan, School Board members were invited to various events held at the school throughout 2018, including assemblies, the parent night and the Workplace Learning Morning tea. Board member profiles were featured in Newsletters in 2018. A higher public profile of our School Board at community events still continues to be a goal.

Community Connections, Incursions and Excursions

Other community participation events during 2018 included:

- Literacy and Numeracy Week
- R U OK Day
- Welcome to the Year 7 parents
- ESC Parent and Carers Open Evening
- Police presentations
- First Aid course
- Bendigo Bank Financial Literacy for students
- Year 6 Transition to HHC ESC
- Year 10 Transition to JTC ESC
- Community Thank you to Eco Leaders
- Students attended Riding Develops Abilities (RDA), costs were offset by a donation from the school P&C
- Harmony Day had our students join with mainstream peers in inclusive, multicultural activities.
- Work Place Learning Thank You morning tea
- Students participated in the Fishabilities Program, Community Access and Hydrotherapy
- Halls Head College Sports Days

Excursions also encouraged and advanced community connections whilst developing life skills for our students in 2018. Some of these included:

- 'Alice' Performance at MPAC with HHC students
- Attendance at performances of Aladdin
- Big Hoot train tour
- Eco Leaders
- Career Expo
- Fremantle Heritage Walk
- Hydrotherapy
- Local shops
- Osprey Waters Cultural tour
- Perth Zoo
- SciTech
- Skills West Expo
- Swimming

The students from HHC Big Picture Program continued to participate alongside HHC ESC. The students from Big Picture have been involved in mentoring our year 8 students over the year. It was again a very positive public relations exercise for our school and a fun teambuilding and community interactive opportunity for the students.

Aboriginal Cultural Standards Framework implementation

In 2018 we invited Wayne Devine from Saltwater Connections to lead a Professional Learning for all staff on developing and implementing the ACSF for our 2018-2020 year Business Plan. Wayne Devine assisted the school in prioritising our goals and outcomes within the Framework and developing an achievable Plan. All staff were included in the process and our school achieved many of the plan's goals 2018.

Our school was successful in obtaining an Aboriginal Cultural - Partnership, Acceptance, Learning, Sharing (PALS) grant which allowed all students from HHC ESC to participate in a cultural walk with the local company Mandjoogoordap Dreaming. The walk in the Osprey Park area, close to where our students go to school, gave students the chance to explore the unique cultural heritage of the Mandurah Region. Students learnt about the region's First People and the role the waterways played in their lives for thousands of years. Along the way students discovered places of interest and heard cultural stories connected to these places



Health and Wellbeing

This section outlines the strategies and evidence in relation to the school reaching the following targets;

1. All students will have individual needs identified under Disability Resourcing dimensions to support teachers to collaboratively plan with parents and others through the PLP process.
2. The school will measure and track the health and wellbeing of the school community.

Improvements to Special Educational Needs (SEN) Planning

The frameworks in the updated SEN Planning tool provided an opportunity for individual objectives and /or strategies to be included in PLP's that were linked to collaborative planning, communication, social competencies, health care, toileting and hygiene, mealtime management, mobility, self-regulation and resilience and mental health. Staff skills are still developing in the effective use of the updated SEN planning tool. This will continue to be an area of focus for some teachers in 2019.

Social and Emotional Development

In 2018, we continued with the You Can Do It (YCDI) program across the school. Skills classes were timetabled and taught not only specifically but also incidentally across all areas. Students worked towards the 5 'Keys to Success' - Resilience, Confidence, Getting Along, Organisation and Persistence. We were pleased with the improvement made in 2018 in our students' social and emotional skills as measured by our 'You Can Do It' social and emotional rubric. We have used this tool annually since 2014 and in 2017, a scale was developed to monitor and plot progress of students across their years at our school. During 2018 we continued to support all staff to develop teaching and assessment skills in this area.

We made available opportunities for students to partake in a variety of social engagement games and activities during scheduled break times 5 days a week. This complimented the importance of students to have explicit teaching of social skills, set personal goals and the opportunity to transfer these skills to different activities with the support of staff. The initiative engaged the majority of our students, as well as students from HHC. By attracting HHC students into the ESC break time activities it enabled a mentoring program to take place, giving students from both schools the opportunity to socialise and enhance their skills and inclusion into a variety of friendship groups.

