



## Halls Head College Education Support Centre



**SCHOOL  
REPORT 2015**

2015 has been a rewarding and challenging year at Halls Head College Education Support Centre. It was our first year as an Independent Public School which coincided with a double intake of students starting in year 7 and 8. It was also our first official year as a Teacher Development School (TDS) led to the appointment of a Project Coordinator position in our school to share and deliver professional learning with teachers in and out of our school. We have had many ongoing programs and events in the school from previous years such as our You Can Do it Program, Great Race, ASDAN\*, Work Place Learning, Eco Leaders, Multi-lit and Drumbeat to name a few. In addition to this we have had the opportunity to incorporate school priorities into our Business Plan and Operational Plan. Our Business Plan has the following initiatives:

- Excellence in Teaching and Learning
  - Planning assessing and reporting
  - Digital learning
  - Building Leadership Capacity & Sustainability
- Health and Wellbeing
- Community partnerships

Halls Head College ESC Independent Public School status led to establishing our school board, which consisted of some new faces, including parents, community members and our Chairperson Mr Nick Lim. I am happy to report that our school board provides dynamic viewpoints which contribute invaluable to school decisions.

The significant increase in students (as a result of our first year 7 intake) proved more challenging than anticipated despite a comprehensive transition program. We experienced a large intake of new students in years 7 and 8 with a broad range of abilities and challenging behaviours. Some students have higher needs and behavioural difficulties than we have previously accommodated for at our school. Nevertheless our tenacious staff demonstrated amazing flexibility and resilience in adapting to changes whilst meeting individual learning needs of the entire cohort. During this period, our school worked efficiently with external agencies to ensure the appropriate care was being provided to some of our challenging students. These scenarios did place added pressure on our teaching cohort and required us to implement additional safe practice methods through risk management plans, alternative procedures, and additional incident reporting mechanisms. Despite these challenges and difficult decisions our team were able to balance the needs of individuals to ensure a safe and consistent learning environment for our students. We continue to work with parents and external agencies to improve attendance and engaging programs. I am proud of our team's ability to deliver quality teaching in these difficult circumstances and would like to recognise their personal commitment to our students and school.

As a Teacher Development school, under the leadership of our Project coordinator, we were able to support other schools in Western Australian in several areas. We assisted with the development of their Reporting to Parents - Special Educational Needs, Award Scheme Development and Accreditation Network (ASDAN) training and coordination of professional learning across the network, which included Positive Partnerships and the Special Education Needs Assessment Tool (SENAT) and Learning Disability toolkit.

Before presenting you with the 2015 School Report I would like to sincerely thank the staff, our students and their families, our school chairperson, Mr Nick Lim, and our school board members, our P&C and community supports.

**Kate Sewell, Acting Principal, 2015**





## 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 was established in 2001. The school caters for secondary students with an intellectual disability, autism or other high level support needs.

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. The school has an SEI of 92.12.

The principal, deputy and registrar were supported by a program coordinator, 10 teachers, 33 education assistants and two school officers. A significant number of the above positions were part time in 2015.

In 2015 our school had 68 students from year 7 -10.

YEAR 7	YEAR 8	YEAR 9	YEAR 10
13	18	17	20



## Our Business Plan

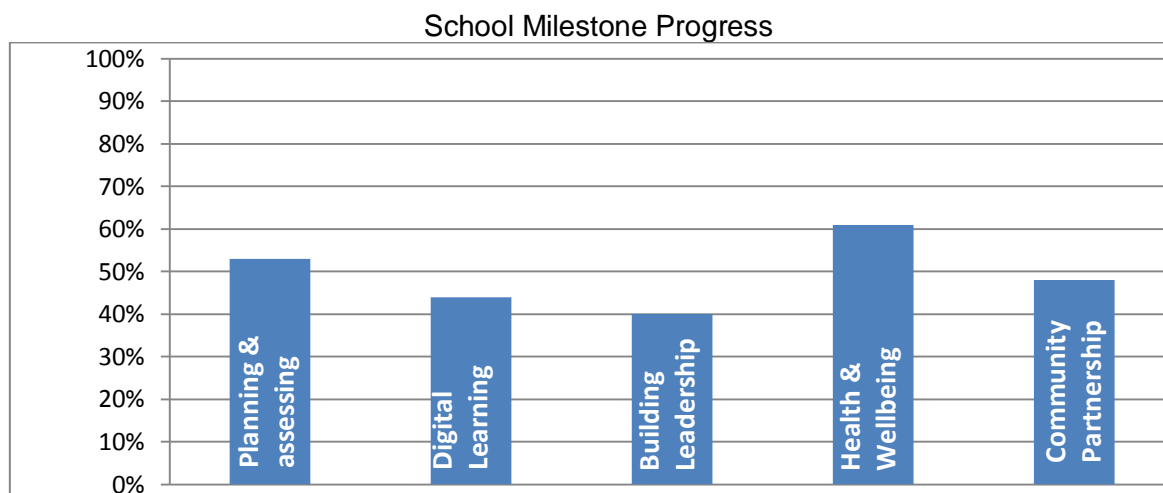
Our staff and school board have worked together guided by a process of rigorous school review and community consultation to develop this plan. We have three key focus areas:

