



HALLS HEAD
COLLEGE ESC

SCHOOL PLAN

2022-2025



Our School

The Halls Head College Education Support Centre enrolls secondary students, from Year 7 to Year 10, needing intensive support to achieve their educational and personal development goals. We are a vibrant, caring and successful small school for students with disabilities. We share a campus and facilities with Halls Head College.

Our Vision

To provide a positive school community committed to developing lifelong learners who are achieving their personal best and building their emotional, social and physical wellbeing. Our culture is one of compassion, care and collaboration with high expectations of;

○ Nurture ○ Growth ○ Connections

Our Values

All members of our community are asked to share, model and promote our values of:



Learn with Hands and Heart



Own Your Own Journey



Open and Growth-Led Communication



Strengthen Community Connections



Celebrate the Small Things;
Go Nuts About the Big

Our Focus Areas

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

Our Plan

Our staff and school board have worked together, guided by a process of rigorous school review and community consultations, to develop this plan. Excellence in Teaching and Student Achievement is a focus area for our school as we are passionate about providing purposeful and engaging learning activities, whilst ensuring staff provide quality teaching for all students in a motivating and suitably resourced, learning environment.

The Health and Wellbeing of our students and staff is another important focus for our school. All students face challenges as adolescents and as a school community, we genuinely embrace the concept of personalised learning for all. We consider carefully the whole child including the physical, social and emotional development.

The wellbeing of our staff is also important as we support them to implement strategies that will ensure success for all.

Developing positive relationships and enduring community partnerships is central to our philosophy as a school. We prepare our students to develop the confidence and the connections that will enable them to become active and productive members of our local community at the end of their schooling.

This plan outlines our strategic direction for 2022-2025. The targets and milestones in this plan indicate our level of progress towards achieving outcomes for students in our four focus areas.

Our School Board

The Halls Head College Education Support Centre Board has been formed with the fundamental purpose of enabling parents and members of the community to support our school in the best interest of the students. Our board members have participated in a review of our school's vision and values through 2020 & 2021 to help shape the future of our school. They work with the school community to develop, monitor and review the School Plan and enhance the education provided at the Centre.



Excellence in Teaching and Student Achievement

A priority at Halls Head College Education Support Centre is to provide high quality, engaging and diverse learning opportunities that meet the individual needs of our learners. Student assessment data will be used to refine our teaching in order to maximise student progress. We will increase the capacity and collective efficacy of our teachers and our allied professionals by building a collaborative and caring culture of growth and commitment to ensuring every student has a pathway to future success.

Student Targets

- 90% of our students will show an upwards trend in reading skills development from Year 7 to 10 as assessed by the PAT adaptive reading
- 90% of our students will demonstrate an upward trend in their skills development from Years 7 to 10 Number: Sub-strand Money and Financial literacy
- 90% of our students will show an upwards trend in their skills development from Year 7 to 10 Measurement: Using units of measurement
- All students who are not being assessed by PAT reading or Top Ten Maths will show improvement in achievement across literacy and numeracy using ABLEWA assessment tools
- All students with complex communication needs will show progress in their communicative competence using the ROCC Roadmap of Communicative Competence tool

Staff Targets

- Teachers will demonstrate competency and confidence in utilising Top Ten Maths diagnostic test for ongoing instructional model
- Teachers will demonstrate competency and confidence in utilising Progressive Achievement Tests (PAT) for ongoing assessment and instructional model
- Staff will be trained to support every student who has a low/high tech means of communication that is suited to their needs
- Staff will be trained to assess student communicative competence using the ROCC Roadmap of Communicative Competence tool
- Scope and sequence documents for Year 7 to 10 across all curriculum areas will be revised with Sustainability, Aboriginal Cultural Awareness and STEM embedded within

Strategies

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Develop a whole school 2022-2025 professional learning plan aligned to our school plan to include staff training in; <ul style="list-style-type: none"> ◦ PAT Reading adaptive testing and data analysis ◦ Use of PAT linked teacher resource centre ◦ Top Ten Maths ◦ Communicative Competence training ◦ You Can Do It ◦ High Performance Teams • Appointment of part time literacy and numeracy assistants to support teachers with administration of tests and resource management in these areas | <ul style="list-style-type: none"> • Revise and revitalise Performance Development process including classroom walk throughs to share best practice • Identify and empower school leaders to drive and ensure quality delivery in Aboriginal Cultural Awareness, STEM, and Communications • Establish an AAC implementation sub-committee • Continue with weekly student review team meetings • Further development of our Connected and Consistent Practice to create and implement a Halls Head College ESC Explicit Instruction Model | <ul style="list-style-type: none"> • Revise scope and sequences of learning areas to ensure that we have embedded Aboriginal Cultural Awareness and Sustainability • Embed High Performance Teams practice across whole school • Research and develop initiatives, including our student leadership group, to ensure that we capture the voice of our young people and empower them to use that voice in the community • Improve our collaboration with other schools in our network to develop connections and support the professional growth of our staff |
|---|---|--|

Health and Wellbeing



Improving the Health and Wellbeing of students and staff at Halls Head College Education Support Centre remains a priority. Our school is a vibrant learning community. We celebrate the diversity and individual abilities of all in a safe and positive environment. Our purposeful curriculum for all students promotes learning and personal development ensuring students are empowered to have a voice. Behaviour in the learning environment is established through positive means and our staff commitment to our Consistent and Connected practice document. Planning for and carrying out our school grounds and classroom improvement and maintenance is seen as a positive message about how we value our environment and the pride we have in our school.