A select group of ESC students were given the opportunity to participate in HHC specialised programs alongside HHC students of the same year group. With the building of social skills during break times, it allowed for a smoother transition into HHC classes. We also participated in several joint initiatives across both schools throughout the year including Harmony Day, R U OK Day and the annual Fun Day, which once again enhances inclusivity across the campus. The ESC Student Leaders received additional roles in 2018 including supporting the Breakfast Club, the raising of the flags each week as well as continuing to host the ESC assemblies.



Student Wellbeing

Teachers closely supported and monitored the pastoral care of students. In addition to academic skills, students were supported with their social skills in class and at break times. Positive behaviours were encouraged and reinforced through 'You Can Do It' keys, class reward systems, certificates at assemblies, Workplace Learning Student of the Week awards and ongoing personal feedback. Student feedback through surveys indicate that students feel motivated to learn and feel safe at school. The average scores on survey items were 4.35 out of a possible 5. The results are also reflected in the survey comments from students. In the parent/carer survey results reflected that they feel teachers motivate their child to learn, as well as that the school is well maintained with a score of 4.3/5. In 2018 we continued to have student counselling from our school psychologist. We have worked closely with supporting agencies to support students on and off site. We had therapists and counsellors from local agencies visit students at school and the HHC Chaplain included our students in break time activities delivered to students across both schools.

Our school psychologist had more time to see students on an individual basis to provide support, conduct risk assessments and participate in risk management plans and individual behaviour plans. This has also been aided by the reduction in numbers of students needing reviews of their ID.

With not having a dedicated social skills coordinator in 2018, the key teachers took on this role for their students. Teachers explored the "Zones of Regulation" program and implemented it into the school curriculum.

Attendance Figures

	2013	2014	2015	2016	2017	2018
School	85.0%	84.3%	81.8%	80.5%	86.8%	87.0%
State	87.4%	86.9%	87.9%	87.7%	87.8%	87.6%

As the figures above indicate, there was an increase in whole school attendance rates in 2018. The school's team based approach to the pastoral care of our students' addresses school attendance in a holistic sense, and our school based attendance officer continues our rigorous approach to more serious attendance matters. Attendance figures continue to reflect the enrolment of several students with a history of severe school refusal or other behaviour and engagement issues.

Our severe attendance student numbers reduced from 9.3% in 2017 to 8.6% in 2018. Our regular attendance student numbers increased from 50.0% in 2017 to 58.6% in 2018. As indicated above our attendance figures have risen substantially from 80.5% in 2016 to 87.0% in 2018.

Transition

Our annual student transition program is an important strategy in supporting student Health and Wellbeing. In 2018 we continued with our program which has two phases.

The first phase is our incoming students transitioning from primary school, predominantly from our partner primary schools Meadow Springs Education Support Centre and Riverside Education Support Centre. In 2018 we had eight students from Riverside Education Support Centre and six students from Meadow Springs Education Support Centre, two from Ocean Road Primary School and one each from Singleton Primary School and Pinjarra Primary School. Our Transition Coordinator visited the primary schools and conducted observations of students and then organised visits to HHC ESC to enable students to become familiar with their new environment and staff. The expected number for 2019 was 9 Year 7 students, significantly lower than 2018 which had 18 year 7 students enrolled.

The second phase involves our Year 10 transition to John Tonkin College Education Support Centre (JTC ESC). During Term 2 and 3, staff from the JTC ESC visited HHC ESC to conduct observations of students to get to know them. Students also went over to the JTC ESC for transition visits to get to know the staff and become familiar with the school. 13 students from our Year 10 cohort transitioned to JTC ESC.

