



HALLS HEAD
COLLEGE ESC
Care | Courage | Commitment

2020 SCHOOL REPORT



CONTENTS

DETAILS	PAGE
Welcome from Principal	3
Chair School Board Address	4
Our Vision	5
School Profile	
Our Business Plan – Focus Areas	6
Excellence in Teaching and Student Achievement	
Planning, Assessing and Reporting	7
Personal Learning Plans	7
Curriculum Delivery	7
Reporting to Parents	8
Goals achieved from PLP's across the school in Literacy and Numeracy	8
Literacy and Numeracy Development for Staff	8
NAPLAN results 2020	8
Endorsed Program Achievements	9
Digital Learning	?
Workplace Learning Opportunities	10
Professional Learning and Performance Development in 2020	11
Effective Leadership and Succession Planning	
Staff development – collaboration and sharing of expertise	12
Distributed Leadership Opportunities	12
School Board	13
Marketing	13
Community Connections, Incursions & Excursions	14
Aboriginal Cultural Standards Framework implementation	15
Health and Wellbeing	
Improvements to Special Educational Needs (SEN) Planning	16
Social and Emotional Development	16
Student Wellbeing	17
Attendance Figures	17
Transition	17
School Community Satisfaction Surveys	18
Student Survey	18
Staff Wellbeing	19
Staff Survey	19
Parent Survey	20
Sustainability	
Developing staff understanding and capacity in sustainable practices	21
Eco Leaders	22
School Self-Assessment	23
Looking Forward	24
Financial Summary	25
End of Report	28

Welcome from our Principal

I am proud and humbled by the amazing achievements of our students and staff given the difficulties of the 2020 school year. The way our staff stepped up to collaboratively tackle the challenges presented by the impact of COVID-19 was inspirational. They adapted at an incredible pace, creating a safe and calm environment at school and then collectively researched and responded with innovative ideas to continue supporting our students as they moved to a remote learning model. Our relationships and connections to our parent community strengthened allowing us to support students to get back on track with their learning goals. Consequently, as this report will outline student achievement was impressive.

Endorsed programs were achieved by all year ten students with the provision of a highly creative and successful simulated workplace learning program. We were pleased with the progress of student literacy and numeracy skills and our schools work in the Sustainability area was outstanding, receiving wider community acknowledgement. We introduced and embedded into our school culture our CALM mornings. For the first half hour of every school day students and their mentors participate in Check in, Advocacy, Learning goal, Mindfulness. This has had a powerful and calming impact on students and staff in our school community.

2020 was the final year of our 2018-2020 Business Plan so we felt it was an opportune time to reflect on and review our school community needs. We embarked on a six month process of community consultation with our direct school community and with our wider community connections. This resulted in a renewed set of values and headlines for our school moving forward. We look forward to using these headlines as our foundation as we build our next school plan.

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 2020 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 2020 another successful year at Halls Head College Education Support Centre. Finally, I would like to thank our school board who were a tremendous support through this challenging year, in particular, our newly elected chairperson Tim Hartland.

Deb Fieldwick
Principal



Staff meeting during Covid times

School Board Chairperson's address

Our school has thrived through a challenging year and we have achieved a number of significant things. On behalf of the board, I acknowledge all the hard work that has gone in to creating such a positive experience for students in 2020. The last year has been like no other due to COVID and various related shut downs, re-openings and restrictions due to social distancing. The leadership shown by all teachers and education assistants at our school has been nothing short of incredible, the support of parents and families of the students to help our school through this time was appreciated and integral to our success. Through 2020, although there were challenges, the students have thrived and the school has continued to grow and provide a supportive environment. The board have been focused on education and training impacts and ensuring that students continue to have opportunities for work experience, although this continues to be challenging in the current environment.

In considering the future, the school embarked upon an ambitious and highly consultative vision, values and business planning process. With amazing leadership from our principal Deb Fieldwick and A/ principal Candyce Doorn, we formed a design team who have set about articulating the values and vision for creating an innovative environment for future students to thrive. Stay tuned for more exciting information and benefits about this as we head into a new school year.

A key achievement this year was the momentous occasion where our eco-leader and sustainability teacher Mr Dixon and the year 10 eco-leader students and staff gathered together at Marley Park in Parklands to plant trees, raised from seedlings by the students. The school's vision is to have a tree planted for every child in Mandurah, in an effort to offset our community carbon footprint and to plant a forest for the future. This was a great working partnership with the City of Mandurah and it was a feature for the City's Mayor Rhys Williams and Deputy Mayor Caroline Knight, who were able to join students and our cultural advisor on the day to connect students to land and to show the community our school's environmental heart.

Members of the school board have been invited to a number of wonderful events this year, these included the book week celebrations which were incredible, school choir and rock band presentations and an absolutely incredible year 10 end of year leavers event held outdoors in the beautiful gardens of the school.

Finally, a long anticipated new administration block and much-needed addition to the teacher staff studies was built and will be in operation for the new school year. This gives essential space for teachers and support staff to develop education programs and related student resources. For the administration to have modern facilities and adequate space creates an environment that enables the Principal and leadership teams' success.

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 place 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



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 2020 and outlines what will happen in 2021 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.

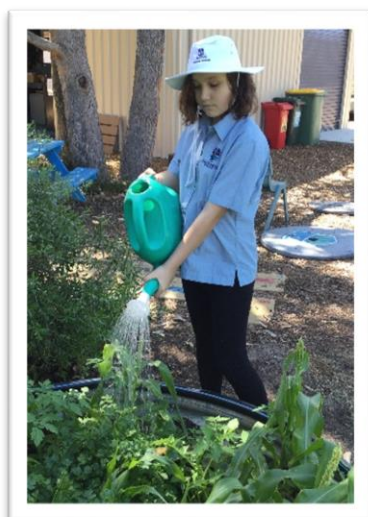
At Halls Head College ESC we value our community relationships. The best student outcomes occur when students, staff, parents and the wider community work together. A collaborative and inclusive community benefits us all.

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.

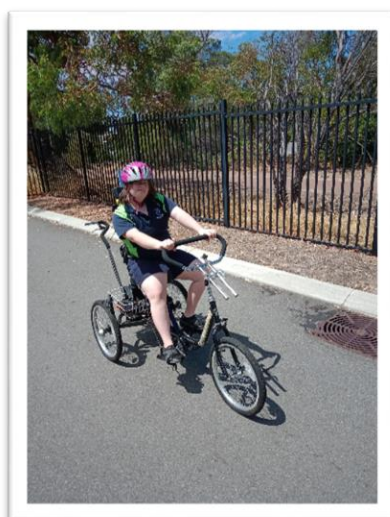
In Semester Two 2020, our school had 51 students from years 7 - 10.