**Excellence in Teaching and Learning** is a priority 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 priority 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 directions from 2015-2017. The targets and milestones in this plan will indicate our level of progress towards achieving outcomes for students in our three focus areas.

The following graph represents the percentage of milestones achieved from the focus areas of our school Business Plan in 2015-2017. We are one year into a three year plan and comfortably on target with over 40 % achievement of milestones and outcomes in all focus areas by 2017.



This report will outline progress across all of our focus areas over the 2015 school year.





## Excellence in Teaching and Learning

*Teachers collaboratively develop personalised learning plans and provide engaging teaching and learning programs.*



### Planning, Assessing and Reporting

Performance Management procedures are in place to be able to support teachers and education assistants to work towards their professional learning goals, while at the same time monitor how staff are modifying curriculum to suit individual needs. Teachers have had training and receive ongoing support to be able to manage a team of education assistants. This is an area that we continue to target as a priority. Performance management procedures will be fine-tuned in 2016 to ensure consistent processes are being followed across the school. Teachers participated in professional learning to develop skills in running engaging learning programs for students. This was enabled through funding from MSSD, but also supported through professional learning opportunities at school. We have had a big focus on developing teachers' knowledge and skills with Reporting to Parents - Special Educational Needs (RTP-SEN). Setting SMART goals for students continues to be an area of development for teachers, which reflect class programs and individual needs.

During 2015, Literacy and Numeracy coordinators were appointed and whole school plans established after seeking input from staff. These will roll out in 2016.

Teachers trialled Abilities Based Learning and Support (ABLES) assessment tool in 2015 with the following feedback provided by teachers;

- The teachers have acknowledged that using ABLES is very time-consuming and possibly not necessary for all students. Teachers have requested Admin to provide them with extra time in the future to undertake assessments of their students using the ABLES program
- Many teachers have indicated that they were still not very confident with using ABLES and requested for the one to one support from the coordinator to be sustained into the future.

### NAPLAN results 2015

In 2015, 17 of our 30 students from year 7 and year 9 were exempt. We had 13 students participate in the NAPLAN assessment. The results for NAPLAN 2015 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.



## Courses of Study and Endorsed Program Achievements

During 2015 we had a total of 20 students in our year 10 program. The students were enrolled in a variety of Endorsed Programs and Courses of Study being offered at HHCC ESC. The students selected their programs and courses based on interest, talents and needs and enrolled students completed their courses or programs.

The Endorsed Programs and Courses of Study delivered were:

ENDORSED PROGRAMS	Students Completed
<b>ASDAN Towards Independence</b>	7
Business Enterprise	7
Horticulture	4
Multi-Sensory Experiences	5
Vocational Training and Experience	
World of Work	4
<b>ECO Leaders</b>	10
<b>AD Work Place Learning</b>	9
<b>Preliminary Course of Study</b>	
P English	10
P Maths	10

## 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 RTP SEN planning tool has 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 schools' 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.

## Goals achieved from PLP's across the school

	2014	2015
Literacy	82%	77%
Numeracy	81%	85%
Social Skills	91%	84%

Socially our students faced more challenges in 2015 and we have reflected on the need to focus more in this area.

Seven learning areas comprising English, Maths, Science, Technology and Enterprise, History, Health and Physical Education and Arts were covered on the timetable in 2015.

