



HALLS HEAD  
COLLEGE ESC

# 2021 SCHOOL REPORT



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## Welcome from our Principal

A year of celebrations is how we would sum up 2021 here at Halls Head College Education Support Centre (HHC ESC). Our school value of “Celebrate the small stuff and go nuts about the big” was very evident throughout 2021 as our school celebrated; student achievement, new facilities including a staff study and an administration building, our 20th birthday, an awesome school camp at Point Peron, and many wonderful excursions and incursions.

We hosted several significant community events including the new buildings opening, a 20-year celebration with alumni attending and our Year 10 farewell assembly. Our Galaxy Choir, our student leaders, our wonderful gardens and all of our staff and students contributed to showcase our exceptional school special occasions.

In 2021 we continued our commitment to excellence in teaching and learning, sustainability and health and well-being. A new staff study and administration building created much needed space for staff and an opportunity to focus on staff capacity, building and extending our teacher resource library. Our new Positive Education Plan was implemented and strategies such as CALM\* mornings, You Can Do It and Consistent and Connected practices have become embedded into the culture of our school. Success with Sustainability initiatives continue to be a strength of our school with our Containers for Change, community tree planting and a year 7-10 Sustainability scope and sequence being implemented across the school.

In 2021, HHC ESC completed a thorough school self- assessment using; student progress data, feedback from staff, students and parents and our school board. We had an influx of new staff including four teachers, two new EAs and a Marketing Officer join the HHC ESC family and this brought new energy and ideas. Our enhanced school community collaborated to create a new 2022-2025 school plan built upon the values developed by our community in 2020.

*Own your own Journey*

*Learn with Hands and Heart*

*Strengthen Community Connections*

*Open and growth-led communication*

*Celebrate the small things, go nuts about the big*

As this report will demonstrate, the individual progress of so many of our students in 2021 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 would like to thank our student leaders for their great work in representing our school, our dedicated and talented staff and our wonderful students and their families. I would also like to acknowledge and thank the P&C and our many community supporters. Working together has made 2021 another successful year at Halls Head College Education Support Centre. Finally, I would like to thank our school board who have enthusiastically supported our school’s commitment to continued improvement.

**Deb Fieldwick**  
Principal



*School camp at Point Peron (last day)*

\*For the first half hour of every school day students and their mentors participate in: Checkin, Advocacy, Learning goal, Mindfulness (CALM). This continues to have a powerful and calming impact on students and staff in our school community.

## School Board

### Chairperson's address

In 2021 we saw another year where the staff and students did a fantastic job balancing State Covid restrictions, while at the same time ensuring an outstanding learning and development environment. The board continued to meet each term and work with our principal Mrs Fieldwick and her team to help support the school in delivering its annual business plan and to ensure good governance, including approving the annual school budget. However, we also were able to attend many wonderful school events and interact with teachers, parents and most importantly to us, the wonderful students who make the school the great place it is.

The school celebrated 20 years and the opening of our new buildings. A great 20<sup>th</sup> Year celebration event took place with current students, families and staff joined by staff and student alumni. These events are really important to all board members as connecting with people really helps when it comes to making decisions. Some of the highlights included the 2021 end of year celebrations and Year 10 farewell assembly.

We look forward to 2022 when we will have new students, parents and teachers joining the school and the board members will be doing everything we can to assist the school principal to continue to make our Education Support Centre a wonderful environment to learn and grow. We also welcome new members to the board and will continue to look for opportunities to engage with the broader school community to work through issues that are important to everyone.

Thank you to all the staff and students for your support of the school board in 2021!

On behalf of the school board, I would like to recognise the work of our teaching and support staff, the hard work of our leadership team and office administrators and the efforts they put into making our school a truly wonderful place to learn and grow. I look forward to the continued success of our students, staff and school in 2021.

**Tim Hartland**  
**Chair School Board**



*Nick (retired Chair for school board) and Tim (new Chair for school board).*



*Our Principal and Board Chairperson with Lisa Munday (MLA), David Templeman (MLA) and Mayor Rhys Williams.*



*Meryl accepting her award from Tim during our 20 year celebration event.*

### 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 2021 and outlines what will happen in 2022 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.

*At Halls Head College ESC, we value our community relationships. The best student outcomes occur when students, staff, parents and the wider community work together.  
A collaborative and inclusive community benefits us all.*

The Education Support Centre is situated on the campus of Halls Head College. Students come from the Mandurah area and 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 Senior's Room.

In Semester Two 2021, our school had 54 students from years 7 - 10.

### Year 7

16

### Year 8

11

### Year 9

12

### Year 10

15

In 2021, the Principal, 2 Deputy Principals' and Manager of Corporate Services were supported in the office by 1.6 FTE School Officers, 0.6 FTE Work Place Learning Officer and a 0.4 FTE Marketing Officer. Also supporting in the school were 9.6 FTE Teachers and 22.9 FTE Support staff. Support staff included a 0.4 FTE School Psychologist, and 22.5 FTE Education Assistants. Our student leaders (shown below) also supported our school in 2021.



*Student leaders at the Mandurah City Council Chambers with Rhys Williams (Mayor of Mandurah).*



*Deb (Principal), Candyce (Deputy) and Student Leaders showcasing our 20-year celebrations bunting flags (overhead).*



*Rhys Williams (Mayor of Mandurah) showing Tyler how to use the gavel to chair a meeting in the Chambers.*

## 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 2018-2021 Business Plan. Our plan had four key focus areas.

### Our Focus Areas

Our Strategic Priorities for 2018-2021 were:

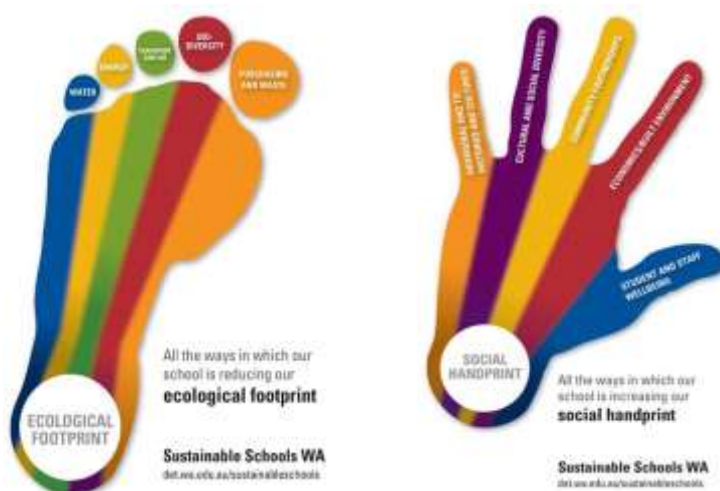
- **Excellence in Teaching and Student Achievement**
- **Effective Leadership and Succession Planning**
- **Health and Wellbeing**
- **Sustainability**

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 include quality assessment practices designed to ensure student progress and achievement.