Year 7	Year 8	Year 9	Year 10
10	9	14	18

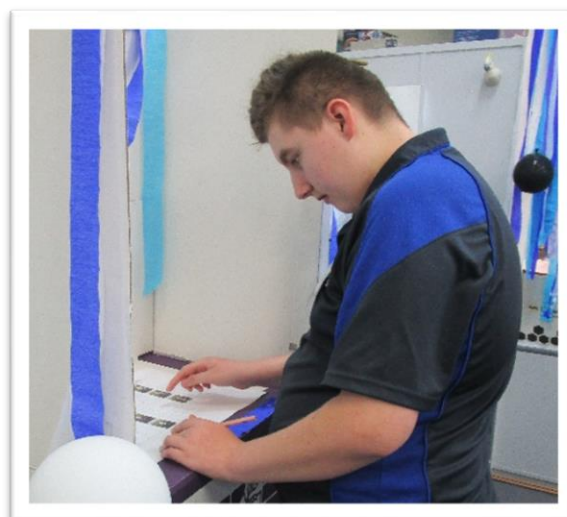
In 2020, the Principal, Deputy Principal and Manager of Corporate Services were supported by a Program Coordinator, 10 Teachers and 29 Support staff. Support staff included a 0.4 FTE School Psychologist, 1 School Officer, a Work Place Learning Officer, a Lead Education Assistant and 25 Education Assistants. Our Student Leaders (shown below) also supported our school in 2020.



Eva watering an ESC garden



Katie riding a bike during sport



Jai casting his vote in the student leader elections

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

Our Focus Areas

Our Strategic Priorities for 2018-2020 were:

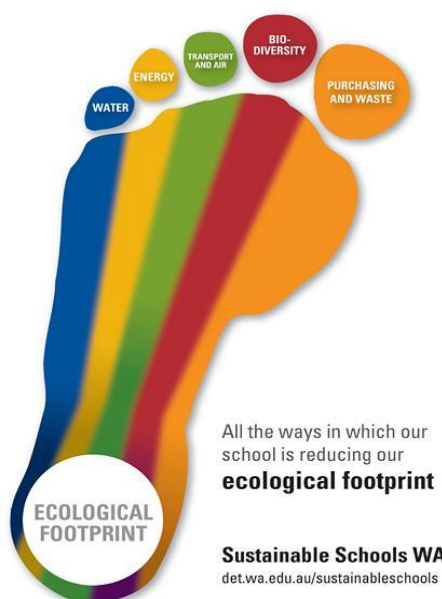
- **Excellence in Teaching and Student Achievement**
- **Effective Leadership and Succession Planning**
- **Health and Wellbeing**
- **Sustainability**

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 includes 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 world.



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. All year 10 students to achieve at least one Endorsed Program through SCSA as a transition pathway to year 11 and 12. 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 2020 team meeting structures were developed that have allowed teachers the time to share and moderate more regularly. ABLEWA and SENAT tools were used to assess baseline skills and progress in Literacy and Numeracy and the "You Can Do It" rubric was used for assessing Social Skills across the school. Additionally, our regular cycle of PM Benchmark and Multi lit assessments were administered.

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 first semester, 2020, 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 has improved clarity, communication and monitoring of students' individual goals, especially in the Literacy and Numeracy areas.

Curriculum Delivery Curriculum delivery expanded to a new dimension in 2020 as our staff collectively added remote learning delivery to their repertoire in term 1. In consultation with our parent community our staff developed both online and hard copy work packages to support our student learning. Staff adapted quickly and were led at times by our youngest staff member, a new graduate teacher with ideas for digitally produced lessons and the knowledge of how to upload content and links to online learning ie: Connect. Staff used Webex sessions, You Tube presentations and put together physical packs with stimulus cards for activities that could be completed at home. We were able to provide a regular (school based) timetable for most of terms 2, 3 and 4.

Seven learning areas comprising English, Mathematics, Science, Technology and Enterprise, Humanities and Social Sciences, Health and Physical Education and The Arts were offered to our students in 2020. 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 cancelled for 2020 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 special (school-based) simulated Work Place Learning. In 2020, 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.



Year 8 students participate in a Science lesson



Ryan completing literacy tasks during English



Students participate in Music Rocks

Reporting to Parents

Whole school assessment and reporting procedures took place as follows:

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 2020)
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 (<i>NAPLAN cancelled by SCSA due to impact of COVID-19</i>)
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

	2015	2016	2017	2018	2019	2020
Literacy	77%	79%	87%	62%	86%	79%
Numeracy	85%	78%	92%	74%	89%	77%
Social	84%N/A	N/A	73%	81%	77%	

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 decline in goal achievement percentages across the school in 2020. Given the challenges our students and their families faced and the reduced school attendance for many of our students due to the impact of COVID 19, we are not surprised by this result.

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.

NAPLAN results 2020

NAPLAN was cancelled by SCSA due to the impact of COVID-19.

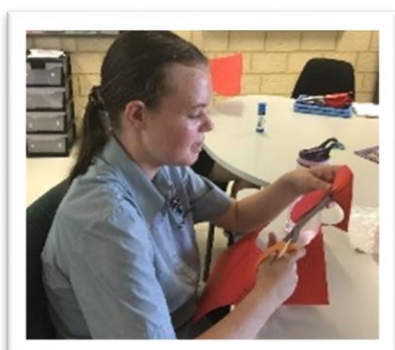
Endorsed Program Achievements

During 2020 we had 18 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 Business Enterprise	7	Eco Leader 1	9
Work Awareness	14	Authority Developed Work Place Learning - ADWPL	5
World Around Us: Retail	2	Keys for Life - Pre-Driver Education Course	10
Transition Challenge - Sensory Communication and Interaction	3		
Self-Help and Independence	1		
Knowing How	1		
Living Independently Short Course	14		

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 2020. 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.



Emma during Business Enterprise



Shantell (YR10) mentoring Eva (YR7)



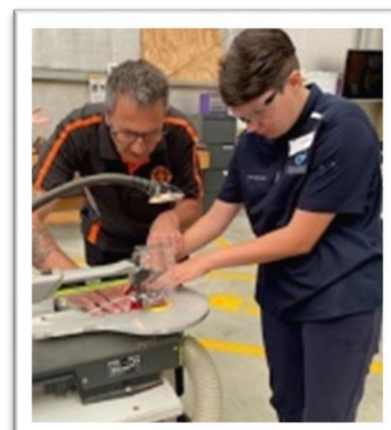
Maverick receives his work package at home with Dad



Eithan and Nicholas sewing during JTC transition



Year 10 excursion to the live performance of 'We Will Rock You'



Shantell in the workshop at JTC

Workplace Learning Opportunities

The Year 10 students engaged in various aspects of HHC ESC's Workplace Learning (WPL) Program throughout 2020. 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.

Due to COVID in 2020, there were significant changes made to our WPL program. We were not able to send students offsite for work place learning, however, using the skills of our support staff we developed a simulated work placement onsite. Generally, we would offer ADWPL and Work Awareness, however during 2020 all students were enrolled in ASDAN Work Awareness and successfully completed a portfolio of work. All students had the opportunity to participate in two different simulated industries. The industries made available included Horticulture, Textiles, Hospitality, Circuit Design, Jewellery Making, Café, Office, Journalism, ICT, Life Skills, and Car Detailing.