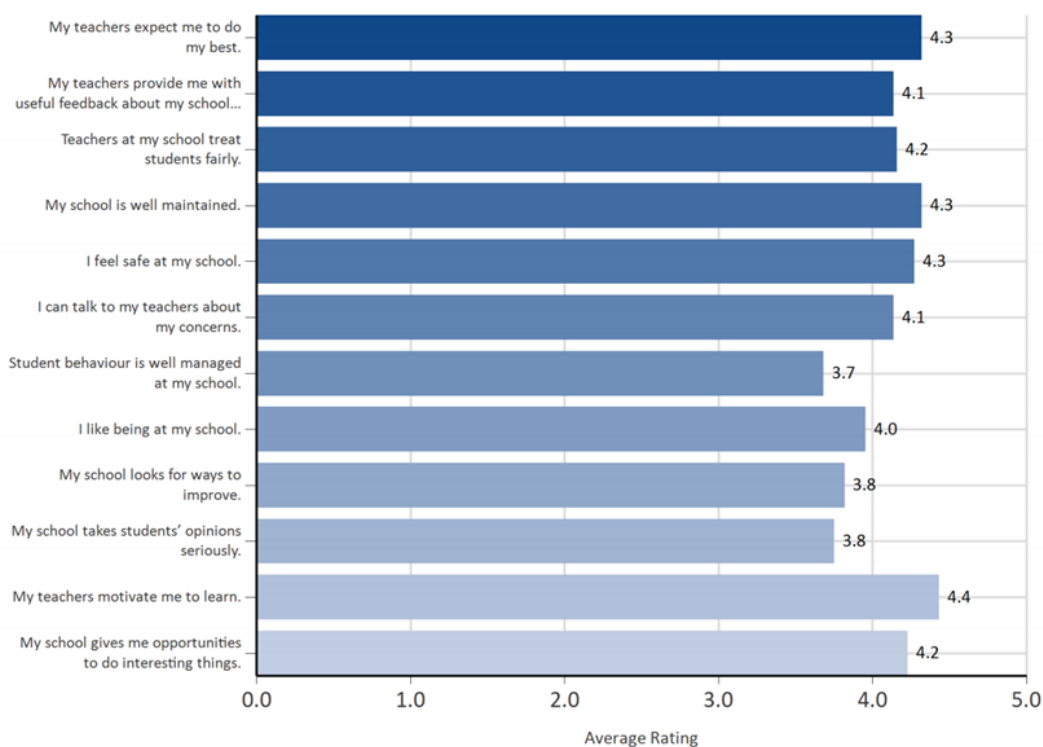
School Community Satisfaction Surveys

As part of our ongoing self-assessment and review processes in 2018, HHC ESC surveyed different groups within our community. All results showed a predominantly high level of satisfaction with the way in which the school is being led - students are being supported to achieve, the community is involved and teachers are providing effective instruction in a safe learning environment. The scale of 1-5 was used to indicate agreement with a series of positive statements about the school, its programs and management. A score of 5 indicated “strongly agree” and 1 “strongly disagree”.

Student Survey

Some students completed their survey with assistance from staff where required. These results were also positive with the lowest score of 3.7 for the statement “Student behaviour is well managed at this school”. This score is higher than 2017, which reflects the behaviour management strategies and programs that have been developed and implemented over the years. The highest rating of 4.4 was for the statement “My teachers motivate me to learn”. This is a reflection of the engaging programs delivered by our teachers and the rapport between staff and students.

