



Halls Head College Education Support Centre



**SCHOOL
REPORT 2017**

Welcome from our Principal

As the Acting Principal, I have the privilege of presenting the 2017 school report for Halls Head College Education Support Centre. This report provides an overview of our core business of providing engaging and relevant learning programs to the students of HHCESC. 2017 was a remarkable year at the school. This was the final year of our first three-year Business Plan as an Independent Public School and an Independent Review was completed in 2017. HHCESC celebrates the positive review findings and feedback from the review team which will support in the development of the schools next three year business plan. We also continued as a Teacher Development School (Special Educational Needs) in 2017 and our TDS Team delivered professional learning and support to staff across WA metro and country area schools. As a Teacher Development school, the TDS Team were able to support other schools with the development of Reporting to Parents - Special Educational Needs and Award Scheme Development and Accreditation Network (ASDAN) as part of the ASDAN WA Leadership Team.

The school community worked together to support our cohort of students showing persistence and commitment to providing a safe environment where our students could participate in quality classroom based programs across a wide range of curriculum areas that included the Western Australian Curriculum and School Curriculum and Standards Authority Endorsed Programs. Therapy and other external agencies work together with the school supporting individual learning needs. Personal Learning Plan (PLP) achievement results indicate an upward trend in Literacy and Numeracy.

The students participated in a wide variety of activities in 2017. Some included the HHC ESC's Galaxy Choir's participation in a network wide Schools Spectacular performance at the Mandurah Performing Arts Centre, Year 8-10 School Camp at Point Peron, the Great Race and participation in Mandurah Memories and Milestones. The Galaxy Choir which in 2017, consisted of 10 students across Years 7-10 expanded their performances in 2017 to include performances at ESC Assemblies and at the Schools Spectacular. 2017 saw the Year 7 students attend Landsdale Farm School and Years 8-10 students participate in a school camp at Point Peron. The team building between students and staff was great. Staff support resulted in all students participating in all activities, which included archery, canoeing, beach activities, obstacle courses and fireside storytelling. The Great Race was held on the 24th October and the whole school participated alongside mentor students from Halls Head College's Big Picture Program. Shop keepers and members of the public were once again supportive of the event making it a huge success. Some students from across the year groups also participated in the Mandurah Memories and Milestones event which was organized in conjunction with the opening of the new Mandurah traffic bridge. Our students built models of local landmarks that were included in a larger model of the Mandurah city landscape. It was an opportunity for the students to immerse themselves in local history, past to present.

I would like to acknowledge the amazing work of the staff and express thanks for the collaborative effort of the staff, School Board, P&C and community for improving outcomes for the students at Halls Head College Education Support Centre.

Candyce Doorn
A/Principal 2018



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. We became an Independent Public School in 2015. Our school enrolls year 7-10 students with an intellectual disability, autism or other high level support needs. We are a vibrant, caring and successful, small school. We provide a quality educational experience for all of our students, providing personal learning plans and pathways to ensure that each student will progress purposefully towards their own potential.

The Education Support Centre is situated on the campus of Halls Head College. 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, a worm farm and a powered shed / workshop. There is also a simulated office and Seniors Room for our year 10 students.

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 Index of Community Socio-Education Advantage (ICSEA) of 962.

In Semester Two 2017, our school had 54 students from year 7 -10.

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

In 2017, the Principal, Deputy and Manager Corporate Services were supported by a Program Coordinator, 10 Teachers, 24 Education Assistants and 2 School Officers. A few of the above positions were part time in 2017. Two new positions were added to the school profile. Education Assistant - Lead and Structured Workplace Learning Support Officer.



Our Business Plan

Our staff and School Board worked together guided by a process of rigorous school review and community consultation to develop the plan. We had three key focus areas.

Our Focus Areas

Our Strategic Priorities for 2015-2017 were:

- **Excellence in Teaching and Learning**
 - Planning, Assessing and Reporting
 - Digital Learning
 - Building Leadership Capacity and Sustainability
- **Health and Wellbeing**
- **Community Partnerships**

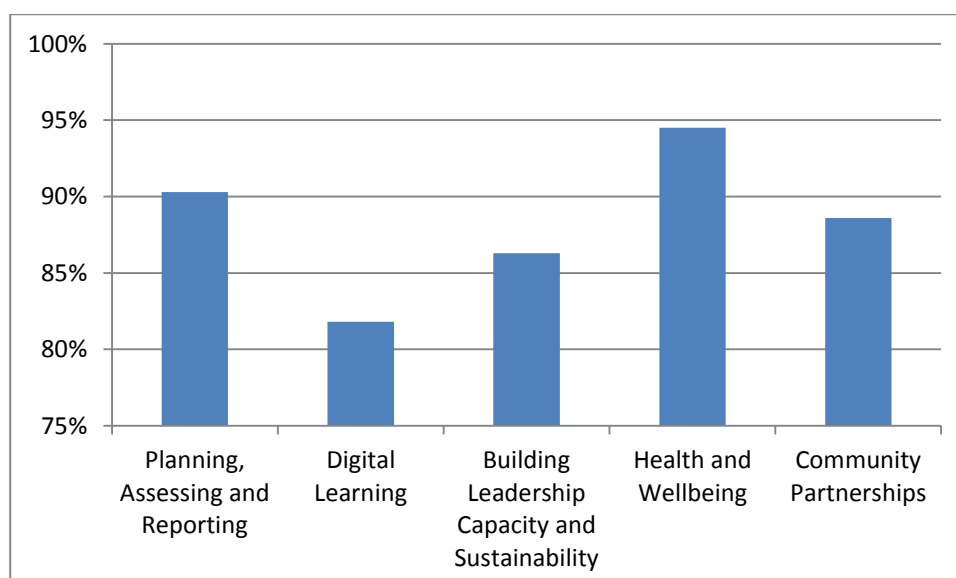
Excellence in Teaching and Learning is a Focus Area for our school as we are passionate about providing purposeful and engaging learning activities whilst ensuring staff provide quality teaching for all students in a motivating and suitably resourced, learning environment . This area included the three sub sections of; Planning, Assessing and Reporting, Digital Learning, and Building Leadership Capacity and Sustainability.