Students participated weekly in WPL during Term 2 and 3 when they were enrolled in either an ASDAN module (Work Awareness or World of Work) 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 Log Books and Digital Portfolios documenting each student's engagement in their program, evidenced the completion of their *Core Skills for Work* and supervisor feedback results.

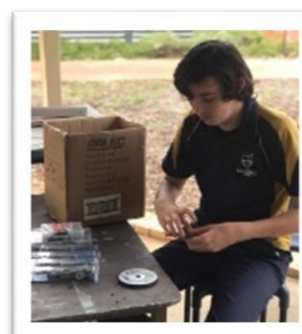
On the 18th of November 2020, year 10 students hosted a WPL afternoon tea to thank their supervisors for their support throughout the year. School support staff attended the event along with three representatives from the one local employer who was able to continue to support. Students shared their successes with their supervisor, presenting them with the annual WPL newsletter and a certificate of appreciation.



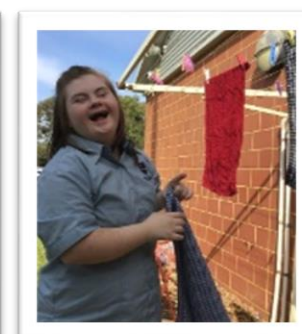
*Harley and Montana
WPL - Car Detailing*



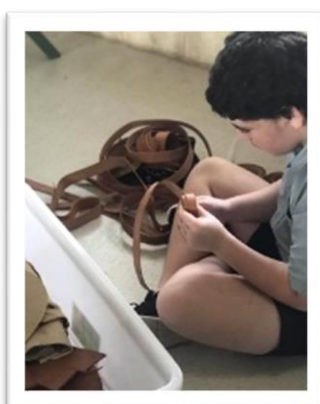
*Emma
WPL - Textiles*



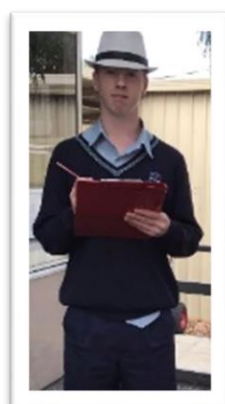
*Stanley
WPL - Horticulture*



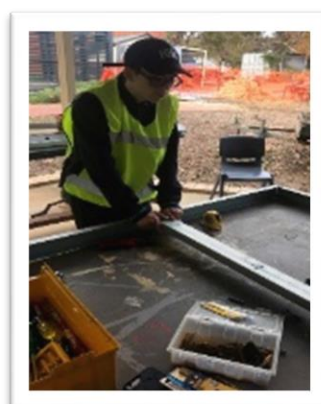
*Katie
WPL - Lifeskills*



*Graham
WPL - Textiles*



*Nicholas
WPL - ICT*



*Korbin
WPL - Horticulture*



WPL afternoon tea. Shantell thanking her supervisors and looking through the WPL newsletter and certificate

Professional Learning and Performance Development in 2020

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 (AITSIL) standards. A culture of classroom observation has become embedded in our performance development process for all teachers. We completed two cycles of triad classroom observations in 2020. Education assistants had regular scheduled term meetings with their classroom teacher and line manager for performance management. Corporate services staff were Performance Managed using the *School Corporate Services Staff Competency Framework*.

The expenditure on staff professional learning in 2020 was \$10,910.39 in cash spent on the courses and \$9,986.98 in salaries for relief staff.

All Staff participated in the following professional learning during 2020:

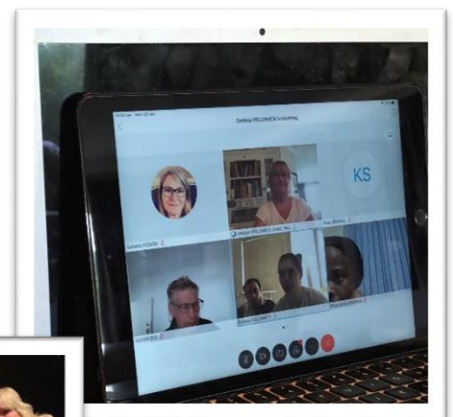
- CALM Classrooms
- CMS Professional Learning Teams Workshop
- Connected and Consistent practises
- OH&S
- Classroom design
- PLP/Reporting Schedule - Teachers

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

- Administration Manager SIS
- Big Day Out (WAESPAA)
- Developing Positive Behaviour
- Disability Resources
- Emerging MCS Program
- Graduate Teacher Module 1
- Graduate Module 4th (De-escalation)
- Keys for Life
- Keyword Sign
- Mentoring Graduate Teachers
- Managing performance of school support
- OAG findings and finance hotspots
- RTP Work Placement
- S-Safe user training
- Student Health Care Data Entry
- Surf Rescue Re-Qualification
- Team Teaching De-Escalation
- School Board Workshop for Principals and Chairs
- SPS Gatekeeper Suicide Workshop
- Understanding Use & Management
- Work Placement Admin Advanced
- NOTOSH Values and Visions
- Recruitment & RAMS



Staff collaborating at different Professional Learning events and during Covid times.



This section outlines strategies and evidence in relation to the following school targets in 2020.

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 2020 highlighted the flexibility, commitment to collaboration and sharing of skills amongst our school staff. Our IT support officer was able to support and plan for all staff to have devices to use at home as we responded to COVID 19. Leaders and staff very quickly adapted to using Webex and other online meeting platforms. We created a parent liaison officer role and set up a parent support group on Facebook. We had very positive feedback from parents and the community through the time where students were working from home. Leadership team and Office staff team kept parents and stakeholders adequately informed through such a rapidly changing time. We very quickly developed working from home arrangements for vulnerable staff.

In 2020, 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. Our revised timetabled team meeting structure in 2020 allowed classroom teams to reflect and review on student progress weekly and to have leadership team members support as required. All staff took part in professional learning on the triad model of peer observations and teachers have now included it as part of their performance development cycle.

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 2021 school year. We developed new roles in our school office administration team ready to recruit in early 2021.

Distributed Leadership Opportunities

Our 2020 school committees and working groups encouraged all staff to be actively involved and assume leadership roles at many levels across the school. With ongoing support and training, teachers are developing their skills as team leaders and as curriculum leaders at a wider school level. With a newly developed leadership plan, we are able to include aspirant staff to participate and contribute to leadership discussions across the school, including updates on learning 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.

In 2020, 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 four times in 2020, 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 2020, including school assemblies, the Parent Night and the 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 2021.

Marketing

During 2020 we continued to market our school by improving our social media presence. Graeme Dixon, our Sustainability Leader, formed new partnerships in the community, including the local council and John Tonkin College TAFE, who kindly provided our school with the use of a greenhouse. Our Business Enterprise students hosted several successful pop up stalls to showcase their business products and used the Halls Head College printing enterprise class to design aprons featuring our school logo for the school. We increased our social media presence with school news features in the local press – there was a high level of local press and social media interest in our work packages that we delivered home during the COVID lock down. Similarly, our staff “Don’t Worry Be Happy” video reached a record number of views on social media with a lot of positive feedback.