A strong emphasis was placed on Social Skills and Health as separate subjects although skills developed in these classes were incorporated across the curriculum. In 2015, Physical education was, for years seven, eight and nine, provided by Halls Head College staff. ESC classes were delivered for year 10 and younger students who would benefit from a more specialised or therapeutic approach such as Riding for the Disabled and swimming programs.



## Digital Learning

In 2015, we appointed a full time IT officer Sandy Gallagher. Under the guidance of our ICT Coordinator, Candyce Doorn, she supported the staff in the set up and use of Electro Boards, iPads, Digital Portfolios and laptops. This role was reviewed at the end of 2015, with the decision to reduce the time allocation to two days per week for 2016, with the aim of being able to train up staff within the teams to utilise basic IT requirements in supporting students.

Cyber safety was an ongoing issue amongst students throughout the year in particular, with social media. Many schools experience the domino effect that external incidents can have on internal dynamics and our school is no different. The rise of social media has created opportunity for some external online incidents, 'snow ball into social dynamics at school. This led to cyber safety being incorporated into learning programs to complement our social skills programs.



## Reporting to Parents

Whole school assessment and reporting procedures took place as follows:

Term 1	Personalised Learning Plan (PLP) meetings for every student. Online Literacy and Testing (OLNA) testing for Year 10 students
Term 2	Special Educational Needs (SEN) full report on all learning areas and PLP goals. NAPLAN testing for Year 7 and Year 9 students
Term 3	PLP review meetings Disability Resourcing Review for year 8 students; including psychometric and adaptive behaviour assessment
Term 4	Full reporting on all learning areas PLP review

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

- Comprehensive newsletters
- Staff maintained on-going contact with parents through phone calls, emails and diary entries
- ESC assemblies 2 x per term
- Parents were invited to award presentations and other combined schools events
- Individual meetings or case conferences with community agency support were held throughout the year.





## Building Leadership Capacity and Sustainability

Teachers were provided with Team Leader training prior to the start of the school year. In 2015 teachers supported their teams' professional learning and development using our new Education Assistant self-reflection tools and coaching process. Teachers also commenced a revised performance management process linked to Australian Institute for Teaching and School Leadership (AITSIL) standards. Our Teacher Development School status has afforded teachers further leadership opportunities and our teachers have linked into the Mandurah Students Support professional learning and become members of the Department of Education Connect online professional learning community. A comprehensive Work Force Planning was developed in 2015.

## Professional Learning in 2015

The expenditure on staff professional learning in 2015 is outlined in the budget reports in the appendix

Professional learning priorities and training presented for staff included

- Training for teachers in how to manage and lead a team of Education Assistants
- Trauma Informed Practice
- Managing Stress in the Workplace
- Understanding Poverty
- Team Teach
- Positive Partnerships
- SENAT tool (financial planning tool)

Other training offered to targeted staff included;

- Educating and Understanding Boys
- Community Surf Rescue certificate
- Special Educational Needs Network
- ABLEWA validation trial
- South Metro ASDAN EA Forum
- End of Financial Year workshop
- Student Centred Funding- operating one line budget hands on workshop
- Workshop Administration Manager on Integris training
- Educators iPad Masterclass
- Sexuality education and relationships
- ASDAN training

## Health and Wellbeing

*We value the whole person and consider the social, emotional and physical wellbeing of our students and staff in measuring the success of our school.*

In 2015, we continued to implement the You Can Do it program across the school. Students worked towards the keys of success; resilience, confidence, getting along, organisation and perseverance. Social Skills classes were timetabled and skills monitored across the You Can Do it Rubrics. Students demonstrated pleasing progress with their social skills development with **84% of goals** in this area being achieved across the school.





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 assembly, Workplace Learning Student of the week and of course ongoing personal feedback.



In 2015, Physical education for years seven, eight and nine was provided in classes with Halls Head College peers and this inclusion with the Halls Head College Physical Education Department culminated in a fantastic combined schools Athletics carnival. Other positive news for students' health in 2015 came in the form of a grant for shade sails from the Cancer Council.



We completed an in-house health and wellbeing survey amongst staff at the end of term 1. This revealed the impact of challenging student behaviour on staff wellbeing. This was primarily due to the erratic/volatile behaviour of a small number of students who had enrolled with the double intake. This survey confirmed that our staff are passionate about strategies to maintain a positive and productive learning environment .