The **Health and Wellbeing** of our students and staff is another important Focus Area for our school. We carefully consider 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 following graph represents the percentage of milestones achieved from the focus areas of our school Business Plan by the end of 2017. In 2017 we were in the final year of a three year Business Plan. An Independent Review was completed in 2017 and the findings are available via Schools Online, search HHCESC.

School Milestone Progress 2017



Excellence in Teaching and Learning

Teachers collaboratively develop Personalised Learning Plans and provide engaging teaching and learning programs.

Planning, Assessing and Reporting

Parents/carers are integral partners in the development of educational priorities for their children. Meetings were held in Term 1 and Term 3 to develop Personalised Learning Plans (PLP's) for each student. Reporting of progress took place at the end of Term 2 and Term 4 using Reporting to Parent Special Education Needs (RTP SEN) online tool. 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. Moderation sessions for English and Mathematics using the Special Education Needs Assessment Tool were held twice each semester to ensure consistent judgements across the school. We performed well in this area of our plan with 90.3% of our milestones and objectives achieved. Teachers are sharing and moderating more and a culture of classroom observation is being developed. In 2017 teachers continued to develop skills as team leaders.

Our Literacy and Numeracy coordinators implemented and supported the whole school moderation process and provided ongoing support to staff. The Literacy Coordinator participated in professional learning for Pragmatic Organisation Dynamic Display (PODD) with the intent to use as an additional alternative augmentative communication system in the school starting in 2018. In 2018, the coordinators will work collaboratively with teachers to gather longitudinal data to evidence student progress and inform future planning.

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 SEN planning tool of Reporting to Parents allowed our semester reporting processes to align with our PLP review process. Achievement of individual goals set during the PLP process is an important aspect of our school's annual assessment cycle. The implementation of the RTP SEN planning and reporting process by all teaching staff has improved clarity, communication and monitoring of achievement towards students' individual goals especially in the Literacy and Numeracy areas. In 2017, the Special Education Needs Assessment Tool (SENAT) was used to develop baseline and progress data in relation to each student's PLP. In 2017, frameworks were added to SEN Planning to provide an opportunity for individual objectives and /or strategies to be included in PLP's that were linked to collaborative planning, communication, social competencies, health care, toileting and hygiene, mealtime management, mobility, self-regulation and resilience and mental health.



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

	2015	2016	2017
Literacy	77%	79 %	87%
Numeracy	85%	78 %	92%

The 2017 PLP results indicate a positive trend in achievement for Literacy and Numeracy across Years 7-10. Achievement data represents the schools Assessment Scale of achievement i.e. Achieved at an Independent Level and Achieved with Support. PLP achievement reflects teacher judgements of achievement based on formal and informal assessments, observations and anecdotal evidence gathered and reported on over each semester. 2017 saw the school implement a rigorous assessment and moderation process in both Literacy and Numeracy, to support consistent assessment and judgements across the school. The Special Education Needs Assessment Tool (SENAT) was used to map baseline and progress data in the two areas. This provided teachers with information to develop PLP goals which are used to gather and report on student achievement and progress.