As leadership becomes more complex and demands are placed on school 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 review 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 the world around us.



*Galaxy Choir performance with HHC choir students.*

## EXCELLENCE IN TEACHING AND STUDENT ACHIEVEMENT

This section outlines the strategies and evidence in relation to the school reaching the following targets. Staff use a range of data sets in academic and non-academic areas to develop programs, review and assess student progress.

1. All year 10 students to achieve at least one Endorsed Program through SCSA as a transition pathway to year 11 and 12.
2. 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 Terms 1 and 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 2021 team meeting structures were developed that have allowed teachers the time to share and moderate more regularly. Top Ten Maths and PM Benchmark Reading were used to assess baseline skills and progress in Literacy and Numeracy for students working at Foundation and above. ABLEWA Maths and English Trackers were used to assess baseline skills and progress in Literacy and Numeracy for those students working PD levels 1-7. The "You Can Do It" rubric was used for assessing Social Skills across the school. Additionally, our regular cycle of Multi lit assessment was administered and the program delivered to those students receiving targeted support with reading. The Executive Leadership Team and members of the Literacy Committee explored the PAT adaptive reading late in 2021 with a view to implement in 2022.

**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. It must be noted that some assessment and reporting aspects were not complete in semester 1, 2021, due to interruptions caused by COVID-19. 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 improved clarity, communication, and monitoring of students' individual goals, especially in the Literacy and Numeracy areas.

**Curriculum Delivery** Seven learning areas comprising of English, Mathematics, Science, Technology and Enterprise, Humanities and Social Sciences, Health and Physical Education and The Arts were offered to our students in 2021. An emphasis was placed on Social and Emotional development of students. General Physical Education and Health lessons were provided by ESC trained staff. Our Horse Power program was not offered for 2021 due to COVID restrictions, however our year 7 swimming lessons went ahead in term 4. All year 10 students were offered a suite of Endorsed Programs including ASDAN modules, Eco Leaders and Work Place Learning. In 2021, students attended a range of specialist classes provided by Halls Head College – some students integrated with mainstream peers in areas of talent or interest and Halls Head College teachers taught classes of our students on a weekly basis providing new opportunities and access to specialist facilities in areas such as Performing Arts, Visual Arts, IT and Technologies. All our students had weekly lessons focussing on Sustainability, during this time they would have access to practical learning in our gardens, workshop or with the chickens.



*Tyler solving problems in Maths*



*Kayla in Metal Work in Halls Head College*



*Deb and Tim dressing up at the 20 year celebration event*



*Year 7 HASS lessons*

## Reporting to Parents

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

Term 1	Personalised Learning Plan (PLP) meetings for every student. ABLEWA tracking in Literacy and Numeracy You Can Do It – Social and Emotional skills rubric Online Literacy and Numeracy Assessment (OLNA) testing for Year 10 students (no student participation 2021)
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
Term 4	Semester Two PLP review 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 (*following COVID-19 guidelines, assemblies were either postponed or held with students/staff in attendance until the final Year 10 farewell assembly, where parents of Year 10 students and recipients of school award certificates were invited to participate*); School website, newsletters, text messages, Facebook and Instagram; Individual meetings or case conferences with parents and community agency support were held in person, via telephone or video conference (*following COVID-19 guidelines*) throughout the year.

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

	2016	2017	2018	2019	2020	2021
Literacy	79%	87%	62%	86%	79%	86%
Numeracy	78%	92%	74%	89%	77%	89%
Social	N/A	N/A	73%	81%	77%	76%

PLP goal achievement reflects teacher judgements of individual student progress based on formal and informal assessments, observations and anecdotal evidence gathered over each semester.

We acknowledge the impact COVID 19 still had on the school during 2021 however are pleased with the increase in goal achievement percentages over most areas of our 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 protocols/procedures to deliver and monitor Multi-Lit. 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. The introduction of the Top 10 Math assessment and learning program was trialled with training provided and resources developed, ready to deliver in 2022. Trial for PAT Literacy testing was trialled to commence delivery of the assessment in 2022.

## NAPLAN results 2021

We had 3 students in year 7 and 3 students in year 9 sit the NAPLAN test, completing across the three areas of Reading, Writing and Numeracy. All other students were exempt from participation.



## Endorsed Program Achievements

During 2021 we had 15 Year 10 students enrolled in a variety of Endorsed Programs being offered at HHC ESC. These students participated in programs based on interest, talents and needs and all enrolled students completed their programs. **Our school achieved its target for all year 10 students to achieve completion of at least one Endorsed Program.**

The Endorsed Programs delivered were:

ENDORSED PROGRAMS	Students Completed	ENDORSED PROGRAMS	Students Completed
ASDAN Towards Independence		<b>Eco Leader 1</b>	9
<b>Business Enterprise</b>	4	<b>Authority Developed Work</b>	
<b>Work Awareness</b>	6	<b>Place Learning - ADWPL</b>	8
<b>Recognising and Using Everyday Signs</b>	5	<b>Keys for Life - Pre-Driver Education Course</b>	9
Living Independently Short Course	9		

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 journeys throughout 2021. 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.



*Alowesha and Korie using the Ipad's to complete their work tasks*



*Year 10 students attending a Remembrance Day Ceremony at the Mandurah War Memorial*



*Joshua planting succulents for business enterprise*



*Alowesha learning the Cricut machine*



*Deb with her purchases from the Business Enterprise stall*



*Karen and Korie learning how to use the sewing machine*

## Workplace Learning Opportunities

The Year 10 students engaged in various aspects of HHC ESC's Workplace Learning (WPL) Program throughout 2021. All students completed a Work Readiness program the year prior in preparation for WPL, which included completing an online Work Safe Passport. In term 1, students prepared for, and attended an interview with their prospective employers.

Students attended placements weekly during terms 2 and 3 when they were enrolled in either Authority Development WPL (ADWPL) or an ASDAN module (Work Awareness) both of which required a minimum of 55 hours of WPL. Each placement was linked to their individual talents and/or interests (completed by the students as part of their Work Readiness program). Workplace Logbooks, Skills Journals and/or digital portfolios documented each student's engagement in their program, evidenced the completion of their Core Skills for Work and employer feedback results.

On the 10th of November 2021, the year 10 students hosted a WPL morning tea to thank their employers for their support throughout the year. School Board members attended the event along with six representatives from the local employers. Students presented their employer with the annual WPL newsletter, a certificate of appreciation and a personalised thank you letter.



*Dakota finalising a transaction for a customer at **Sportspower Pinjarra**.*



*Geoff putting together parts at **Workpower Greenfields**.*



*Maverick pricing items at **Mandurah Post Office**.*



*Alowesha giving change to a customer at **Shakerz Bakery Halls Head**. This work placement resulted in this student picking up some paid casual work.*

## Professional Learning and Performance Development in 2021

Performance Development processes 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 (AITSL) 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*.