In response to the survey findings, the following was offered in 2015;

- Staff were supported to set up alternative programs,
- Additional support staff were employed,
- Increased staff training ,
- Increased input from specialist teams.

Staff mental health and wellbeing was being monitored very closely with staff showing signs of stress. The biggest trigger was students displaying aggressive, threatening behaviours particularly in the intensive environment of some of our alternative programs. We were flexible in our approach to this from being able to provide additional PD opportunities (trauma informed practice) combined with guidance on how to manage stress in the work environment. This was presented by the Lead School Psychologist for South Metro, specifically relating to the needs of our school. We achieved high attendance for this PD which took place outside of school hours. We also made decisions to support three staff members by adapting their roles to suit their needs.

## Attendance Figures

	School	State
2013	85%	87.4 %
2014	84.3%	86.9%
2015	81.8%	87.9%

We noted a further drop in our 2015 whole school attendance rates. Whilst our school based attendance officer continues our rigorous approach to attendance matters, these figures do reflect the enrolment of several students with a history of severe school refusal. In 2014 only 10% of our students were in the severe at-risk category in 2015 that has grown to 14.2%.

## Transition

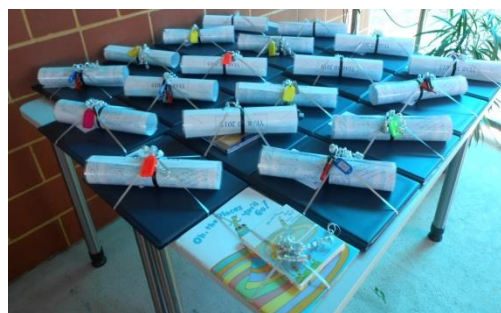
In 2015 we continued with our annual transition program which has two phases

### Phase One

The first part is our incoming students transitioning from primary school, predominantly from our partner primary schools Meadow Springs Education Support Centre and Riverside Learning Centre. In 2015 we had two students from Riverside Learning Centre, three students from Meadow Springs Education Support Centre, one student from Falcon Primary School and one student from Ocean Road Primary School. The transition involved our Transition Coordinator visiting the primary schools and conducting observations of students and then organising visits to Halls Head to become familiar with their new environment and staff. The expected number for 2016 (7 Year 7 students), was significantly lower than the year before (29 year 7 and 8 students)

### Phase Two

The second part involves our Year 10 transition to the former Career Enterprise Centre (CEC) now John Tonkin College Education Support Centre (JTC ESC). Again, this involved staff from the JTC ESC coming over to visit at Halls Head to conduct observations of students and getting 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. From our Year 10 cohort of 20 students, 16 students transitioned to JTC ESC, 2 moved on to TAFE and 2 moved out of the area.





## Community Partnerships

*We value positive relationships, connections and enduring partnerships with our local community.*

### Eco Leaders

Our Eco-leaders program continued to provide opportunities for building positive relationships between our students and the local community. Students hosted a lunch for City of Mandurah bushland team during a group planting day at Yeedong Rd Boat Ramp. Students interacted well with the young council staff who appreciated their efforts. It was a valuable exercise in sharing success and challenges with bush rehabilitation work.



The tree enterprise program continued to successfully grow over 2000 trees from seeds and sell the flora to local governments. This self-funding mechanism ensures Eco Leader program sustainability. Students have also continued to plant trees in the City Of Mandurah that have been grown in our school nursery. This year students have also planted approximately 60 established trees and maintained several hundred in the local Mandurah area.

In addition, our students presented a slide show to the City of Mandurah Environmental Advisory Group. The students spoke in front of the group including councillors and locals elected representatives for coast and bush care. We were warmly received and were offered financial support to continue our work - \$500 will be donated towards a new trailer.



One of our staff members, Graeme Dixon, has been re-elected to continue to represent the school and Falcon Coast Care group at City of Mandurah.

Our 'Kids Teaching Kids' event was a success. The event was hampered by heavy rain and had to be relocated during the day, yet this did not deter our students from delivering a fantastic experience. Our activities were conducted under difficult conditions but despite this, the participants had a learning opportunity.

The school trailer grant application through Bendigo Bank has begun. The school also received a donation from a staff member's partner's workplace to enable the purchase of a tree watering unit including a petrol pump and tank. This has been greatly received and a much easier and more efficient way of transporting water to sites.