Curriculum Delivery

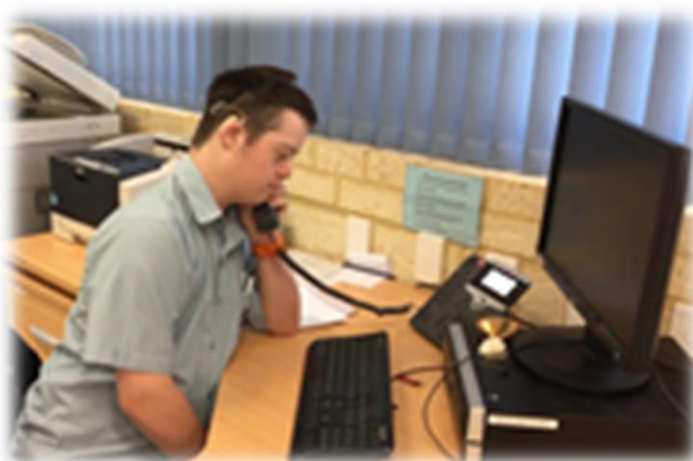
Seven learning areas comprising English, Maths, Science, Technology and Enterprise, Humanities and Social Sciences, Health and Physical Education and The Arts were offered to our students in 2017. PLP development encompassed all the Western Australian Curriculum Learning Areas and Endorsed Program enrolment. An emphasis was placed on Social Skills and Disability Resource areas of individual need. In 2017, students attended a range of specialist classes in Halls Head College. Physical Education was, for years 7,8 and 9, provided by HHC staff. An ESC teacher delivered Physical Education for year 10 and for younger students who benefit from more specialised or therapeutic approaches such as Riding Develops Ability and swimming/hydrotherapy programs. All 13 of our year 7 students participated in the year 7 in term swimming program. All year 10 students were offered a suite of endorsed programs including ASDAN modules and Work Place Learning. In 2018 we will provide increased opportunities for teachers to collaborate and share practices in developing high interest and purposeful learning programs with adjustments to meet specific needs across a full range of individual student abilities.

NAPLAN results 2017

In 2017, 8 of our 29 students from year 7 and year 9 participated in the NAPLAN assessment. We had 21 students exempted by parents/carers for participation in the NAPLAN assessment. The results for NAPLAN 2017 showed that all students were under the benchmark for reading, writing and numeracy. These results were consistent with an intellectual disability assessment process, teacher judgments and school based assessments.

Endorsed Program Achievements

During 2017 we had a total of 14 year 10 students enrolled in a variety of Endorsed Programs being offered at HHC ESC. The students participated in programs based on interest, talents and needs and enrolled students completed their programs.



The Endorsed Programs delivered were;

ENDORSED PROGRAMS	Students Completed
ASDAN Towards Independence	
Personal Safety	9
Developing Numeracy Skills (Progression)	3
Multi-Sensory Experiences	2
Engaging in the World Around Me - People	2
Developing Communication Skills (Progression)	3
Work Awareness	5
World of Work - Office Assistant	3
ASDAN Short Course	
Challenges in Personal and Economic Wellbeing, Social, Health and Ethical Skills	3
Eco Leader	6
Authority Developed Work Place Learning - ADWPL	7
Keys for Life - Pre-Driver Education Course	6

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	Reporting to Parents - Special Educational Needs (SEN) full report on all learning areas and PLP goals. 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	Full reporting on all learning areas Semester Two PLP review

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

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

Digital Learning

In 2017 the ICT Team, consisting of the ICT Coordinator and ICT Officer, coordinated training in the use and development of Electro Boards, iPads, Digital Portfolios and laptops. This ICT Officer role was increased to the time allocation of three days per week in 2017, with the aim of being able to train up staff within the teams to utilise basic IT requirements in supporting students. The ICT Officer role has evolved to include marketing, deployment and configuration of iPads and maintenance of the ICT infrastructure of Digital technologies. These changes identified a need for an increase of ICT Officer time to three days per week with time offline when needed for imaging new computers. Data from the survey tool did not clearly reflect how the teachers implemented Western Australian Curriculum ICT Capabilities so this will continue to be a focus for 2018 to help us monitor growth of skills in this area. Cyber safety training was delivered again in 2017 via the Life Education Team in Term 4, using the remaining funds from the DOE grant received in 2016. In 2017 the ICT team developed a Scope and Sequence for teachers to implement online safety training across years 7-10.



Building Teaching and Leadership Capacity and Sustainability

Teachers continued a revised performance management process linked to Australian Institute for Teaching and School Leadership (AITSIL) standards. Our final year as a Teacher Development School afforded further leadership opportunities for both teachers and education assistants. The school runs two DoE Connect Communities, one for HHC ESC staff and the other for support with Reporting to Parents - Special Education Needs. Each community provides a platform for discussions, sharing of resources and updates. Our school committee and working groups encouraged all staff to be actively involved and assume leadership roles at many levels across the school. With ongoing support and training, teachers are developing their skills as team leaders and as curriculum leaders at a wider school level. Three members of our administration team accessed professional learning on classroom observations; one member participated in a leadership aspirant program and the Principal completed the "leading for Impact-Advanced Leadership for IPS Principals" course.

Professional Learning and Performance Development in 2017

Performance Development procedures are in place to be able to support teachers, education assistants and corporate services staff to work towards their professional learning goals. The expenditure on staff professional learning in 2017 was \$13,570.89 which included cash and salaries.