*Staff (professional development day) making hearts*

The expenditure on staff professional learning in 2021 was \$7,659 in cash spent on the courses and \$16,997.04 in salaries for relief staff.

All staff participated in the following professional learning during 2021:

- Team Teach De-escalation Skills
- Functional Behaviour
- Health and Wellbeing Kindness Workshop
- Scope and Sequence (Teachers) – HASS, Excursions, Health, Science, Positive Education
- OH&S – Induction
- OH&S – Manual Tasks
- Staff Wellbeing Toolkit Module 1, 2, 3, 4, 5
- PLP Checklist and Planning – Teachers
- Support Autism in Classrooms – Teachers (Module 1, 2, 3, 4)

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

- Graduate Teacher PL program
- Graduate Teacher Module 1
- Graduate Teacher Module 3
- Keys for Life
- Keyword Sign
- First Aid
- Launching Confidently into Leadership
- SECCA App Training
- Waste Wise Schools
- OH&S Conference
- WAESPAA Big Day Out
- WAESPAA Conference
- Aspirant MCS Program
- MCS Program continuation
- Central Office
- CMS Foundation Course Day 3
- ASDAN training
- ASDAN short course training
- ASDAN Digital portfolio training
- Surf Rescue Re-Qualification
- Teach Well Masterclass Series
- Mandurah Schools Network
- 2021 SPAWA Annual Conference
- You Can Do It Webinar
- Performance Management to Lead Teaching
- Aspiring Principals Preparation program
- Intro to Using Disability Resourcing System
- Embedding Sustainability into classroom
- Reporting to Parents – WPL – Beginner
- Reporting to Parents – WPL – Refresher
- Sharing Best Practice
- Intro to Applied Behaviour Analysis
- Intro to Self-awareness and Regulation
- Boundary Setting and Protective Behaviour
- Achper HPE Inclusion Conference
- PM to Head Teaching Improvement



*School planning meeting with teachers*



*Autism training (Staff Development day) for all staff*



## EFFECTIVE LEADERSHIP AND SUCCESSION PLANNING

This section outlines strategies and evidence in relation to the following school targets in 2021:

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**

The unpredictable and fast changing situation with COVID in 2021 highlighted the flexibility, commitment to collaboration and sharing of skills amongst our school staff. Leaders and staff continued using Webex and other online meeting platforms. We continued our Parent Liaison Officer role and our parent support group on Facebook. Our Leadership team and office staff team kept parents and stakeholders adequately informed through such a rapidly changing time.

In 2021, our teachers and non-teaching staff also participated in a variety of in-house and external professional learning opportunities and had occasions to share their gained knowledge. We continued our revised timetabled team meeting structure which allowed classroom teams to reflect on and review student progress weekly and to have leadership team members support as required.

We had five new staff join our school and our revised induction processes were tested. Three new graduate teachers were supported by our newly developed in-house graduate support program. Our new support processes were well received.

Successful succession planning supported our restructuring of some roles to meet current school needs. We filled several important roles that needed filling due to staff movement or leave. Our recruitment processes were aligned to an understanding of our workforce plan and succession planning. Teachers and support staff were recruited in a timely manner with handover time in preparation for the 2022 school year.

### **Distributed Leadership Opportunities**

Our 2021 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 developed their skills as team leaders and as curriculum leaders at a wider school level. With a newly developed leadership plan, we were able to include aspirant staff to participate and contribute to leadership discussions across the school, including updates on learning area Scope and Sequence, scheduling of excursions and incursions and other school initiatives. Due to our work with our aspirant leaders we have been able to backfill our Deputy Principal who has been developing her leadership skills whilst seconded to another position. We have also trained a School Officer in aspects of the Manager Corporate Services role.

In 2021, teachers and non-teaching staff have had portfolios including; curriculum areas, occupational health and safety, administration of literacy and numeracy assessments, IT support and student therapy to name a few. They share their knowledge through staff meetings and programmed training sessions. Having staff who have the knowledge to assist and develop their co-workers' skills has greatly increased the pace at which skills are attained. We had staff present in State-wide ASDAN training forums and support colleagues in local schools with RTP SEN. The Principal serves on many committees and working groups in the local community and wider educational community continuing to advocate and forge connections for our staff and students and to share knowledge and information with staff.



## School Board

The School Board met five times in 2021, including an AGM (Annual General Meeting) in Term 2. The Board consisted of 12 members including the Principal, four parents, four community members and three staff representatives. New parents with relevant skills and experience have joined the School Board. After each meeting, feedback was given by attendees indicating a general agreement that the meetings were well run and the school has an effective Board with members who are able to complete tasks required. In line with Target 3, School Board members were invited to various events held at the school throughout 2021, including school assemblies, celebration events and Workplace Learning afternoon tea. Board member profiles were also featured in ESC Newsletters throughout the year and the aim to increase the public profile of our Board members at community events will continue in 2022.

## Marketing & Public Relations

During 2021 we continued to market our school by improving our social media presence. Our new building opening event and our 20 Year celebrations had a significant reach on social media with a lot of positive feedback. We invited staff and student alumni to connect with the school and invited student alumni as guest speakers. We used our school's 20 year celebration to grow awareness of the programs on offer at our school and celebrate their success. This resulted in expanded local community partnerships.

We reviewed marketing opportunities for our primary to high school transition program and participated in an Expo at Mandurah Forum. This plan included the creation of a Marketing and Communications Officer in our school profile. We recruited an industry professional into the position and commenced a review of our current branding, website and current marketing activities including sharing our school's success.



*Our stall at the Disability expo in Mandurah Forum*



*Our new look Facebook posts*



*Tiarne Pell (Alumni) giving a motivational speech at our 20 year celebrations event*



*Cupcakes displaying our logo*



*Staff at the WAESPAA awards*

## Community Connections, Incursions and Excursions

Community participation events and incursions during 2021 included:

- Literacy and Numeracy Week
- R U OK Day
- Welcome to the year 7 parents
- 20 Year Celebration events
- Year 6 transition to HHC ESC
- Year 10 transition to JTC ESC
- Sorry Day & NAIDOC Week
- World Teachers Day
- EA Appreciation Day
- Our staff as trainers at ASDAN WA forums
- End of year fun day inclusive with HHC
- Totem Pole activity
- Opening of new office building
- Mini Olympics
- Community tree planting
- Community Access program
- Reptiles incursion
- Self-care science program
- HHC & ESC P&C have supported our programs with grants
- Harmony Day our students join peers' in HHC for inclusive, multicultural activities
- Work Place Learning program
- Work Place Learning Thank You afternoon tea
- Halls Head College Sports Day
- Music Rocks
- Choir Performances
- Mandurah Inclusion Group
- Anzac Day Ceremony at the Mandurah War Memorial
- First Aid
- JTC ESC Disability expo at Mandurah Forum Shopping Centre
- Mandurah City Council and Australian Association of Environmental Education Community Event
- Keys 4 Life