We reviewed marketing opportunities for our Primary to High School transition program and we also developed a plan for 2021 advertising and marketing for the school. This plan includes the creation of a marketing and communications officer in our school profile. We will use our schools 20 year celebration to grow awareness of the programs on offer at our school. This will see us exploring new channels to gain more exposure for the school. Local companies, agencies and community groups (local employers, TAFE and the Mandurah Inclusion Group) have been approached in relation to supporting the school in our variety of programs.

Halls Head College ESC
23 November 2020

GALAXY CHOIR
You are invited to the Galaxy Choir's performance on "Australia: A Resilient Country".
Date: Thursday, 26 November 2020
Time: 12.00pm to 1.00pm
Venue: Performing Arts Centre, Halls Head College. See more

YOU ARE INVITED TO THE HHCEC GALAXY CHOIR

You are invited to the Galaxy Choir's performance
Our theme for this term is "Australia: A Resilient Country"

DATE: Thursday, 26 November 2020
TIME: 12:00pm to 1:00pm
VENUE: Performing Arts Centre, Halls Head College
PARKING: Parents to please park at Halls Head Recreation Centre, Honeysuckle Drive, where students will meet, greet and guide you to the Arts Centre.

Should you wish to attend, please RSVP by Wednesday, 25 November 2020 on 9581 0613 or text to 0437 914 907.

6 likes, 0 comments



Year 7 HASS

Year 7 students are learning about traditional Aboriginal dot paintings.

Each symbol represents a story, generally regarding hunting or food gathering and usually have traditional Aboriginal symbols imbedded throughout the painting.



Halls Head College ESC
17 November 2020

REMINDER: Year 9 Parents & Carers
This is a reminder in relation to the upcoming Year 9 Parent Information Morning Tea.
Please don't forget to RSVP your attendance.

HALLS HEAD COLLEGE ESC
Care | Change | Connect

Year 9 Parent Information Morning Tea

Dear Year 9 Parents and Carers
This information session is for the parents and carers of our Year 9 students at Halls Head College Education Support Centre who will be transitioning into Year 10 in 2021.

Representatives:
Mrs Doorn - School Principal
Mr Dixon - Deputy Principal/Teacher
Mrs Hodge - Program Coordinator/Teacher
Miss Fieldwick - Teacher
Mrs Furr - Workplace Learning

When: 16 November 2020
Time: 10:00am - 12:00pm
Where: Light

Please RSVP your attendance by Friday, 8 November 2020

Halls Head College ESC
16 November 2020

We appreciate the commitment and expertise offered by our dedicated board members each term.
Thank you for attending our School Board Meetings each term.
#PublicEducationWA #HHCEC

HHCEC School Board Meeting Update

We appreciate the commitment and expertise offered by our dedicated board members each term. At our last Board Meeting, we discussed the following agenda items;

Agenda

- School Business Plan progress reports
- Positive Education and Good Standing Policy update
- Strategic Planning process
- 20 Year Celebrations in 2021
- Cash for Containers process as part of our Sustainability Focus Area
- Board Governance procedures
- The Contributions and Charges for 2021

12 likes, 0 comments

Community Connections, Incursions and Excursions

Community participation events and incursions during 2020 included:

- Literacy and Numeracy Week
- R U OK Day
- Welcome to the year 7 parents
- Police presentations
- 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
- HHC & ESC P&C have supported our programs with grants
- Harmony Day our students join peers' in mainstream for inclusive, multicultural activities
- Work Place Learning Thank You afternoon tea
- Fishabilities program
- Halls Head College Sports Day
- Music Rocks
- Choir Performance
- Mandurah Inclusion Group

Excursions were also encouraged as they advance community connections whilst developing life skills for our students. Some of the 2020 excursions for students included:

- Swimming
- Live theatre production of We Will Rock You
- Local Shops
- JTC ESC expo at Mandurah Forum Shopping Centre
- JTC ESC options classes for Year 9's
- Pirate Cruise and Halls Cottage
- Year 10 end of year dinner
- Eco Leaders
- Homestead for Youth
- Amaze Miniature Park
- Mandurah Cinemas
- Community Tree Planting
- Horsepower



Students enjoying the Homestead for Youth excursion



Dakota and Alowesha enjoy their excursion to Amaze Miniature Park



Horsepower

Aboriginal Cultural Standards Framework implementation

Our school continued to implement the recommended strategies following our 2018 review of the Aboriginal Cultural Standards Framework. In 2020, Cultural Advisor, Koodah Cornwall was able to support our students and staff in our continued quest for Indigenous cultural awareness, in several ways. Our students and staff were told stories and had opportunities to experience indigenous cultural groups. Many of our students also participated in the development of a bush block "Munda Budja". Koodah is regularly involved in our assemblies or events when parents or visitors join our school. During NAIDOC week our school had a fabulous learning experience with Koodah, who taught us how to create fire from resources gathered in the bush. He spoke of how the 'Old People' managed the bush with fire and the cultural significance of men and women's roles in the family. Using our local estuary and bushland, students were treated to stories of the Wagyl, creation of the waterways and the Darling Scarp. We used our PALS grant in 2020 to create a sitting circle in our garden area. Students decorated tree stumps with Aboriginal inspired art. It is a pleasant area for sitting in the shade and it is used regularly by students and staff. A highlight of 2020 was when Koodah joined us at the launch of our tree planting initiative and helped us all feel connected to the land. He even had our Mayor taking part in a cultural dance with him.



Koodah and Mandurah Mayor dancing at our tree planting day



Mr Graeme Dixon, Koodah and Mandurah Mayor Rhys Williams planting a tree



Year 7 dot painting art



Archie with a blank kangaroo skin



Koodah with the Year 10 students with their Kangaroo skin art.

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.

Improvements to Special Educational Needs (SEN) Planning

The frameworks in the updated SEN Planning tool provided an opportunity for individual objectives and /or strategies to be included in 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 are now working towards identifying clear distinctions between PLP and reporting within SEN. This will continue to be an area of focus in 2021.

Social and Emotional Development

In 2020, 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 are now able to track our individual student progress against the five areas for each of our students during their time with us. We still have to work on moderating assessment across teachers to make our data more reliable.

Following on from our Mindful Meditation training and our revision of Trauma Informed practice in 2019, our school introduced CALM mornings from the start of 2020. 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 find 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 a group had Team Teach training to further develop de-escalation skills and strategies.

As part of our IPS Health and Wellbeing priority area, a Positive Education Committee continued developing the school’s Positive Education Plan. Our positive education matrix was published and displayed in all classrooms and other areas of our school with student’s attention drawn to learning 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 2020 including supporting the Breakfast Club and the raising of the official flags each week, as well as continuing to host the ESC assemblies.