Staff participated in the following professional learning during 2017:

- Positive Education
- IPS Operational plans and procedures
- Aboriginal Cultural Standards Framework
- Year 10 Staff: ICT (Book Creator, Keynote, iMovie, Snaotype Pro. How to manage photo's)

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

- ASDAN
- Surf Rescue
- Positive Schools Conference
- WAESPAA Conference
- Sustainable Schools WA
- Sustainability Cross Curriculum Priority
- Inspire and Influence
- Leading
- RM Billing
- WAMCSE Conference
- SCF Planning and Managing School Budget
- High Performance Meets High Care
- webSIS and Chart Accounts
- Youth Mental Health First Aid
- Augmentative and Alternative Communication
- Preparing for Stage 1: Developing a Level 3 Classroom Teacher
- Performance Management
- Principal Network meetings
- Recruitment and selection panel training for Principals and delegates
- School Board training
- ESNN Conference
- Leading School Improvement
- Multi-Lit Reading Tutor Program Workshop
- Pragmatic Organization Dynamic Display Introductory Workshop (PODD)
- Positive Behaviour Support
- RM Finance
- Educating Students with Down Syndrome
- Talking Drugs for Schools
- Mental Health and Well-Being Conference
- Positive Schools Conference
- ACPHER 2017 Annual State Conference (Health and PE)
- Managing Challenging Behaviour
- Edu Solutions Rocka and Water Training Gadaku Institute

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.

Social and Emotional Development

In 2017, we continued to implement the You Can Do It (YCDI) program across the school. Skills classes were timetabled and taught not only specifically but also incidentally across all areas. Students worked towards the 5 'Keys to Success' - resilience, confidence, getting along, organisation and persistence. We were pleased with the improvement made 2017 in our students' social and emotional skills as measured by our 'You Can Do It' social and emotional rubric. Data suggests that students across years 7-8 are on average working in the developing stage and year 9-10 in the consolidating stages. We have used this tool annually since 2014 and in 2017, a scale was developed to monitor and plot progress of students across their years at our school. In 2018 we will continue to support all staff to develop teaching and assessment skills in this area.

Whole School Student and Staff 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 and parent/carer feedback through surveys indicates that students feel safe and happy at school – the average scores on survey items *"I like being at my school"* and *"I feel safe at my school"* have increased since our 2014 surveys from 3.9 to 4.47. The results are also reflected in the survey comments from students. In 2017 we have had more availability for student counselling from our school psychologist. We have worked closely with supporting agencies to support students on and off site. We had therapists and counsellors

from local agencies visit students at school and the HHC Chaplain participated in the school camp and includes our students in break time activities delivered to students across both schools.

The school has 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 has continued to address the findings of the survey by supporting staff wellbeing in several ways. The school has encouraged the formation of a strong social committee who have regular meetings. In 2017 the committee continued to support and organise walking groups and after school Yoga sessions. We also implemented systems to support teachers to further develop their skills as team leaders of the education assistants in their classes.

The staff survey results from 2017 identify with a score of 4.0 that “*Staff are well supported at this school*” with 80% of staff agreeing to strongly agreeing to this statement. In response to the staff survey question of “*What do you think are the most positive aspects of our school*”, a few staff comments identified: A positive school environment, Engaging learning programs, A happy, clean, safe environment, Staff morale and Caring and respectful relationships that exist between members of the school community.



Attendance Figures

We noted an increase in whole school attendance rates in 2017. The school’s team based approach to the pastoral care of our students’ addresses school attendance in a holistic sense, and our school based attendance officer continues our rigorous approach to more serious attendance matters. Attendance figures continue to reflect the enrolment of several students with a history of severe school refusal or other behaviour and engagement issues. In 2015, there were 14.1% of our students in the severe at-risk category and in 2016 that number grew to 14.8%. In 2017 the number dropped significantly to 7.4%. Being such a small school, this makes a big difference to overall attendance figures. The percentage numbers of regular attenders in our school has actually improved from 48.6% in 2015 to 57.4% in 2017.

	School	State
2015	81.8%	87.9%
2016	80.8%	87.7%
2017	86.8%	87.8%

Transition

In 2017 we continued with our annual transition program which has two phases.

The first part is our incoming students transitioning from primary school, predominantly from our partner primary schools Meadow Springs Education Support Centre and Riverside Education Support Centre. In 2017 we had nine students from Riverside Education Support Centre, six students from Meadow Springs Education Support Centre, two students from Pinjarra Primary School, two from Ocean Road Primary School and one student from St Joseph’s in Waroona. Transition involved our Transition Coordinator visiting the primary schools and conducting observations of students and then organising visits to HHC ESC to become familiar with their new environment and staff. The expected number for 2018 was 21 Year 7 students, significantly higher than 2016 which had 15 year 7 students enrolled.

The second part involves our Year 10 transition to John Tonkin College Education Support Centre (JTC ESC). Over Terms 2 and 3, staff from the JTC ESC visited HHC ESC to conduct observations of students to get to know them. Students also went over to the JTC ESC for transition visits to get to know the staff and become familiar with the school. 14 students from our Year 10 cohort of students transitioned to JTC ESC.



Community Partnerships

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

Eco Leader

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



2017 had other highlights including the introduction of a school wide recycling program. The Year 7 students drove the program.

As testament to the success and community support for the program, our dream of having our own trailer was made a reality. Through generous donations from the Dawesville RSL, Bendigo Bank, Mandurah Freemasons and the City of Mandurah the money was raised and the trailer arrived early in 2017.

The Eco Leader students also participated once again in a barbeque, hosted by local residents who have seen our students at work and felt the need to thank them. This annual event reflects the positive relationship between the school and the wider community.