## Community Connections

A highlight of our community events was the Great Race. This was the second year that our staff organised this event and it was a great success with students travelling in teams around the Mandurah Foreshore. Students completed tasks and challenges that developed social and teambuilding skills whilst improving their awareness of local business and services in the Mandurah community. It was again a very positive public relations exercise for our school and the students.



Our school was successful in obtaining an Aboriginal cultural - Partnership, Acceptance, Learning, Sharing (PALS) grant for an artist to help paint murals. An aboriginal group also attended in term four to perform and help our students learn more about Dreamtime stories.

Other community participation events included;

- A BBQ for new parents early in term one. This was well attended with parents appreciating being able to meet teachers.
- Men of the Trees visited the school.
- Alzheimer Group enjoyed a day with year nine students who entertained them with activities and games. This partnership will be continued in 2016.
- Students attended Riding for the Disabled.
- The school received donations from Perth business to fund the purchase of a tricycle.
- Local Scout Group (through a student's parent) worked with students.
- Harmony Day had our students join with mainstream peers in inclusive, multicultural activities.

Excursions also encouraged and advanced community connections for our students in 2015. Some of these included;

- Mandurah Community Museum
- Local shops
- Swimming
- Scitech
- Bike Education
- Perth Museum
- Perth Zoo



## Public Relations and Marketing

HHC ESC Staff were nominated (John Barker - Teacher and Georgina Fay - Education Assistant) for awards through National Excellence in Teaching Award (NEITA) and Western Australian Education Support Principals and Administrators. (WAESPA), and we entered a competition for the award of 'Best School' through WAESPA. A short video was prepared by staff that promoted and demonstrated the work carried out at our school. Whilst we were not the winners last year, we were commended by the judges. We acknowledge the efforts of the staff who created the video.

Newsletters have continued to be distributed to our school community each term and this continues to be the most efficient way of communicating. Copies can be read on the school web site.

## Maintain quality Workplace Learning Opportunities

Year 10 Students engaged in Workplace Learning once a week during Terms 2 and 3 and some into Term 4. All students were enrolled in Authority Developed Work Place Learning (ADWPL) or ASDAN modules. Their placements were linked to individual talents and/or interests.

- Workplace Log Books, Skills Journals and/or Digital portfolios documented each student's engagement in their programs.
- WPL Newsletter was distributed to Employers in Term 4.
- A WPL (Thank You to Employers) Morning Tea was held on 17th November 2015. The School Board President and Board Members attended the event along with six representatives from the local employers who supported HHCESC students over the year.
- The school's WPL Coordinator role will be continued in 2016. Building capacity with WPL began in 2015 at HHESC with the training of a second staff member in regards to ADWPL policies and procedures. In 2016 HHCESC will implement a WPL Coordinator and WPL support staff in the monitoring of students in workplaces.





## Community Satisfaction

Whilst the National School Opinion Survey was only administered to staff for 2015, we have collected feedback from parents and students that indicate a satisfied school community for 2015. Parents have continued to support the school by attending personal learning planning meetings each semester with their child's key teacher and keeping in regular contact to raise concerns or to provide information. The school also welcomes input from other agencies who are supporting our students or their families. The parent representatives on our school board are happy with our school and the quality of learning programs that we provide. Our parents also appreciate the approachable nature of our staff. We have had parent concerns in 2015 in relation to the behaviours of some students. However, parents were reassured when we explained our strategies for managing staff and student safety.

When students reflected on their 2015 school year highlights often included: The Great Race, working in the shed and science classes. For Year 10 students, a favourite was Workplace Learning. We have an active student leadership group in 2015 who represented their peers and helped with school events and activities. There were a few students who experienced difficulties engaging appropriately which occasionally worried other students. On the whole, students felt safe and enjoyed coming to school. The next student survey will be completed in Term two, 2016.



Staff were surveyed using the National School Opinion Survey, the same tool used in 2014. The results were very similar to 2014 which is very positive given the increased complexities and challenges of the school environment for staff in 2015. It was again a very positive reflection on our school from our staff. To summarise the findings;

- Staff felt positive towards leadership and management.
- They were happy with our school's process for setting goals for students PLP's
- The majority said the school offers adequate opportunity for communication between home and school.
- Staff felt that the school has worthwhile strategies in place to improve health and wellbeing for all students.
- Staff felt that the school has a range of strategies in place to improve curriculum for all students.
- Some areas for improvement were identified by staff including; improved teacher collaboration and moderation opportunities, improvement of physical environment, further strategies and staff training for working with students with aggressive behaviours and teaching more protective behaviours to our students.