Student Survey 2018



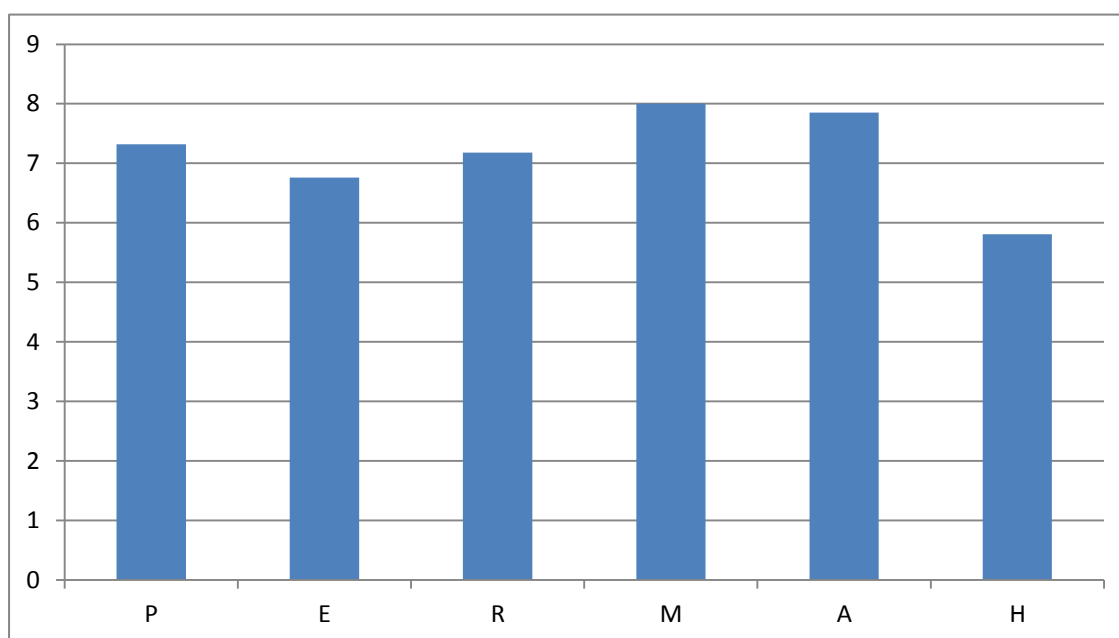
Staff Wellbeing

The school monitored staff Health and Wellbeing in response to student mental health issues and a significant number of students requiring complex case management throughout the year. The school continued to address the findings of the survey by supporting staff wellbeing in several ways. The formation of a strong social committee was encouraged and regular meetings were held throughout the year. In 2018 the committee continued to support and organise social activities and after school walking sessions. We also continued to follow systems which support teachers to further develop their skills as team leaders of the education assistants in their classes.

Staff Health and Wellbeing Survey

All staff were invited to complete the PERMAH survey in late 2018 to assess 6 pillars of wellbeing – Positive emotion, Engagement, Relationships, Meaning, Accomplishment and Health. The results of the survey were pleasing. Staff who participated in the survey indicated that they felt they had high levels of meaning and accomplishment in their job roles. Staff also indicated that they had high positive emotion and felt that they had strong relationships with their colleagues. Engagement and health were rated as the lowest areas of wellbeing for staff. The health and wellbeing committee will use the data from this survey to help determine specific areas that can be improved across the school to help enhance staff wellbeing.