Excursions were also encouraged as they advance community connections whilst developing life skills for our students. Some of the 2021 excursions for students included:

- School camp at Point Peron
- Swimming
- Live theatre production of Charlie and the Chocolate Factory
- Local shops
- Student Leaders visit to Local Mayor's office
- Awesome Arts Festival Northbridge
- Parliament House
- Fishabilities program
- Year 10 end of year dinner
- Eco Leaders
- Homestead for Youth
- Skills West Expo
- Business Enterprise end of year corporate lunch
- Bike riding
- Scitech
- WA Museum



*Year 7 swimming lessons*



*Dakota and Jasmin in the sack race during Halls Head College sports carnival*



*Kayla singing at the Music Rocks concert*





*Year 10 representatives laying a wreath at a community Remembrance Day ceremony at the Mandurah War Memorial*



*Miss Emma Fieldwick and Logan dressed up for Literacy Week*



*Jai climbing crates at Camp*



*Aaron getting ready to eat in the dining area at Camp*



*Aliya and Ryan enjoying outdoor activities at Camp*

## Aboriginal Cultural Standards Framework Implementation

Our school continued to implement the recommended strategies following our 2018 review of the Aboriginal Cultural Standards Framework and reviewed our progress against these standards. We continued to learn from Cultural Advisor, Koodah Cornwall, and our teachers worked on reviewing our Scope and Sequence documents to embed Aboriginal Cultural Awareness. Some staff and students learnt to deliver the Acknowledgement to Country in Noongar. Our Choir and our Harmony Day included Aboriginal cultural awareness and one of our teachers joined Halls Head College NAIDOC planning group. NAIDOC week was acknowledged in all of our classes and our students joined their Halls Head College peers in activities organised around the campus.



*Koodah and Karen during our Harmony day celebrations*



*The Year 10 display for Naidoc week*



*Koodah*

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

1. All students will have individual needs identified in alignment with Disability Resourcing dimensions, as appropriate, 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.

### 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 student PLP goals linked to collaborative planning, communication, social competencies, health care, toileting and hygiene, mealtime management, mobility, self-regulation and resilience and mental health. Teachers developed their skills to effectively use the updated SEN planning tool, made concise curriculum adjustments and were working towards identifying clear distinctions between PLP and reporting within SEN. In 2021 we also trialled the use of the Personal and Social Capabilities from the WA Curriculum into our school's reporting framework. This will continue to be an area of focus in 2022 for our existing, new and graduate teachers.

### Social and Emotional Development

In 2021, 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 five 'Keys to Success' - Resilience, Confidence, Getting Along, Organisation and Persistence. We were able to track individual student progress against the five areas for each of our students during their time with us. We still have to work on moderating assessments across teachers to make our data more reliable.

Following on from our Mindful Meditation training and our revision of Trauma Informed Practice, our school continued CALM mornings from the start of 2021. CALM is scheduled across all classes for the first half an hour of each school day. CALM is an acronym for; **C**heck in, **A**dvocacy, **L**earning and **M**indfulness. This strict routine of a CALM start to our mornings has resulted in our students settling into their work for the day in a much improved way. We also found that the time for check in allows for pastoral care needs to be addressed.

Our school Psychologist continued to work alongside teachers to give guidance on how they can incorporate Zones of Regulation into the curriculum. Another group of staff participated in Zones of Regulation training and all school staff had Team Teach review training to further develop de-escalation skills and strategies.

As part of our IPS Health and Wellbeing priority area, a Positive Education Committee continued to develop the school's Positive Education Plan. Our positive education matrix was published and displayed in all classrooms and other areas of our school with students attention drawn to learning and what it means to them.

Students participated in a variety of social engagement games and activities during scheduled break times, 5 days a week. These break time activities complimented the in-class explicit teaching of social skills and setting of personal goals and gave students the opportunity to transfer those skills to different activities, with the support of staff.

The ESC Student Leaders received additional roles in 2021 including supporting the Breakfast Club in both the mainstream canteen area and our ESC lifeskills room, as well as continuing to host the ESC assemblies and providing supportive peer roles during break times.



*Raft testing at camp*



*Emily at Crown Theatre*



*Jai at camp participating in Archery*



## 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, indicated that they felt motivated to learn and felt safe at school. The average scores on survey items were 3.9 out of a possible 5. The results were also reflected in the survey comments from students. In the Parent/Carer survey, results were very pleasing - a common reflection that *"I can talk to my child's teacher about my concerns"*, as well as making good progress at school had a score of 4.7 out of 5. In 2021 we continued to have student counselling from our school Psychologist, who supported teachers and Admin staff in developing risk management plans for students. Members of the administration team also completed Gatekeeper training equipping them with the knowledge to perform risk assessments. We have worked closely with supporting agencies to support students on and off site. We have also allocated a Therapy Review Team and a school officer who coordinates Therapists requests to visit students at school, to ensure goals can be supported in the school environment.

## Attendance Figures

	2016	2017	2018	2019	2020	2021
School	80.5%	86.8%	87.0%	89.0%	88.4%	88.0%
State	87.7%	87.8%	87.6%	86.8%	87.3%	84.4%

As the figures above indicate, there was a slight decrease in whole school attendance rates in 2021. The school's team-based approach to the pastoral care of our students addressed school attendance in a holistic sense, and our School Based Attendance Officer continued 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, other behaviour and engagement issues or ongoing medical conditions.

Students in the Severe-At Risk category (60% and below) reduced from 3.9% in 2020 to 3.5% in 2021, but Regular Attendance (90% and above) decreased from 59.6% in 2020 to 55.4% in 2021.

Our 2021 suspension data showed an increase in suspension days, which impacted on attendance rates. These suspensions were as a consequence of increased physical aggression towards staff. In 2020 there were 3 incidents of aggression towards staff, and in 2021 there were 14 resulting in suspension. There was no significant difference in other types of behaviour incidents.

## Transition

Our annual student Transition program is an important strategy in supporting student Health and Wellbeing. In 2021 we continued with our program which has two phases. Phase 1 is for incoming students transitioning from primary school, predominantly from our 'partner' primary schools, Meadow Springs Education Support Centre, and Riverside Education Support Centre. In 2021 we had 16 transitioning year 6 students – 9 from Riverside Education Support Centre, 6 from Meadow Springs Education Support Centre, and 1 from Lakelands Primary School. Our Transition Coordinator visited all the primary schools and conducted observations of students throughout the year and then organised visits to HHC ESC to enable students to become familiar with their new environment and staff.