Student Targets

- All of our students show progress in all 5 Keys for Success social competencies from Year 7 to 10
- Increase our whole school attendance rate to above 65% in the regular attendance category
- Increase our Year 10 attendance rate to above 60% in the regular attendance category
- Maintain a score of 4.0 or higher for students and parents in the national school survey item "Students feel safe at school"
- Increase the score rates to 4.0 or higher for students in the national school survey item "My school takes students opinions seriously"

Staff Targets

- Maintain the current rating ie 'average to high' level of staff health and wellbeing as assessed through the National Excellence in School Leadership Institute (NESLI) annual survey
- All teaching staff trained in and practising their advocacy role and mindful meditation as part of our schools agreed morning CALM sessions (Check-in, Advocacy, Learning, Mindfulness)
- Improve our procedures in monitoring our incidents and accidents and sharing data back to our staff to improve practices
- Maintain a score of 4.0 or higher for staff in the national school survey item "Staff are well supported at the school"

Strategies

- Implementation of our Positive Education Plan driven by our Positive Education Committee
- Continual reflection of staff and student support and incident response and protocols
- Staff training in Youth Mental Health First Aid, Team Teach and Trauma Informed Practice
- Continue to offer programs that engage students' personal interests such as Music Rocks, Drum Beat, Choir and Arts
- Work in collaboration with therapists to meet students' therapy needs in the school context
- Continue You Can Do It, Zones of Regulation, CALM time and explore the implementation of other programs that ensure growth in our students' Personal and Social capabilities
- Continue to monitor and support staff health and wellbeing
- Connect with community partners to provide after school programs to align with student interests
- Increase utilisation of Connect within the school community
- Offering workshops to parents and caregivers
- Utilise sensory profiles to develop sensory diets for students where necessary, including plans for students needing movement breaks etc.
- Training and resource staff to implement High Performance Teams practices across the school
- School Psychologist 0.4 permanently appointed by our school



Effective Leadership and Succession Planning

As leadership becomes more complex and demands are placed on leaders, Halls Head College Education Support Centre 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 the necessary skills, desire and talent and build their capacity as future leaders.

Targets

- Developing capacity of staff in leadership roles to develop, drive, implement and monitor our operational plans
- Maintain our effective school board and build further community connections resulting in value adding to our schools programs
- Build and implement a revised staff induction and Graduate Development Program
- Develop a high capacity school culture with school wide systems that are understood and practiced by everyone
- Establish a school wide model of High Performance Teams

Strategies

- Review Staff Handbook and induction strategies and build a web based school staff reference guide
- Diversify our workforce and improve recruitment strategies
- Progress partnerships with Universities, TAFE Colleges, Associations and local Education Collective
- Teachers will collaborate at an increased rate with year levels more aligned in teaching content
- Have a Graduate Program – transition into the workforce (e.g. mentor time, collaboration, DOTT, resources, how to lead a team of EA's)
- Consultation with those staff with professional interest, skills and knowledge
- Resource for training and implementation of High Performance Teams across school.
- Use Future Leaders Framework to build capacity and identify and support aspirants
- Develop succession planning for key technical/specialist roles in the school
- Develop a community engagement and marketing strategy in alignment with our 2022-2025 plan to increase parent and community interaction with the school



Sustainability



Our Sustainability journey begins with the whole school community involved in the learning and development of lifelong sustainable practices, thus empowering students to become future leaders. We are well established, with our tree nursery, vegetable gardens, poultry and fruit trees. We offer an accredited Environmental Leadership Program and link our school to various community groups including the City of Mandurah. These aspirations 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. We acknowledge the lessons from our first nation people and value the social handprint, where peace and partnerships unite our school and world. As we grow, we are guided by the 'Caring for Country -Together' document which provides a framework for further implementation and improvement.

Targets

- The school will regularly audit waste and employ strategies from our waste management plan to ensure we improve waste recovery to 80%
- The school community and the City of Mandurah will jointly manage areas of forest and beaches to facilitate carbon sequestration and improve biodiversity. To facilitate this the school will grow and supply trees and shrubs from our nursery
- During the next four years 12,000 trees and shrubs will be planted representing the number of students attending schools in the district
- Our school will raise awareness, increase community engagement and improve understanding of local Aboriginal culture and sustainable practices
- The school will aim to reduce printing costs by 10% including office and classroom usage

Strategies

- Recycle 4000 containers through the Containers for Change scheme (1000 per year)
- In collaboration with a local Aboriginal patron, develop programs and initiatives that support our shared commitment to Caring for Country and meeting Sustainability targets
- Develop and administer a survey to monitor our students' attitude and knowledge with a purpose of tracking their progress on our Sustainability rubric
- All students to visit 'The Forest' in Year 7 to appreciate the ultimate goal of the tree growing program
- Educate staff and students about the reduce, reuse, recycle process, with improved compliance to our Waste Wise Policy
- Install individual print monitoring technology
- Continue Eco Leaders as an endorsed program in Year 10
- Establish a Sustainability committee to drive and deliver strategies to address targets