PERMAH 2018 RESULTS

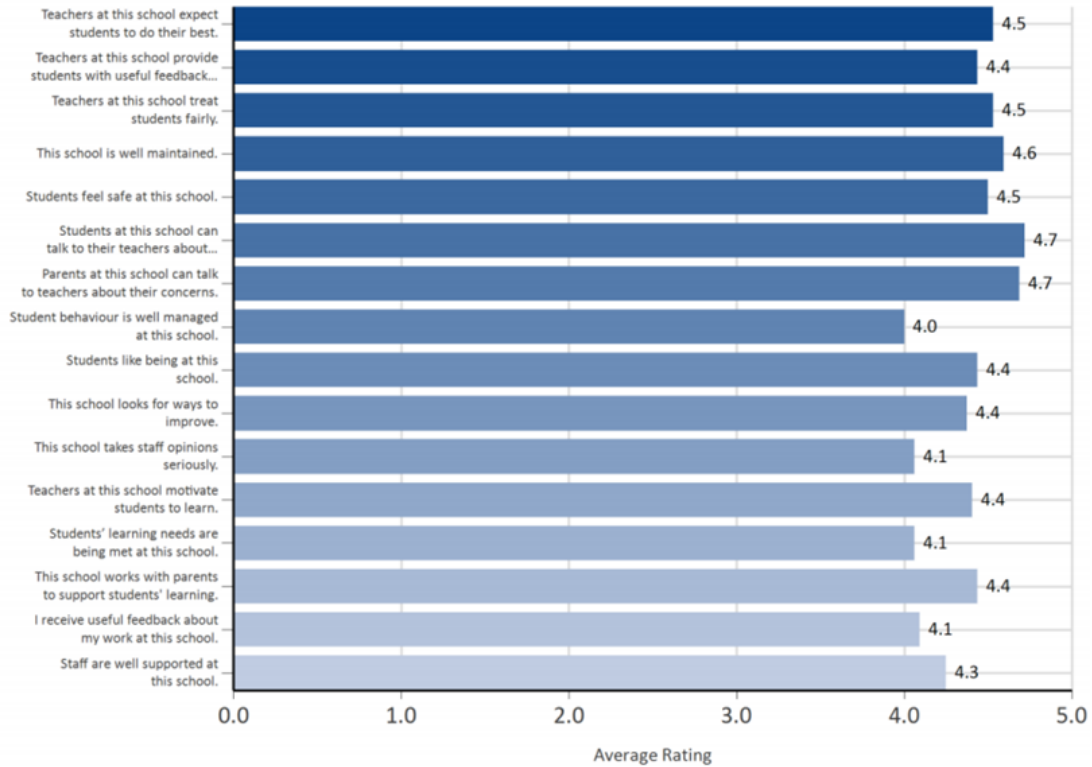


Staff Survey

The annual whole school staff satisfaction survey also presented positive results, with the lowest score of 4.0 out of 5 for the statement “Student behaviour is well managed at this school”. We continue to work regularly with students, their parents and carers as well as outside agencies to assist students to achieve the best possible outcomes whilst attending HHC ESC. The highest score was for the statements “Students at this school can talk to their teachers about their concerns” and “Parents at this school can talk to teachers about their concerns”. The first reflects our commitment to the school’s vision of developing lifelong learners capable of reaching their full potential and the second highlights the importance our staff place on forming positive relationships with the students and parents. “This school is well maintained” received a high score of 4.6 in 2018, which was an increase from 2017 from both parents and staff, which again reflects the hard work and effort put in around our grounds and rooms to have this changed to one of our higher rating statements in 2018.

The staff survey results from 2018 also show an increased score of 4.3 from 4.0 in 2017 that “Staff are well supported at this school” with 88% of staff agreeing to strongly agreeing to this statement. In response to the staff survey question of “What do you think are the most positive aspects of our school”, staff comments identified: exceptional programs across the school, caring and nurturing environment, positive and supportive leadership and strong community relationships.