Phase 2 involves our Year 10 students transition to John Tonkin College Education Support Centre (JTC ESC) or other settings for their final schooling years. During terms 2 and 3, staff from the JTC ESC visited HHC ESC to conduct observations of students and to get to know them. Students also went over to JTC ESC for transition visits to get to know the staff and become familiar with the school. 14 students from our year 10 cohort transitioned to year 11 at JTC ESC and 1 student transitioned to Pinjarra Senior High School.



*Vanessa  
making a  
rocket at JTC  
ESC during  
transition*



*Jai and Amy  
making a cake  
during transition  
at JTC ESC*



*Maverick and Coas organising  
ingredients for pizza during transition at  
JTC ESC*

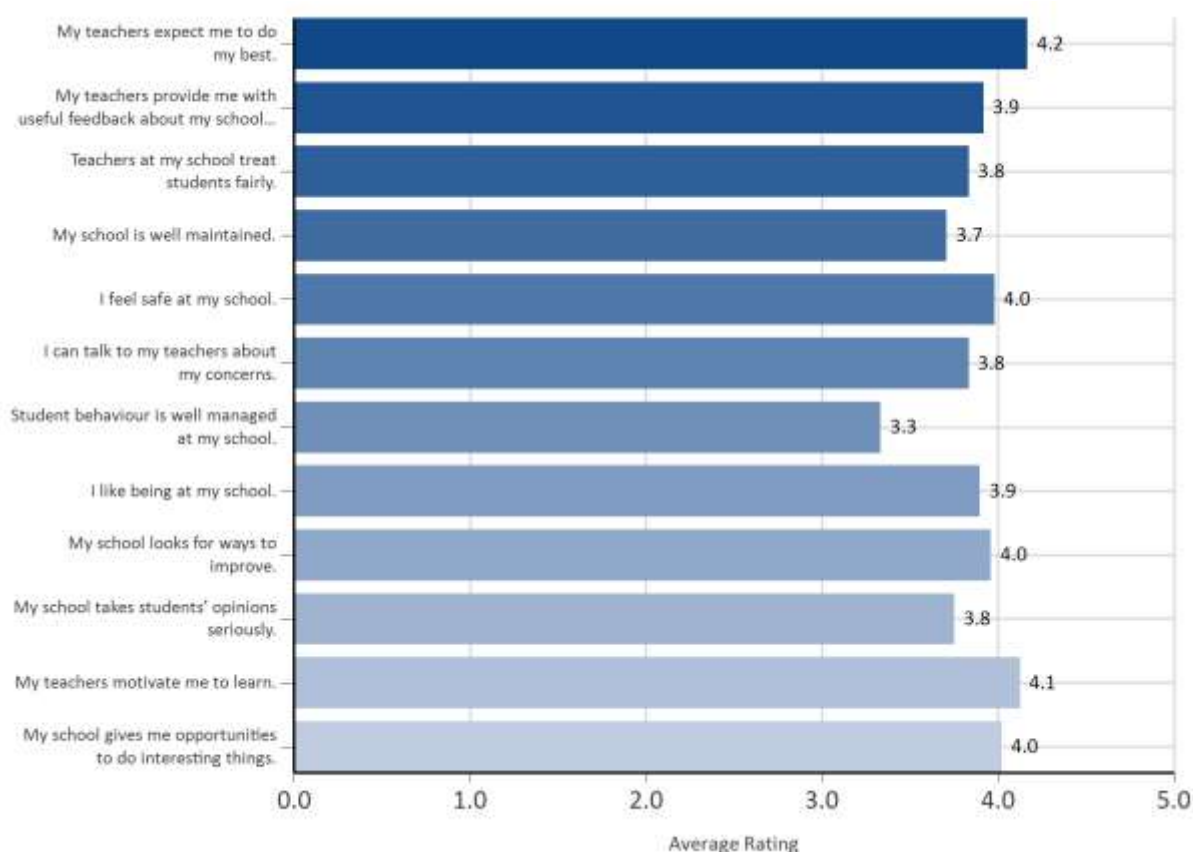
## School Community Satisfaction Surveys

As part of our ongoing self-assessment and review processes in 2021, 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, there is a high level of community involvement 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

All students completed their survey, some with assistance from staff where required. Results from our student survey were predominantly very positive with the lowest score of 3.3 out of 5 for the statement “*Student behaviour is well managed at this school*”. This score has been very consistent over the past 3 years, which reflects the continued behaviour management strategies and programs that have been developed and implemented over the years. The highest rating of 4.2 out of 5 was for the statement “*My teachers expect me to do my best*”, also rating 4 and over out of 5 in statements such as “*I feel safe at school*”, “*My school looks for ways to improve*”, “*My teachers motivate me to learn*”, and “*My school gives me opportunities to do interesting things*”. This is a reflection of the engaging programs delivered by our teachers and the rapport between staff and students.