## Looking Forward

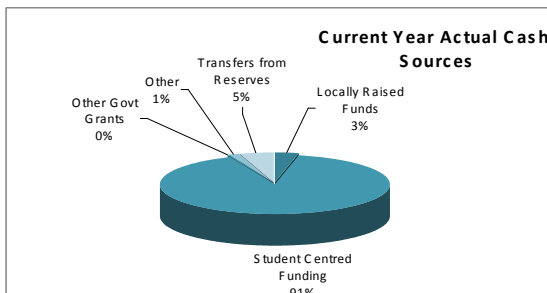
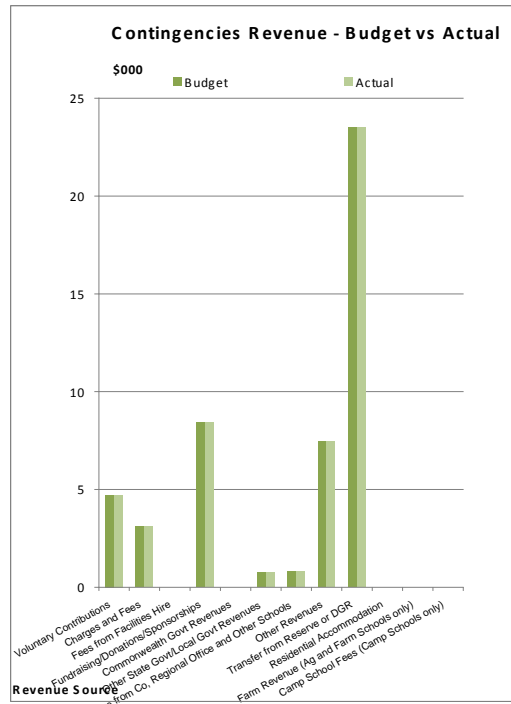
For 2016 our school priority areas will continue through the roll out of our school Business Plan and our 2016 operational plan. In our second year now as an IPS school we will be focussing on enabling staff to action our plan. That will mean we need to address staff training needs and consider building further leadership capacity in the school. We will also need to consider the physical environment of the school to ensure that we provide an optimal learning environment. Finally, in 2016 we will be working with our school board to consider how we measure and reflect on targets and outcomes for students.



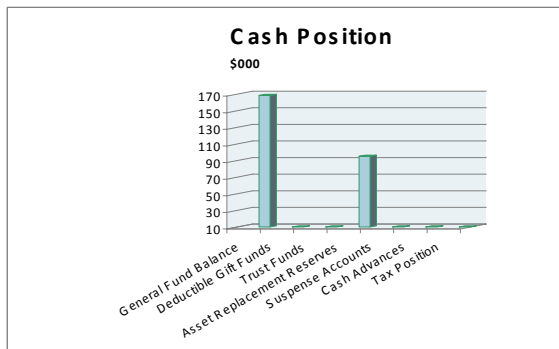
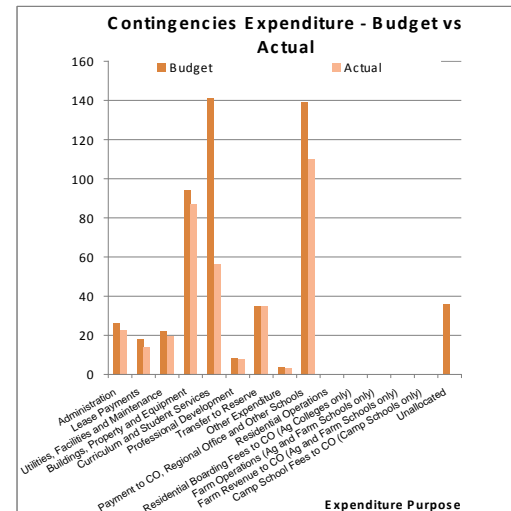