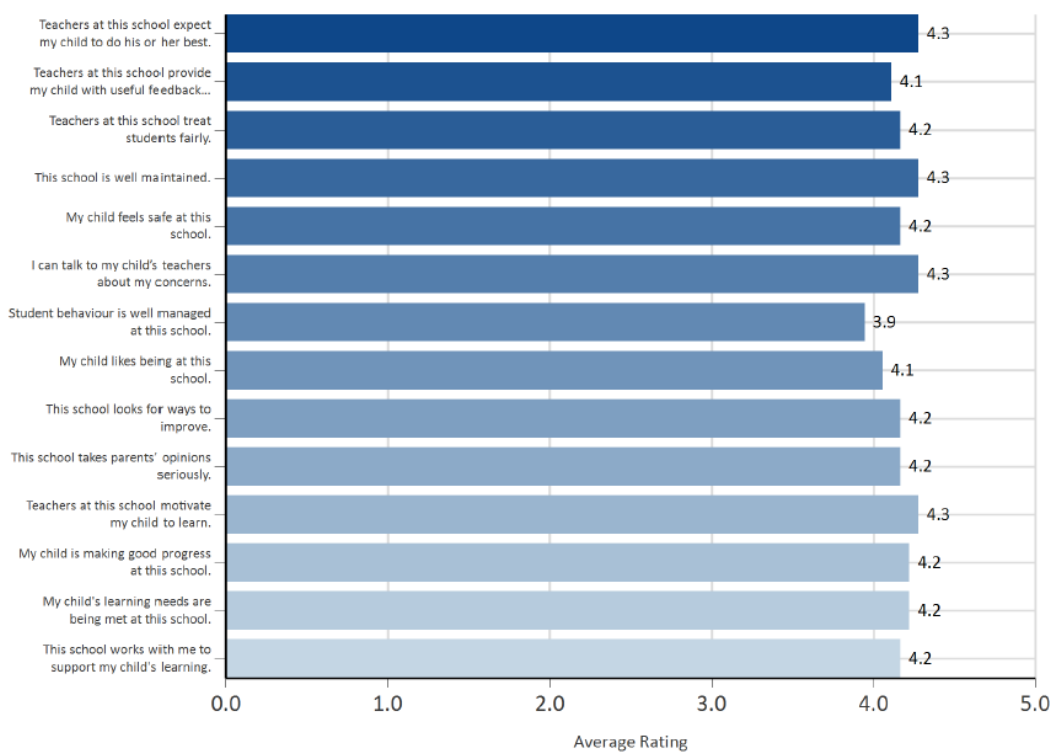
Staff Survey 2018



Parent Survey

We had a greater number of parents complete the 2018 parent survey than in previous years. Results from the parent survey show, even though there was a very slight decline in the high results, all but 1 response had over a rating of 4 out of 5. The lowest result was a score of 3.9 for the statement “Student behaviour is well managed at this school”. Student IBP’s are continually referred to and updated with regular meetings with parents and outside agencies as needed. The highest score of 4.3 was for statements “Teachers at this school expect my child to do his or her best”, “This school is well maintained”, “I can talk to my child’s teachers about my concerns” and “Teachers at this school motivate my child to learn” which is a credit to the staff and their efforts to build effective working relationships with parents and carers. Our incoming Year 7 parents and carers have given positive feedback regarding the transition process we do throughout the year to assist not only the students ease in coming to a new school, but also building parent and carer relationships early. Another rating of 4.3 was for the statement “This school is well maintained”. This had one of the lower ratings last year, it reflects the hard work and effort put in around our grounds and rooms to have this changed to one of our higher rating statements in 2018.

Parent Survey 2018



Sustainability

This section outlines the strategies and evidence in relation to the school reaching the following targets.

1. The majority of staff and students demonstrate their understanding of sustainability and living harmoniously with the environment.
2. All staff and students participate in at least one activity per term related to sustainability.
3. Incorporate the values, behaviour and lifestyles required for a sustainable future in student learning programs.

Developing staff understanding and capacity in sustainable practices

In line with the Priority Area for Sustainability, several staff attended Professional Learning programs and workshops on Waste Wise and how best to implement this at HHC ESC. A whole school sustainability committee has been formed and includes staff representation from all year levels. The committee met regularly to drive this area of our school plan. School timetables have been tweaked to build in Project Based Learning sessions across all year levels to allow for cross curricular based projects with a sustainability theme. Several initiatives that have been implemented across this school include students being actively involved in many aspects of recycling and sustainability. Highlights of 2018 included our brand new chickens and the implementation of an improved school wide recycling program. Our improved recycling program was initiated by our Year 7 students who were able to share their processes with the rest of the school. This was to ensure effective sustainability practices are grown across the whole school. The school purchased different sized wheelie bins in different colours of general rubbish, recycling and food waste for our new chickens.

Eco Leaders

Our Eco Leaders team have continued to make an impact along our beaches and bushland. The students have grown trees, re-vegetated and implemented erosion control methods along the local beaches. Students demonstrated a proactive and enthusiastic approach to making a difference in the community. The tree enterprise program continued to successfully grow trees and build nesting boxes to sell to local government bodies. This self-funding mechanism ensures Eco Leader program sustainability. Our Eco Leader program remains a conduit for the community to view our students as valuable, reliable and worthy citizens who are ready to make an impact.

“Kids Teaching Kids”, was a day shared with other students from many schools. Our students presented a session on sustainable housing and involved a variety of year levels with plenty of fun and engaging learning activities.



School Self-Assessment



In addition to data referred to throughout this document, our school self-assessment process for 2018 included:

- Continuing to work through the Independent Review findings and recommendations.
- Implementation of the Aboriginal Cultural Standards Framework for HHC ESC
- School committee reports
- Information collected via ongoing feedback from staff and the leadership team.

On the whole, our self-assessment process has found that we have a wide variety of programs on offer that cater for the individual strengths and needs of the students. There is strong collaboration amongst staff and the wider community and we are committed to ensuring we have high quality teaching and learning programs in place. Most importantly our students like being at school and feel their teachers motivate them to learn.