### Student Survey 2021

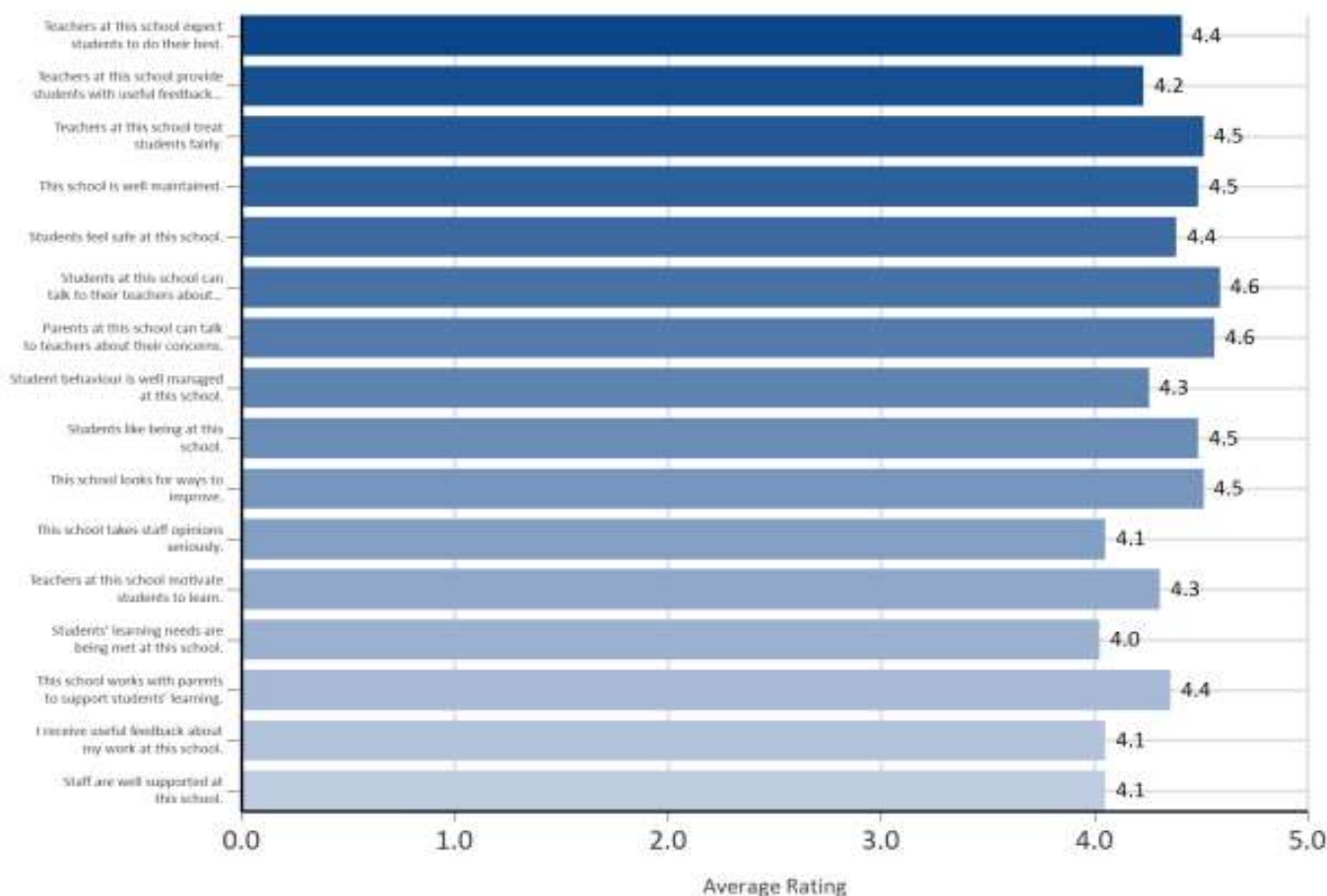


## Staff Survey

The annual whole school staff satisfaction survey presented positive results, with the lowest score of 4.0 out of 5 for the statement *“Students learning needs are being met at this school”*, up from last year. 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. High scores for statements such as *“Students at this school can talk to their teachers about anything”* and *“Parents at this school can talk to teachers about their concerns”* reflects our commitment to the school’s vision of developing lifelong learners capable of reaching their full potential and the importance our staff place on forming positive relationships with the students and parents.

The staff survey question *“What do you think are the most positive aspects of our school?”*, prompted very positive responses from staff members with references made to exceptional programs across the school, a caring and nurturing environment, positive and supportive leadership and class teams, and strong community relationships.

### Staff Survey 2021



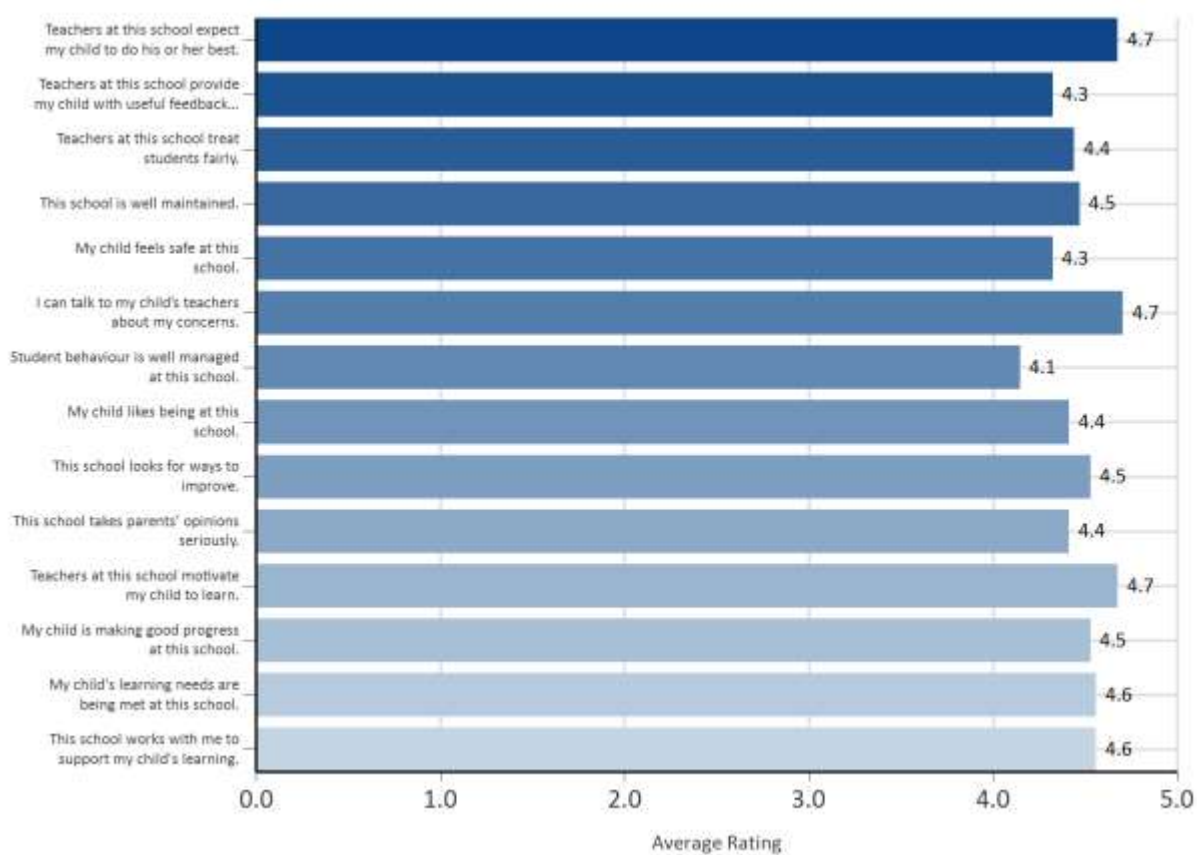
## Staff Wellbeing

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 2021 the committee continued to support and organise social activities to engage staff. We also continued to follow systems which support teachers to further develop their skills as team leaders of the Education Assistants in their classes. Education Assistants are surveyed annually for their preferred job aspects and special skills or interests. The feedback is used in staffing placements and timetable decision making.

## Parent Survey

We had a greater number of parents complete the 2021 parent survey than in previous years. Results show all responses had a rating of 4.1 and above out of 5. The lowest score of 4.1 was for the statement “*Student behaviour is well managed at this school*”. This was noted and the school ensured that Student IBP’s are continually referred to and updated with regular meetings with parents and outside agencies as needed. The highest score of 4.7 out of 5 were for the statements, “*Teachers at this school expect my child to do his or her best*”, “*I can talk to my child’s teacher about my concerns*” and “*Teachers at this school motivate my child to learn*” reflects the continued effort of the staff to build effective working relationships with parents and carers. We also scored very high in the following statements of “*My child’s learning needs are being met at this school*”, and “*The school works with me to support my child’s learning*”, with a 4.6 out of 5. Our incoming Year 7 parents and carers gave positive feedback regarding the transition process we do throughout the year. This gives us assurance that our new students feel safe and comfortable in their new surroundings and we successfully build parent and carer relationships early. The statement “*This school is well maintained*” received a rating of 4.5 out of 5, consistent with previous years’ results, which shows that the hard work and effort staff and students have put into improving and maintaining our classrooms and surrounding grounds is appreciated.