Tyler accepting the award of Student of the Week from Mr Enoma (special COVID-19 safe foot shake)



Kyron hitting a home run in sport



Ned Kelly costume for book week



Science experiment with static electricity Year 8

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 4.3 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 4.8 and 4.7 out of 5 respectively. In 2020 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 who review each Therapist request to visit a student at school, to ensure goals can be supported in the school environment.

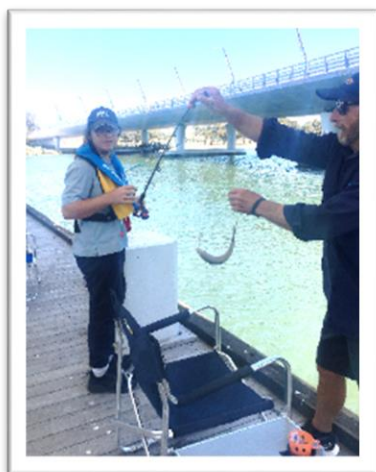
Attendance Figures

	2015	2016	2017	2018	2019	2020
School	81.8%	80.5%	86.8%	87.0%	89.0%	N/A
State	87.9%	87.7%	87.8%	87.6%	86.8%	N/A

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. Although our school was only officially closed for the last week of Term 1 2020, following close consultation between the Department of Education and WA's Chief Health Officer, some of our families chose to keep their children home if they had the capacity to do so, given the vulnerability of students who either had known health issues, or required close proximity with staff (for assistance with toileting, feeding, lifting and so on) or were unable to regulate their behaviour to socially distance. This meant that our attendance rate was very low towards the end of Term 1 and the beginning of Term 2.

Transition

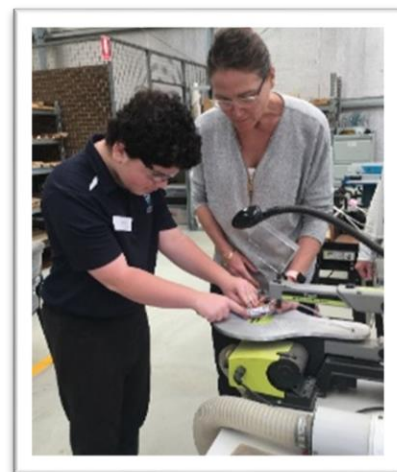
Our annual student Transition program is an important strategy in supporting student Health and Wellbeing. In 2020 we continued with our program which has two phases. Phase 1 is for incoming students transitioning from primary school, predominantly from our 'partner' primary schools, Meadow Springs Education Support Centre and Riverside Education Support Centre. In 2020 we had 16 transitioning year 6 students – 9 from Riverside Education Support Centre, 5 from Meadow Springs Education Support Centre, and 1 each from Pinjarra PS and Carcoola PS. Our Transition Coordinator visited all of 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 transition to John Tonkin College Education Support Centre (JTC ESC). 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 the JTC ESC for transition visits to get to know the staff and become familiar with the school. 18 students from our Year 10 cohort transitioned to year 11 at JTC ESC.



Harley with the catch of the day at Fishabilities



Fraser investigating the extensive freshly made range on offer for lunch from the school canteen



Graham making a key chain during JTC transition

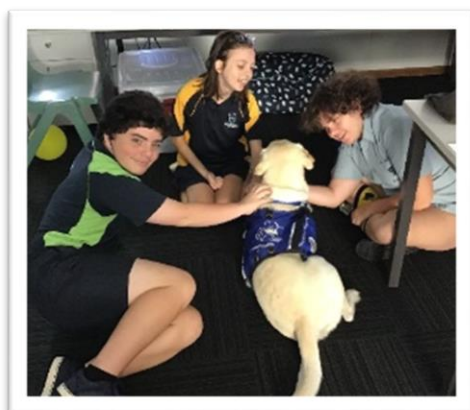
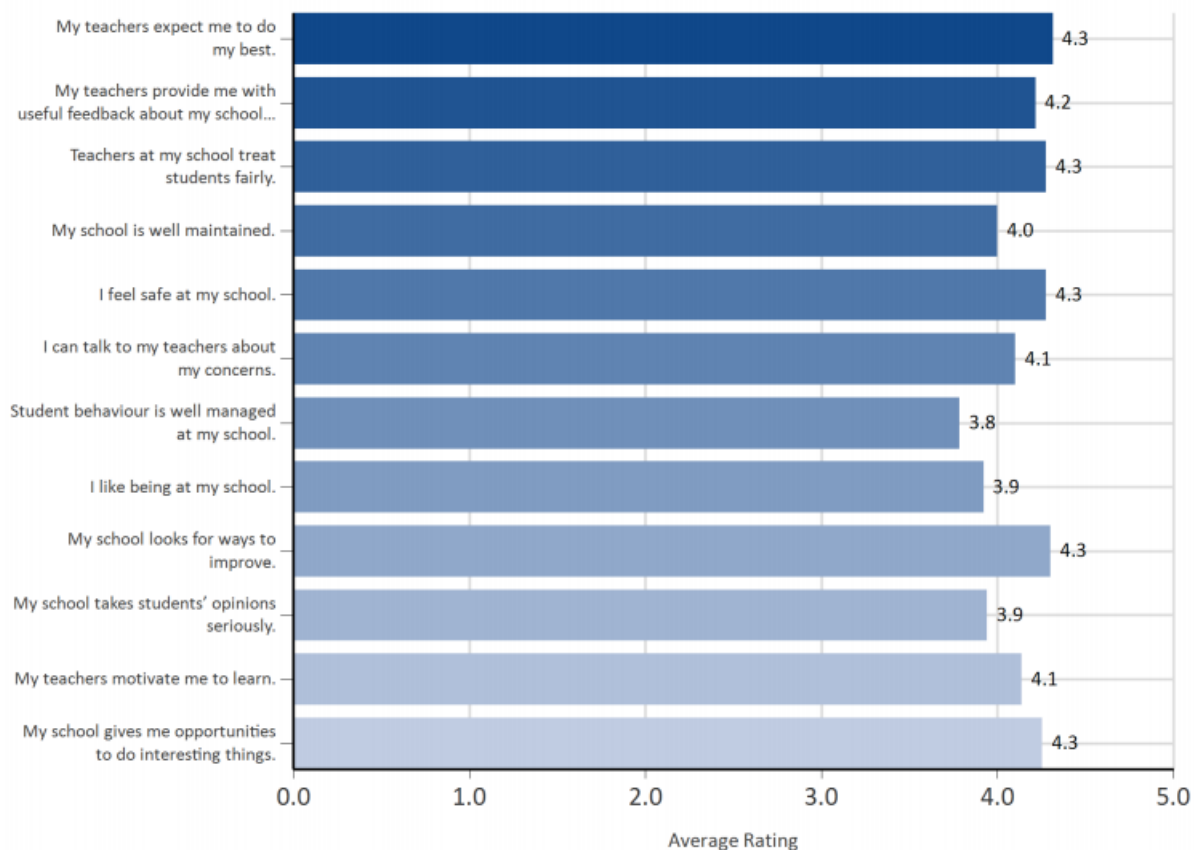
School Community Satisfaction Surveys

As part of our ongoing self-assessment and review processes in 2020, 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".