## Halls Head College Education Support Cen Financial Summary as at 31st DECEMBER 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 4,712.00	\$ 4,712.00
2	Charges and Fees	\$ 3,099.55	\$ 3,099.55
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 8,427.10	\$ 8,427.10
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ 797.17	\$ 797.17
8	Other Revenues	\$ 7,451.72	\$ 7,452.18
9	Transfer from Reserve or DGR	\$ 23,500.00	\$ 23,500.00
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>\$ 48,737.54</b>	<b>\$ 48,738.00</b>
	<b>Opening Balance</b>	<b>\$ 24,333.26</b>	<b>\$ 24,333.26</b>
	<b>Student Centred Funding</b>	<b>\$ 450,292.81</b>	<b>\$ 450,292.81</b>
	<b>Total Cash Funds Available</b>	<b>\$ 523,363.61</b>	<b>\$ 523,364.07</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 523,363.61</b>	<b>\$ 523,364.07</b>



	Expenditure	Budget	Actual
1	Administration	\$ 26,350.00	\$ 22,750.01
2	Lease Payments	\$ 18,000.00	\$ 13,941.59
3	Utilities, Facilities and Maintenance	\$ 22,000.00	\$ 19,394.79
4	Buildings, Property and Equipment	\$ 94,243.40	\$ 86,807.87
5	Curriculum and Student Services	\$ 141,364.18	\$ 56,363.28
6	Professional Development	\$ 8,000.00	\$ 7,529.21
7	Transfer to Reserve	\$ 34,887.00	\$ 34,887.00
8	Other Expenditure	\$ 3,820.00	\$ 3,285.65
9	Payment to CO, Regional Office and Other Schools	\$ 139,128.00	\$ 109,841.93
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)	\$ -	\$ -
15	Unallocated	\$ 35,571.03	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 523,363.61</b>	<b>\$ 354,801.33</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 523,363.61</b>	<b>\$ 354,801.33</b>



Cash Position as at: 31-Dec-15	
<b>Bank Balance</b>	<b>\$ 259,421.17</b>
Made up of:	\$ -
1 General Fund Balance	\$ 168,562.74
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 95,183.73
5 Suspense Accounts	\$ 39.70
6 Cash Advances	\$ 270.00
7 Tax Position	\$ 4,095.00
<b>Total Bank Balance</b>	<b>\$ 259,421.17</b>

## School Board Chairperson Report

The Board and I would like to thank Kate Sewell, Acting Principal, and the broader school leadership team for their contribution in 2015. It has been a challenging but exciting year and their work has built a fantastic foundation for 2016 and beyond.

The board and I are dedicated to ensuring that we achieve the strategic objectives that were set when we commenced the IPS journey in 2015.

These objectives focus on the following five areas:

1. Planning, Assessing and Reporting
2. Digital Learning
3. Building Leadership Capacity and Sustainability
4. Health and Wellbeing
5. Community Partnerships

We are passionate about our school and we want the best for students and teachers. Whilst we aim for the best outcomes for our present cohort, we are also mindful about ensuring sustained and enduring success for future students and staff. We have great confidence in the school leadership and teaching staff to deliver the outcomes we have set in the strategic plan. Board meetings and school reports are a telling reminder of why we are so proud of our small school. I am constantly amazed by the creativity displayed in the classroom, innovation through the education programs, pastoral care of staff and students and the tenacious approach to community engagement. We were anticipating a very busy start to 2015, and all areas of our school have been active in developing and progressing our IPS initiatives. Our teachers and education support staff belong to various committees and working groups and have submitted many valuable ideas for our school strategic and operational plan. The board and I are extremely fortunate to work with a team that has such incredible vision and passion for their work.

As Board Chairperson, I am honoured to have had the opportunity to represent our school in the wider community. Earlier this year I visited the school to attend a business awards ceremony. I was delighted to observe our students in the classroom as they recognised local businesses for the commitment to our Work Place Learning Program. The students conducted themselves with professionalism and confidence whilst thanking businesses for their support. I listened to many glowing reports of student work place performance from their employers, and these personal testimonies bring me great pride in our vision of education. It also gives me further confidence that our school provides the necessary opportunities to develop students in all aspects of their lives

I am excited about what the future holds for our school as we enter our second year as an Independent Public School, with new challenges and opportunities for our students, teachers and the wider community to work together. We welcome back our school Principal, Deb Fieldwick, from a period of extended leave, and we warmly welcome our new students and their families. The board and I look forward to your contribution to our school memories and continued success in 2016.

**Mr Nick Lim**  
**School Board Chairperson**