## Parent Survey 2021



Crate climbing at camp



Memphis helping HHC students with the mosaic peace sign for both schools



Chanel and Memphis helping HHC design and paint the Peace Pole



## SUSTAINABILITY

### Developing staff understanding and capacity in sustainable practises

As our school plan for 2018-2021 drew to an end, staff and students reflected on how far we have come.

In 2018 our school community met and identified some key elements that would define our school.

- a need to develop 'hands on' learning to promote functional academics
- for students to understand where food comes from
- for students to be physically and mentally active

In 2021 we saw students tending to gardens, collecting, and auditing waste, planting trees, caring for animals, and socialising in our beautiful gardens. In class, they learnt about climate change, how to regulate their emotions, how to relate to each other and how to respect all cultures.

To continue on our journey and ensure our work is reflected in the curriculum, staff reviewed the scope and sequences for Science and HASS. In addition, we updated our Purchasing, Waste Wise, and Animal Care policies. Our Operational Plan held us accountable.

2021 saw the completion of our new reception centre and staff studies area. This created an opportunity to discard unwanted resources and stocktake to avoid duplication and wasteful spending. Recycling continued to reduce our footprint with all students and staff contributing. Processes were in place to deal with general waste, recyclables, cash for containers, metal, and food scraps. Our school undertook the emptying, cleaning, and auditing of waste generated at school during the year.

Our Sustainability Committee were instrumental in designing an assessment rubric incorporating the ten elements of sustainability to assist teachers determine students' level of understanding. This data assisted in teaching strategies, identified gaps in learning and provided a tool for measurement during 2021.

Our school grounds continued to be a showcase where students could take pride in creating gardens, mowing, edging, and fertilising. Our school presented as a well-managed outdoor learning environment with vegetable plots, fruit trees, quiet areas to relax and a large oval for physical activities.



*Courtney in the garden*



*Aliya feeding the chooks*



*Jai with his catch during Fishabilities excursion*



*Shyne in our vegie patch*



*Drone photo of our school grounds*



*Eco leaders planting trees in the community*



*The plants in the shade house grown by the HHC ESC students*



*Eco leaders stall at a community event*

## Eco Leaders

Our Year 10 students have made an impact at Avalon Bay with the continued brushing of unwanted access tracks and sand blowouts. Over time the difference to our coast has been quite noticeable. Students have learnt how to 'renourish' the beach by capturing sand blown in the wind and were planting more strategically when revegetating.

Our EcoLeaders are well known to the local residents who are fully supportive and amazed at the dedication of our young people.

HHC ESC continued to operate a successful nursery enterprise growing small shrubs and trees. These native plants were used in waterways and beaches to create habitat and stabilise sand. In response to students who were concerned about climate change, the school and the City of Mandurah worked together to maintain and revegetate areas of bushland.

It is in our planning to allow all year levels to plant trees in the forest with Year 10 EcoLeaders next year. This will test their skills as environmental leaders in organising the event.



*Samuel Swadling with his painting of our Eco Leaders working on Falcon Bay beach*



## SCHOOL SELF ASSESSMENT

In addition to data referred to throughout this document, our school self-assessment process for 2021 included:

- Comprehensive whole school community reflection process to consider progress against the targets of the 2018-2020 School Business Plan and identify directions and strategies for the 2022-2025 School Plan.
- Action of monitoring progress towards Aboriginal Cultural Standards Framework for HHC ESC
- School committee reports
- Information collected via ongoing feedback from staff and the leadership team through staff performance development processes
- Reflection on our success at embedding the newly agreed values for our school community for moving forward into our next school planning cycle. (see below)

### HALLS HEAD ESC VALUES



Own Your Own Journey



Learn with Hands and Heart



Strengthen Community Connections



Open and Growth-Led Communication



Celebrate the Small Things;  
Go Nuts About the Big



Kerry with our students and staff creating our Totem pole

We also checked progress on the areas for school improvement identified in the 2020 School Report

- Continue to improve knowledge around efficient data collection for staff to focus on student growth. *Progress in this area is outlined in Excellence in Teaching and Student Achievement section.*
- Collaboratively develop the 2021-2025 strategic plan for our school ensuring that staff have capacity to drive, implement and monitor our operational plans. *This was achieved.*
- Review induction and support processes for new staff and graduate teacher mentor programs. *Our induction process was updated, and an in-house graduate mentor program was introduced.*
- Exploring community connected programs to value add to our school's programs. *Our celebrations gave us an opportunity to connect with our local community and new partnerships were formed.*
- Increased opportunities for teachers to collaborate, share practices and take leadership roles. *This was achieved with teachers collaborating on scope and sequence reviews and taking on leading the implementation of Top Ten maths.*

## LOOKING FORWARD

Our self-assessment process has found, even with the (covid) interruptions to our normal operations, our school still had a suitable variety of programs on offer that catered for the individual strengths and needs of the students. In fact, our parent satisfaction survey scores were higher than ever. We believe this was due to the staff flexibility and commitment to supporting students and families through a challenging time. Our students made pleasing academic and social and emotional progress.

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, and our community consultation for developing our 2022-2025 School Plan, the following are some areas for improvement or consideration moving forward:

- Implementation of Top Ten Maths program
- Improve staff competence at utilising alternative augmentative communication (AAC) for students who would benefit.
- Develop High Performing Teams (HPT) practices
- Develop a high capacity school culture with school wide systems that support our staff and students to flourish
- Implementation of PAT Adaptive reading
- Work towards a high capacity school culture with school wide systems understood and practiced by all
- Improve parent connection through workshops and support connections
- Continue progress towards being a culturally responsive school against the Aboriginal Cultural Standards Framework