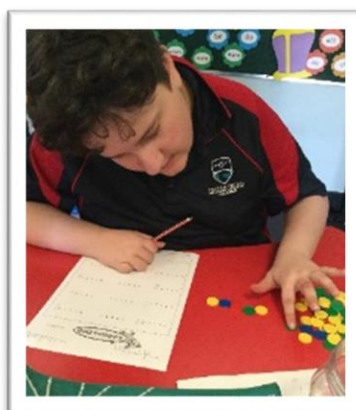
Student Survey

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 3.8 out of 5 for the statement "Student behaviour is well managed at this school". This score was the same as 2019, which reflects the continued behaviour management strategies and programs that have been developed and implemented over the years. The highest rating of 4.3 out of 5 was for multiple statements such as "My teachers expect me to do my best", "Teachers at my school treat students fairly", "I feel safe at my school", "My school looks for ways to improve" 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 2020



Therapy dog session with the year 10's



Archie completing his maths tasks

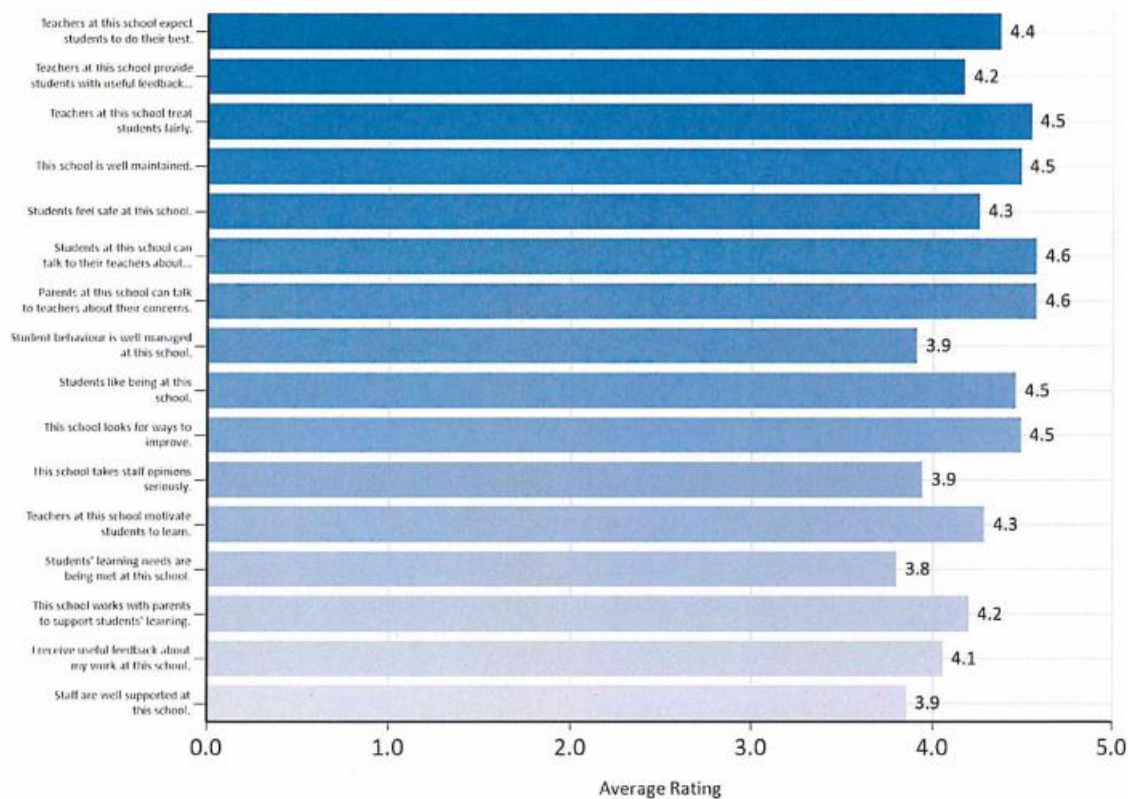


Prahnee and Ryan reading during English tasks

Staff Survey

The annual whole school staff satisfaction survey presented positive results, with the lowest score of 3.8 out of 5 for the statement “Students learning needs are being met at this school”. We continue to work regularly with students, their parents and carers as well as outside agencies to assist students to achieve the best possible outcomes whilst attending HHC ESC. 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 strong community relationships.

Staff Survey 2020

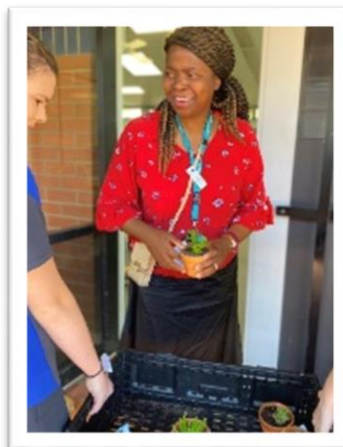


Staff Wellbeing

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 2020 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.



Celebrating World Teachers Day with Deb (Principal) and Candyce (Deputy)