Looking Forward

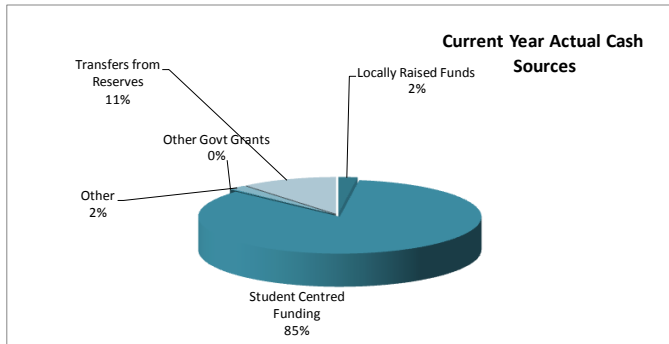
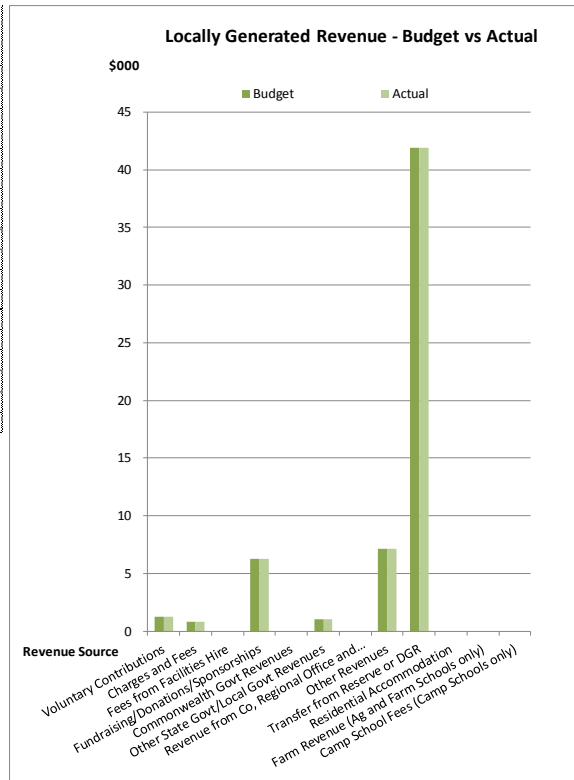
Halls Head College Education Support Centre regards itself as a community of learners who are highly committed to continued school improvement. Based on the results and feedback as presented in this report, the following are some areas for improvement or consideration moving forward:

- Improved knowledge around useful and efficient data collection for staff to focus on student growth
- Increasing the role for our Student Leaders
- Developing authentic processes for capturing our student voices
- Further reduction of our school's ecological footprint by reviewing policies and everyday practice
- Continue Health and Wellbeing initiatives for staff
- Improved Positive Behaviour in School Policy and Guidelines to support student engagement
- Broaden the profile of the School Board's role and membership
- Increased opportunities for teachers to collaborate, share practices and take leadership roles
- Continued implementation of strategies and recommendations resulting from our School Review

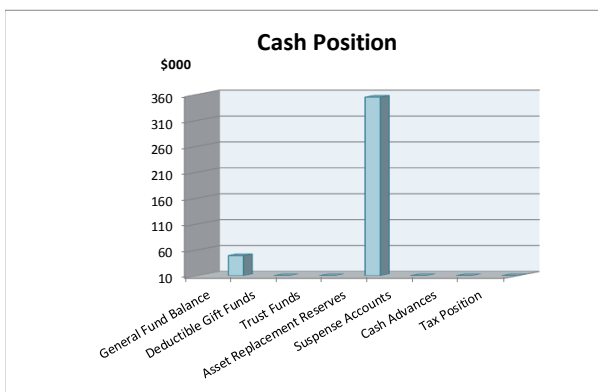
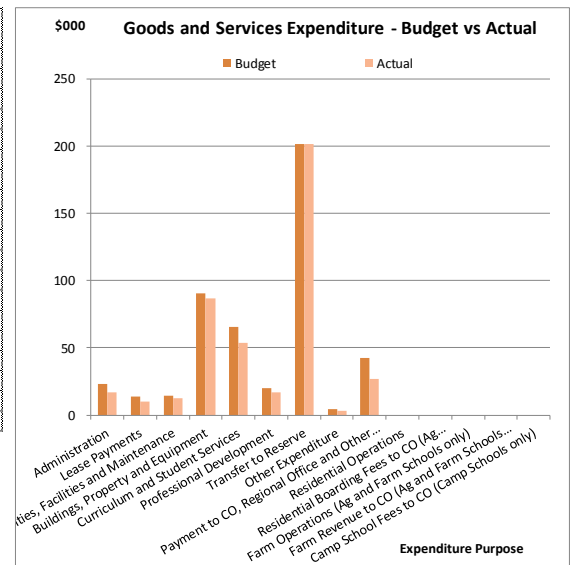


Halls Head College Education Support Centre Financial Summary as at 31 December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,263.61	\$ 1,263.61
2	Charges and Fees	\$ 834.57	\$ 834.57
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 6,246.17	\$ 6,246.17
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 7,156.01	\$ 7,155.66
9	Transfer from Reserve or DGR	\$ 41,920.00	\$ 41,920.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 58,420.36	\$ 58,420.01
	Opening Balance	\$ 95,231.03	\$ 95,231.03
	Student Centred Funding	\$ 322,823.98	\$ 322,823.98
	Total Cash Funds Available	\$ 476,475.37	\$ 476,475.02
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 476,475.37	\$ 476,475.02