*Ryan collecting the eggs*



*Memphis using the laptop to research*



*Aliya using the elevator in HHC*



*Damien riding a bike during sport*



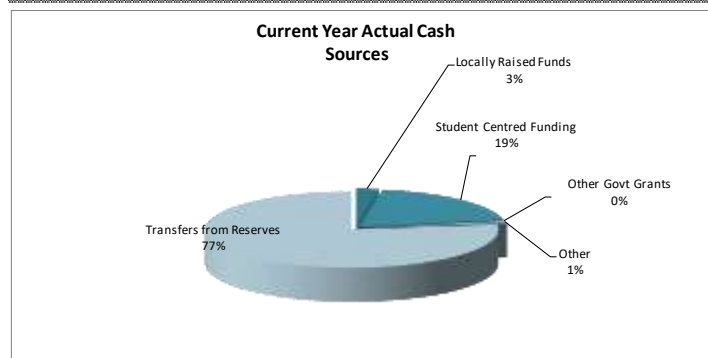
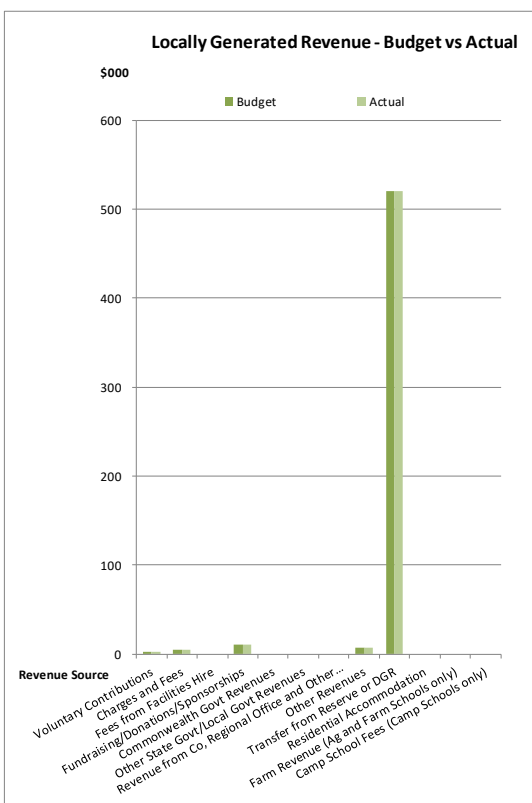
*Mr Enoma at the Year 7 meet and greet for the parents, staff and students*



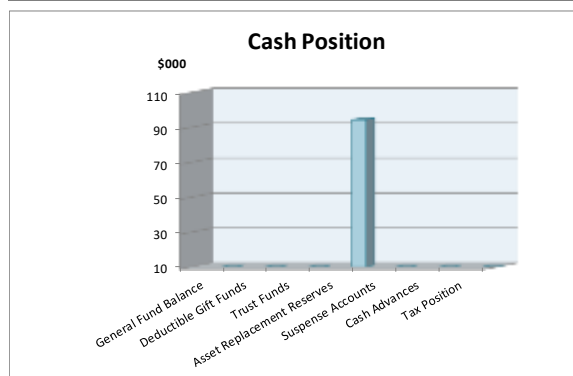
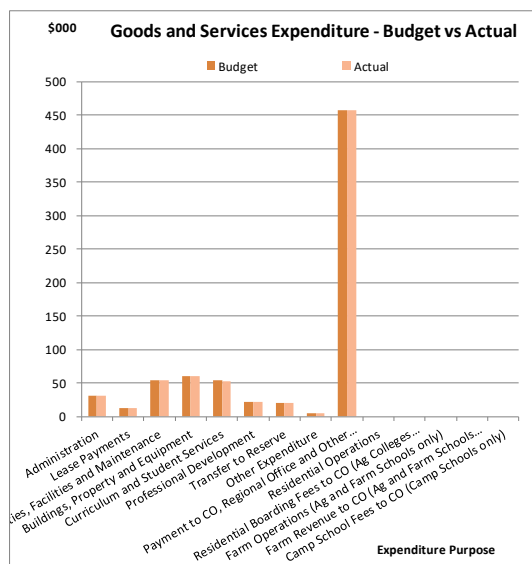
# Halls Head College Education Support Cen

Financial Summary as at  
31st December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 2,065.11	\$ 2,065.11
2 Charges and Fees	\$ 4,924.26	\$ 4,924.26
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 9,983.49	\$ 9,983.49
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 7,233.02	\$ 7,233.02
9 Transfer from Reserve or DGR	\$ 521,000.00	\$ 521,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 545,205.88</b>	<b>\$ 545,205.88</b>
<b>Opening Balance</b>	<b>\$ 37,616.11</b>	<b>\$ 37,616.11</b>
<b>Student Centred Funding</b>	<b>\$ 131,157.00</b>	<b>\$ 131,157.00</b>
<b>Total Cash Funds Available</b>	<b>\$ 713,978.99</b>	<b>\$ 713,978.99</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 713,978.99</b>	<b>\$ 713,978.99</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 30,081.07	\$ 30,030.09
2 Lease Payments	\$ 12,974.09	\$ 12,974.09
3 Utilities, Facilities and Maintenance	\$ 54,027.75	\$ 53,835.04
4 Buildings, Property and Equipment	\$ 60,346.62	\$ 60,332.98
5 Curriculum and Student Services	\$ 53,443.52	\$ 52,423.34
6 Professional Development	\$ 21,210.44	\$ 21,210.44
7 Transfer to Reserve	\$ 20,000.00	\$ 20,000.00
8 Other Expenditure	\$ 4,365.50	\$ 4,364.73
9 Payment to CO, Regional Office and Other Schools	\$ 457,530.00	\$ 457,529.78
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 713,978.99</b>	<b>\$ 712,700.49</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 713,978.99</b>	<b>\$ 712,700.49</b>
<b>Cash Budget Variance</b>	<b>\$ -</b>	<b>\$ -</b>



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 92,495.87</b>
Made up of:	
1 General Fund Balance	\$ 1,278.50
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 94,201.73
5 Suspense Accounts	\$ 170.64
6 Cash Advances	\$ (400.00)
7 Tax Position	\$ (2,755.00)
<b>Total Bank Balance</b>	<b>\$ 92,495.87</b>

The above tables and graphs reflect our Revenue and Expenditure for the 2021 year. We remain in a stable financial position for the 2022 school year.

## PHOTOS OF OUR YEAR OF CELEBRATION



*Karen commencing our assembly with Acknowledgement to Country*



*Meryl Fick – MCS, Deb Fieldwick – Principal, Jean Philipps – Education Assistant*



*Lisa Munday (MLA) presenting a certificate to Jasmin at our final assembly*



*Mr Ron King (Mandurah Masonic Lodge) presenting a certificate to Coas at our final assembly*



*Back view of new admin building during the build*



*Our new Reception desk*

## PHOTOS OF OUR YEAR OF CELEBRATION



*Deb welcoming all guests for our  
20<sup>th</sup> Year Celebrations*



*Current staff and alumni staff enjoying celebrations*



*Memphis helping to build our  
Values Totem Pole*



*Deb with Year 10 students*



*Games in the garden at our  
20<sup>th</sup> Year Celebration event*



*Guest speaker, Tyson Williams (Alumni)  
with Courtney*





# HALLS HEAD

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# COLLEGE ESC

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