Mrs Enoma receiving a gift of a plant from students on World Teachers Day

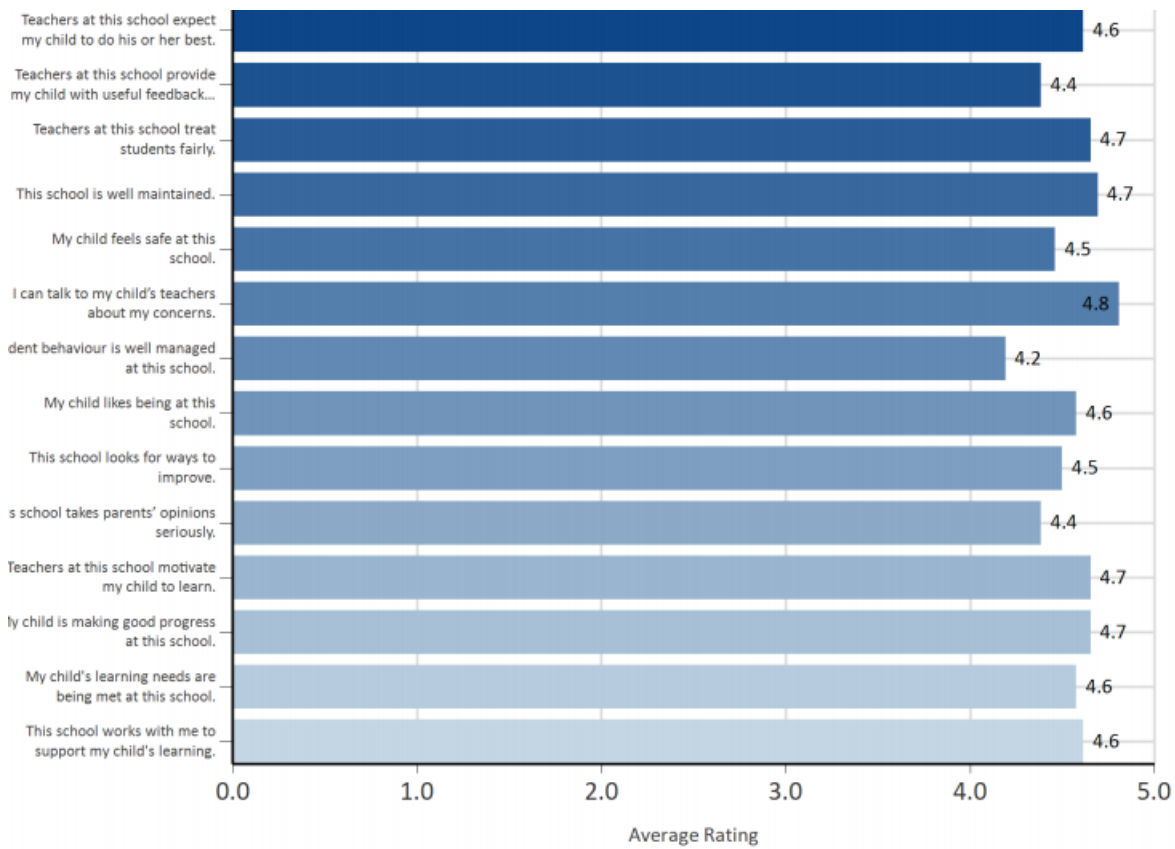


Mrs Hodge receiving gifts from the students on World Teachers Day

Parent Survey

We had a greater number of parents complete the 2020 parent survey than in previous years. Results show all responses had a rating of 4.2 and above out of 5. The lowest score of 4.2 was for the statement “Student behaviour is well managed at this school”. This is noted and the school will ensure that Student IBP’s are continually referred to and updated with regular meetings with parents and outside agencies as needed. The highest score of 4.8 out of 5 for the statement “I can talk to my child’s teacher about my concerns” 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 “Teachers at this school treat students fairly”, “Teachers at this school motivate my child to learn” and “My child is making good progress at this school”, with a 4.7 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 4.7 out of 5, another increase on the previous year, 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 2020



World Teachers Day morning tea



Keira laminating during WPL



Year 10 class completing their Work readiness books

Developing staff understanding and capacity in sustainable practises

Staff and students at Halls Head College ESC are entering a new phase of understanding how sustainability fits across the school curriculum. Conscientious decisions are being made about purchasing products and disposal of waste. A real effort has been made to reuse and reduce. Provisions have been made for better storage in classes with new cupboards to avoid duplication and loss.

As part of the waste wise initiative, recycle bins are better monitored with recyclables now being hand sorted for a cleaner final product. Cleanaway has congratulated our committee on our efforts and came back in 2020 to address the whole school and canteen to further refine the process. Our metal recycling process is operational with 2 tonne of steel delivered directly to metal merchants this year.

Clean Up Australia is an ongoing effort in our school. We are not tied to one day a year. Every class picks up rubbish, weeds and sweeps areas of the school at the commencement of each Design and Technologies lesson. This creates our school culture and pride in what we achieve.

In 2020 we continued as an official member of the SSWA group adopting the principles of the Ecological and Social footprint. This gave our school a platform to showcase achievements and learn from others. Towards the end of the year, the canteen approached us to be part of our sustainability efforts. A process is now in place to collect food scraps to feed the chickens and worm farms. Herbs and any excess food harvested is sent to the canteen.

HHCESC and HHC, with the assistance of a Noongar cultural advisor, has combined efforts to create a program called the Munda Boodja. Translated means bush block. This area of untouched bushland is located on site where storytelling and cultural understanding can take place. Unlike the classroom, this area under large jarrah trees surrounded by wildflowers, is a peaceful place where students and staff feel a sense of calmness. HHCESC students have made a valuable contribution by creating a storytelling circle and propagating trees to revegetate degraded areas.

During NAIDOC week our school had a fabulous learning experience with Koodah, our school cultural advisor, who taught us how to create fire from resources gathered in the bush. He spoke of how the 'Old People' managed the bush with fire and the cultural significance of men and women's roles in the family. Using our local estuary and bushland, students were treated to stories of the Wagyl, creation of the waterways and the Darling Scarp.

Installation of our own water meter has meant students can monitor water usage. Attached directly to our vegetable gardens students have a clear understanding of why water restrictions are in place and the value of a limited resource.



Nicholas representing our students at the Cleanaway incursion



Tyler helping to weed the garden



New home for the Chooks



ESC shade house with new plant stock to replant vegetation at the beach.



Dakota stopping to smell the flowers

Eco Leaders

HHC ESC has had a successful nursery enterprise growing small shrubs and reeds for a number of years. These native plants have been planted in waterways and beaches to create habitat and stabilise sand. In response to students who are wanting to make a real difference to CO2 levels, we are diversifying into growing large trees. The City of Mandurah and the school have aligned to support each other. We now supply and plant trees for the City in specified designated natural areas. This allows all students in our school to work in our nursery, make a difference to the climate and create a lasting legacy for themselves with trees protected under City reserves.

Due to the limited space at school, JTC and Challenger TAFE are working with us at their campus to support the project. This program is being managed by our Eco Leader students who have recently adopted a beach for themselves. With the donation of a large coast care trailer they are now able to collect native pruning's from the school and reuse this waste to stabilise their own adopted sand dune south of Avalon Beach.

'Kids Teaching Kids' was a success this year with Koodah leading the group and teaching our students how to teach others about traditional housing and cultural heritage.



Nicholas mowing the ESC oval



Vanessa and Jai during cooking in mainstream classes



Indiana completing her reading log

SCHOOL SELF ASSESSMENT

In addition to data referred to throughout this document, our school self-assessment process for 2020 included:

- Continuing to work through the Independent Review findings and recommendations.
- Implementation of the Aboriginal Cultural Standards Framework for HHC ESC
- School committee reports
- Information collected via ongoing feedback from staff and the leadership team through staff performance development processes
- Completion of a comprehensive community consultation process to collect, review, reflect and redefine our school values 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



We also checked progress on the areas for school improvement identified in the 2019 School Report

- ✓ We continued Health and Wellbeing initiatives for staff researching and purchasing the NESLI Staff Health and Wellbeing Toolkit for all staff. All staff completed the baseline assessment at the end of the 2020 school year. Our school psychologist will implement throughout the 2021 school year
- ✓ Improved Positive Behaviour in School Policy and Guidelines to support student engagement by working through connected and consistent whole school practices, trauma informed practice and considered classroom design.
- ✓ Our improved meeting structure in 2020 and our triad peer observation professional learning increased opportunities for teachers to collaborate and share practices. Teacher and support staff aspirants were given opportunities to take on leadership roles.
- ✓ We have continued to research and consider useful and efficient data collection for staff to focus on student growth by reviewing literacy and numeracy assessment. We have identified a new numeracy program which will provide assessment and tracking data. This will be introduced in 2021.