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 23,383.71	\$ 16,971.42
2	Lease Payments	\$ 14,000.00	\$ 9,981.83
3	Utilities, Facilities and Maintenance	\$ 14,393.18	\$ 12,539.73
4	Buildings, Property and Equipment	\$ 90,699.33	\$ 86,509.21
5	Curriculum and Student Services	\$ 65,815.60	\$ 53,526.31
6	Professional Development	\$ 20,000.00	\$ 16,743.07
7	Transfer to Reserve	\$ 201,395.00	\$ 201,395.00
8	Other Expenditure	\$ 4,601.58	\$ 2,973.38
9	Payment to CO, Regional Office and Other Schools	\$ 42,186.97	\$ 27,020.36
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 476,475.37	\$ 427,660.31
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 476,475.37	\$ 427,660.31
	Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 400,672.87
Made up of:	\$ -
1 General Fund Balance	\$ 48,814.71
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 354,522.52
5 Suspense Accounts	\$ 365.64
6 Cash Advances	\$ 400.00
7 Tax Position	\$ 2,630.00
Total Bank Balance	\$ 400,672.87

The above tables and graphs reflect our Revenue and Expenditure for the 2018 year. We remain in a stable financial position for the 2019 school year.

School Board Chairperson Report

Our school has achieved a number of significant accomplishments this year. Firstly, we have commenced a new cycle of a three year business plan, 2018-2020. This new business plan will usher in a new phase of our growth and development as an Independent Public School. It brings me great satisfaction to observe our school completing such milestones. I am confident that we will continue to deliver great learning programs and outstanding outcomes for our students under the direction of this business plan.

Secondly, we have continued to maintain and expand our presence in the community. I would like to recognise the work in developing a new Aboriginal Cultural Standards Framework. This framework will guide our teaching and cultural awareness programs across the school and through community engagements. Our other long-standing community partnerships that include Eco-Leaders, WPL, Choir, and Community Access continue to deliver great benefits for both our students and the community we live in. Moreover, our incursions, excursions and events are also a wonderful expression of our school living in and alongside our community. These initiatives include the whole school Osprey Water cultural walk, the Aladdin Crown production and Book week, to name a few.

Thirdly, we have a wonderful working partnership with the Halls Head College. Our Galaxy Choir, performed in the Halls Head College 'Alice' production at the Mandurah Performing Arts Centre this year. This was the result of the great work from our teachers, collaboration with Halls Head College and mostly, the wonderful preparation and performance from our students. This initiative is further evidence of the valuable collaboration opportunities that are available from our co-location with the Halls Head College.

Our school is passionate about maintaining strong connections with parents and families. Our role as teachers is only part of the job that parents and families have in raising great community citizens. As such we welcome parents and community members into our school for annual events. This year we hosted a number of these events and I would like to acknowledge the staff and school leadership for making these possible. These events were the Year 7 Parent Morning Tea, Whole School Evening (open classrooms and choir performance), Year 9 Information Session on Year 10 and the Work Place Learning morning tea. Furthermore, our school board has a number of active parents as members and I would like to recommend others to take up similar roles so that we can maintain this essential connection with families.

I would like to recognise the work of our staff. Candyce Doorn stepped into the Principal role for 2018 and her leadership created some amazing outcomes for our students. Also, we received three finalists for the WA Education Support Principal's and Administrators Association, WAESPAA Awards. The three finalists were:

- Endurance Enoma, for her outstanding teaching
- Amanda Pankhurst for her amazing work with Galaxy Choir
- Gina Fay for her contribution to Work Place Learning

Our teaching body continue to shape and refine the student experience at our school and I'm proud of the results that we have seen across our student body. I am grateful for the extra effort that they contribute to our programs, events and learning experiences. They truly make our school a wonderful place to learn and grow. I look forward to the continued success of our students, staff and school in 2019.

Warm Regards,
Mr Nick Lim
School Board Chairperson





HALLS HEAD

COLLEGE ESC

Care | Courage | Commitment

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