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

Community Connections

A highlight of our community events continued to be the “Great Race”. This was the fourth 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. This year, students from HHC Big Picture Program participated alongside HHC ESC. The students from Big Picture have been involved in mentoring our year 9 students over the year. It was again a very positive public relations exercise for our school and a fun teambuilding and community interactive opportunity for the students. In 2017, following the “Great Race”, the committee made the decision to make the “Great Race” a biennial event so the next scheduled “Great Race” will be held in 2019, allowing time for the planning of a well-organised and coordinated event.



Our school was successful in obtaining an Aboriginal cultural - Partnership, Acceptance, Learning, Sharing (PALS) grant to continue to develop the artistic bush story circle area that was created in 2016 by HHC ESC Aboriginal and non-Aboriginal students. These students worked together with local Aboriginal community members and the Halls Head College Aboriginal Student Leaders group to create a beautiful space. The 2017 PALS grant, supported the purchase of more plants for our bush tucker garden; the Year 7 students made clay tiles to add to the story circle area and we will be purchasing more cultural resources and books to add to our library.

Other community participation events included:

- Literacy and Numeracy Week
- Involvement in the Mandurah Moments and Memories History Project
- R U OK Day
- Alzheimer Group enjoyed a day with year 10 students who entertained them with activities and games
- Students attended Riding Develops Abilities (RDA), costs were offset by a donation from the school P&C
- Harmony Day had our students join with mainstream peers in inclusive, multicultural activities.
- WPL morning tea
- Welcome Year 7 parent's afternoon BBQ
- The Great Race
- The Cathy Freeman Stomp Out the Gap fundraising
- Reading to Halls Head Primary School students
- Students participated in the Fishabilities Program, Community Access and Hydrotherapy
- Year 6 Transition to HHC ESC
- Year 10 Transition to JTC ESC

Excursions also encouraged and advanced community connections whilst developing lifeskills for our students in 2017. Some of these included:

- Mandurah Community Museum
- Swimming / Hydrotherapy
- Fremantle Heritage Walk
- Tour of Alcoa
- SciTech
- Perth Zoo
- Local shops
- Attendance at performances of Beauty and the Beast and The Arrivals

Workplace Learning Opportunities

Year 10 Students engaged in Workplace Learning (WPL) once a week during Terms 2 and 3, and some continued this program into Term 4.

All students were enrolled in ADWPL or an ASDAN module. 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.



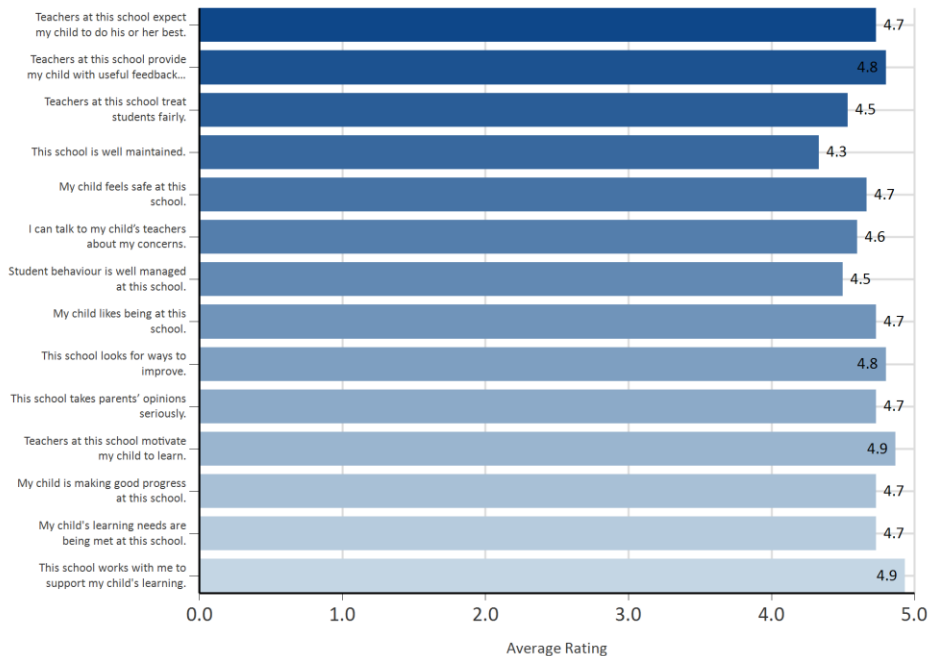
Our annual WPL Newsletter was published in Term 3 and distributed to employers in Term 4 and on 29th November 2017, year 10 students hosted a WPL (Thank You to Employers) Morning Tea. School Board members attended the event along with ten representatives from the local employers who supported HHC ESC students throughout the year.

Community Satisfaction

As part of our ongoing self-assessment and review processes in 2017, HHC ESC surveyed different groups within our community. All results showed a predominantly high level of satisfaction with the way in which the school is being led - students are being supported to achieve, the community is involved and teachers are providing effective instruction in a safe learning environment. The scale of 1-5 was used to indicate agreement with a series of positive statements about the school, its programs and management. A score of 5 indicated “strongly agree” and 1 “strongly disagree”.