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 cater 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. All of our year 10 students achieved an endorsed program and for our year 7-9 students 86% of them made improvements in their PM benchmark reading scores.

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

- Continue to improve knowledge around efficient data collection for staff to focus on student growth
- Collaboratively develop the 2021-2025 strategic plan for our school ensuring that staff have capacity to drive, implement and monitor our operational plans.
- Review induction and support processes for new staff and graduate teacher mentor programs
- Exploring community connected programs to value add to our school's programs
- Increased opportunities for teachers to collaborate, share practices and take leadership roles



Maverick and Dylan reading in the library



Montana in the workshop at JTC during Transition



Mr Enoma receiving a plant on World Teacher Day



ESC students receiving awards for their achievements during the HHC sport carnival



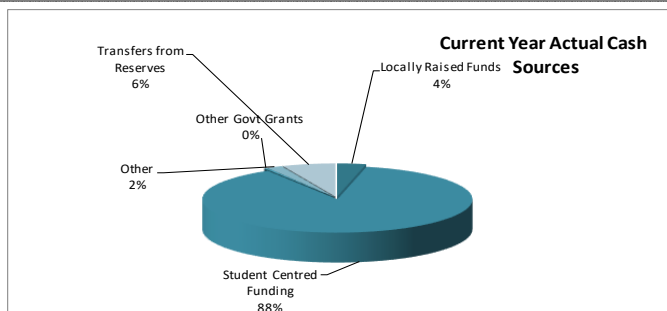
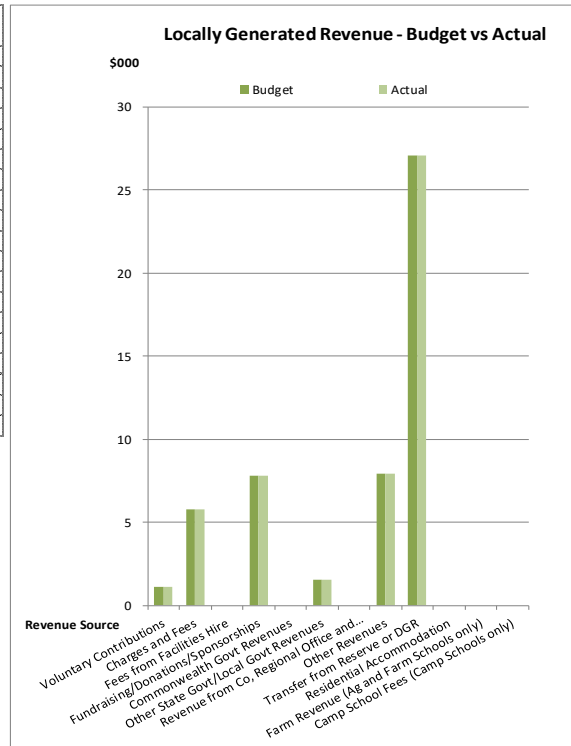
Harley working in the Shed with Mr Dixon during T&E



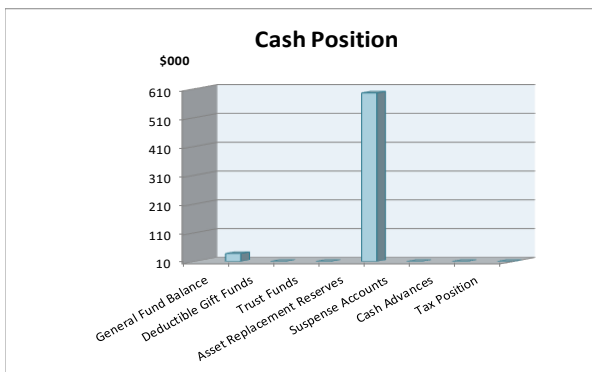
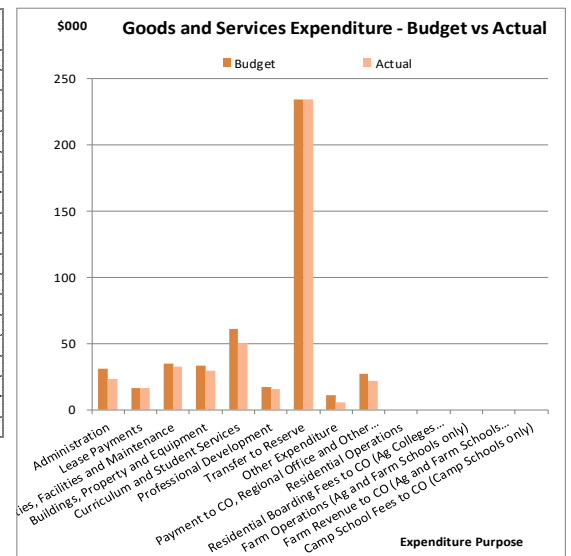
Families enjoyed seeing our staff during Covid times when we delivered their care packages

Halls Head College Education Support Centre Financial Summary 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,101.00	\$ 1,101.00
2	Charges and Fees	\$ 5,792.95	\$ 5,792.95
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 7,817.38	\$ 7,817.38
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,577.30	\$ 1,577.30
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 7,926.22	\$ 7,926.91
9	Transfer from Reserve or DGR	\$ 27,100.00	\$ 27,100.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 51,314.85	\$ 51,315.54
	Opening Balance	\$ 39,538.15	\$ 39,538.15
	Student Centred Funding	\$ 373,162.36	\$ 373,162.36
	Total Cash Funds Available	\$ 464,015.36	\$ 464,016.05
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 464,015.36	\$ 464,016.05



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 30,720.95	\$ 22,934.21
2	Lease Payments	\$ 16,333.72	\$ 16,333.72
3	Utilities, Facilities and Maintenance	\$ 34,520.09	\$ 32,046.87
4	Buildings, Property and Equipment	\$ 33,340.11	\$ 29,246.31
5	Curriculum and Student Services	\$ 61,098.16	\$ 49,879.10
6	Professional Development	\$ 17,000.00	\$ 15,235.92
7	Transfer to Reserve	\$ 233,898.00	\$ 233,898.00
8	Other Expenditure	\$ 10,561.97	\$ 5,084.34
9	Payment to CO, Regional Office and Other Schools	\$ 26,542.36	\$ 21,741.47
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	\$ 464,015.36	\$ 426,399.94
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 464,015.36	\$ 426,399.94
	Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 631,094.48
Made up of:	\$ -
1 General Fund Balance	\$ 37,616.11
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 595,201.73
5 Suspense Accounts	\$ (84.36)
6 Cash Advances	\$ (400.00)
7 Tax Position	\$ (1,239.00)
Total Bank Balance	\$ 631,094.48

The above tables and graphs reflect our Revenue and Expenditure for the 2020 year. We remain in a stable financial position for the 2021 school year.



HALLS HEAD --- COLLEGE ESC

Address: 1 Casuarina Drive, HALLS HEAD WA 6210

Telephone: (08) 9581 0613

Email: HallsHead.CESC@education.wa.edu.au

Website: <http://www.hallsheadesc.wa.edu.au/>