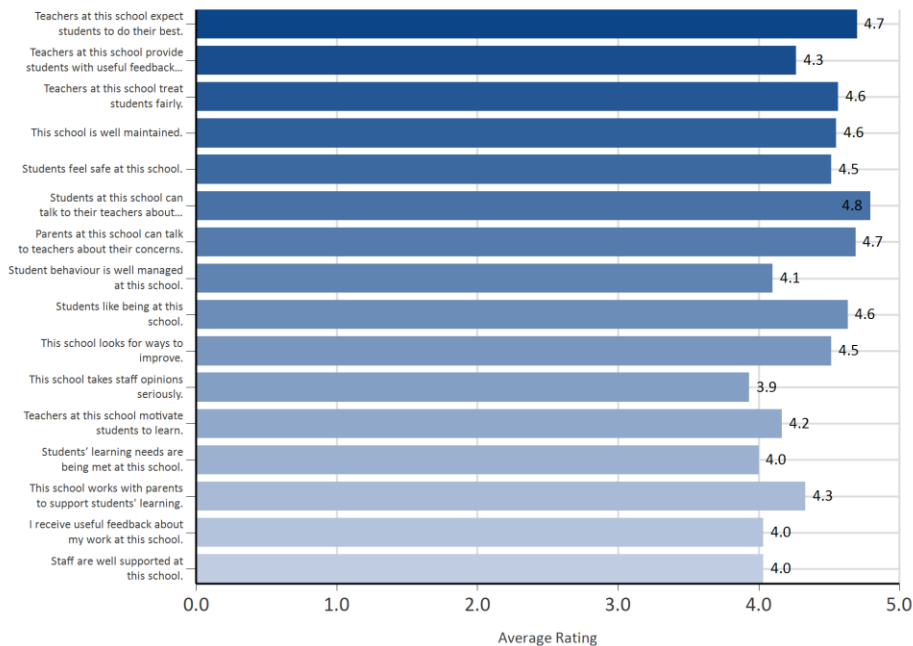
Parent survey

Results from the parent survey showed all respondents agreed or strongly agreed with the positive statements. The lowest result was a score of 4.3 for the statement “The school is well maintained”. The school facilities continue to be upgraded. The staff/parent meeting room was painted and new furniture purchased, the bus shelter was repainted and the school continued to care for the ESC student developed sensory and vegetable garden area. Our highest score of 4.9 was for the statements, “Teachers at this school motivate my child to learn” and “This school works with me to support my child’s learning” which is a credit to the staff and their efforts to build effective working relationships with parents and carers.



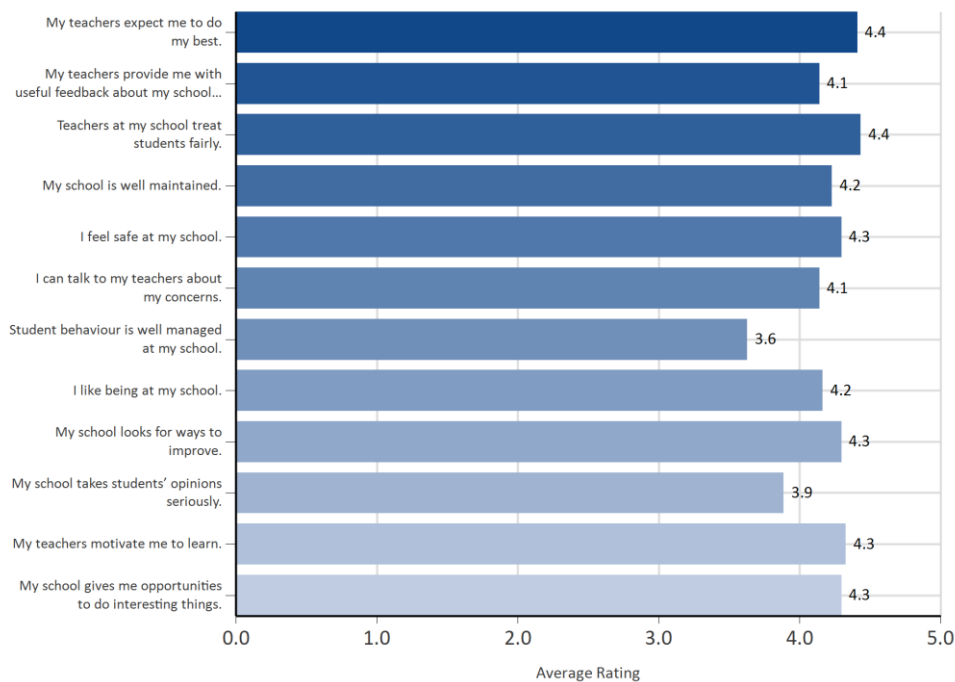
Staff Survey

Results from the staff survey were also predominantly very positive, with the lowest score of 3.9 for the statement “The school takes staff opinions seriously”. We will continue to work with a high focus on staff feedback and input not only in relation to daily operations, but in the development of the next three-year Business Plan. At the end of 2017, the school and wider community participated in a Vision Night planning session to identify strengths and areas of focus for future direction. This information is to be included in the 2018-2020 Business Plan. Our highest score of 4.8 continued to be for the statement “Students at this school can talk to the teachers about their concerns”. This was followed by 4.7 for “Teachers at this school expect students to do their best” and “Parents at the school can talk to teachers about their concerns”. The first reflects our commitment to the school’s vision of developing lifelong learners capable of reaching their full potential and the second highlights the importance our staff place on forming positive relationships with the students and parents.



Student Survey

Our students were supported to complete their survey with the help of a reader where appropriate. Their survey responses were also predominantly very positive with the lowest result being a score of 3.6 for the statement “Student behaviour is well managed at this school”. This is an increase from 2016. The school community will continue to provide more activities at break times, and develop Individual Behaviour Management Plans to support positive behaviour across the school. However, we were very pleased to see that students rated “I feel safe at school” and “I like being at school” both at average 4.25. Our highest scores of 4.4 were for the statements, “My teachers expect me to do my best” and “Teachers at my school treat students fairly”.



Looking Forward



In addition to data referred to throughout this document, our school self-assessment process for 2017 includes:

- The three year IPS Self-Assessment Review
- Independent Review and findings
- Aboriginal Cultural Standards Framework
- School committee reports
- Information collected via ongoing feedback from staff and the leadership team.

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

We are also a community of learners who are highly committed to continued school improvement. Based on the above and the Independent Review Report, the following are some areas for improvement or consideration moving forward:

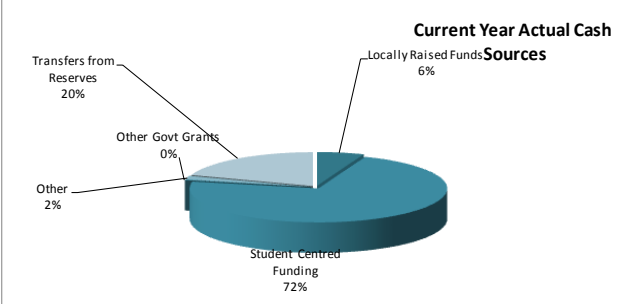
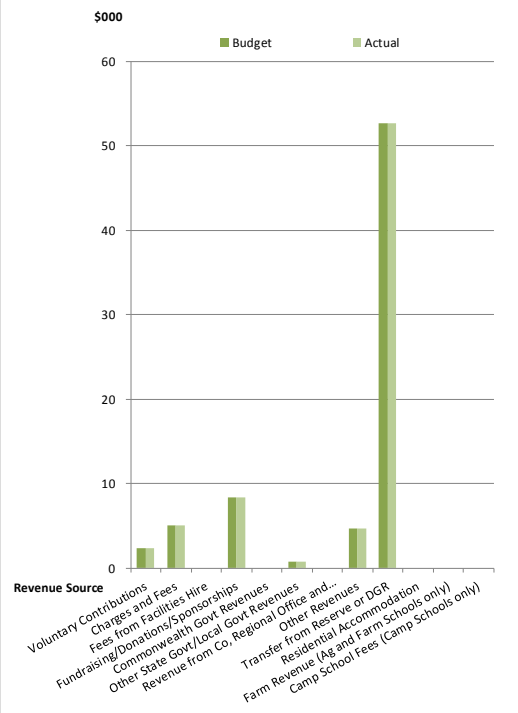
- Improving knowledge around useful and efficient data collection for staff
- Identifying appropriate targets to measure improvement in student learning
- Collaboration between HHC ESC and HHC Student Leaders and a more comprehensive role across the ESC
- Leading the Scope and Sequence around Cyber Safety delivery
- Addition of Sustainable School practice as a focus area of the business plan
- Health and Wellbeing for staff
- Introduction of a Positive Behaviour in School Policy and Guidelines to support positive student behaviour
- Broaden the profile of the School Boards role and membership
- Develop processes to ensure sustainable practices across the school through succession planning



**Halls Head College Education Support Centre
Financial Summary as at
31 December 2017**

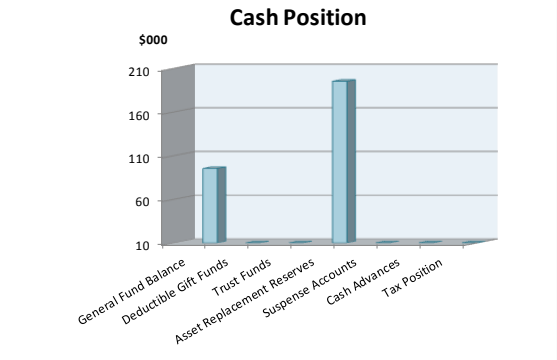
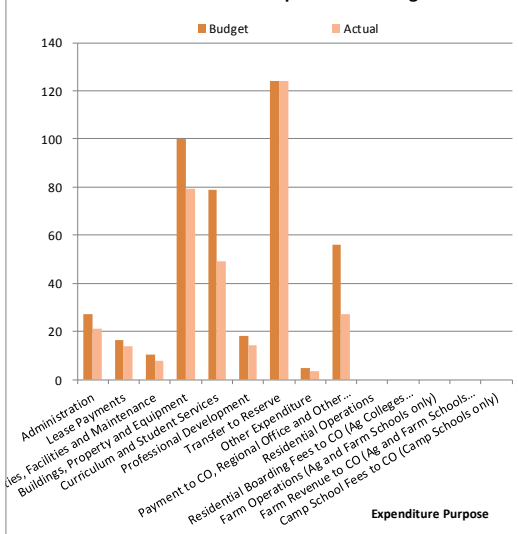
Revenue - Cash & Salary Allocation	Budget	Actual
1: Voluntary Contributions	\$ 2,395.00	\$ 2,395.00
2: Charges and Fees	\$ 5,106.52	\$ 5,106.52
3: Fees from Facilities Hire	\$ -	\$ -
4: Fundraising/Donations/Sponsorships	\$ 8,319.00	\$ 8,319.00
5: Commonwealth Govt Revenues	\$ -	\$ -
6: Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7: Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8: Other Revenues	\$ 4,662.13	\$ 4,662.13
9: Transfer from Reserve or DGR	\$ 52,671.00	\$ 52,671.00
10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 73,903.65	\$ 73,903.65
Opening Balance	\$ 168,845.26	\$ 168,845.26
Student Centred Funding	\$ 193,102.14	\$ 193,102.14
Total Cash Funds Available	\$ 435,851.05	\$ 435,851.05
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 435,851.05	\$ 435,851.05

Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary	Budget	Actual
1: Administration	\$ 27,096.39	\$ 20,976.55
2: Lease Payments	\$ 16,500.00	\$ 13,857.78
3: Utilities, Facilities and Maintenance	\$ 10,446.02	\$ 7,813.21
4: Buildings, Property and Equipment	\$ 100,070.74	\$ 79,452.86
5: Curriculum and Student Services	\$ 78,717.80	\$ 49,027.48
6: Professional Development	\$ 17,988.61	\$ 14,323.44
7: Transfer to Reserve	\$ 124,239.79	\$ 124,239.79
8: Other Expenditure	\$ 4,791.70	\$ 3,649.92
9: Payment to CO, Regional Office and Other Schools	\$ 56,000.00	\$ 27,278.99
10: Residential Operations	\$ -	\$ -
11: Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12: Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13: Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14: Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 435,851.05	\$ 340,620.02
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 435,851.05	\$ 340,620.02
Cash Budget Variance	\$ -	\$ -

Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 288,710.89
Made up of:	\$ -
1: General Fund Balance	\$ 95,231.03
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 195,047.52
5: Suspense Accounts	\$ 950.34
6: Cash Advances	\$ 400.00
7: Tax Position	\$ 2,118.00
Total Bank Balance	\$ 288,710.89

The above tables and graphs reflect our Revenue and Expenditure for the 2017 year. We remain in a stable financial position for the 2018 school year.

School Board Chairperson Report

Once again, it is my pleasure to continue to chair the Halls Head College ESC school board for 2017. This year has been an exciting year as we pass through a significant milestone for our school; our first review of school performance as an Independent Public School. I would like to take the time to recognise a number of highlights from the year. The first was the wonderful school camp at Point Peron for the years 8, 9 and 10 students. A significant amount of work went into this initiative and I was proud of the learning opportunities that this created. Also our Great Race was another successful community initiative that provided a great occasion for our students to engage with the broader community. In addition, the continued development of the student Galaxy Choir and exciting program of activities during Literacy Week were further examples of the ongoing commitment of staff to quality education and creative learning initiatives.

In May 2017, an Independent Public School Review was conducted and the great results reiterated the confidence that I have in our teachers, leadership and broader strategic aspirations. This review is coordinated by the Education Department for all Independent Public Schools and is conducted to ensure that schools are delivering on their commitment for quality education. The review of our school involved a series of interviews of the board, leadership and staff and research through our administrative reports. The review findings were overall positive and reflected the hard work of our staff and commitment of the leadership team to the three year Business Plan. The review highlighted our schools areas of strength in:

1. providing programs that catered for students individual strengths and needs,
2. the development of a system of collaboration with Halls Head College staff to maximize student learning opportunities in elective classes,
3. and that parents were appreciative of the work undertaken by staff in providing for their children's individual requirements.

The review also highlighted that our values of care, courtesy, cooperation and courage were accurately reflected through the high quality service for students with disability and additional learning needs.

Recently, a visioning Night was held with school board and community members, parents and staff. The focus of this evening event was to collect feedback and develop strategic focus areas for the 2018-2020 Business Plan. These community generated suggestions were reviewed by the board and leadership and have helped to refine our strategic priorities for the next three year plan:

- i. Excellence in Teaching and Learning
- ii. Effective Leadership and Succession Planning
- iii. Sustainable Schools
- iv. Health and Well-Being

I am grateful for the opportunity to continue to chair the school board in 2018. Our schools success is a culmination of the steady leadership and ambition of the teaching staff. Without their dedication and creativity, our school would not be in the place that it is today. Furthermore, I would like to warmly welcome our new students and their families to our school community. We look forward to learning together and contributing to an enriching educational experience.

Warm Regards,

Mr Nick Lim

School Board Chairperson

