



HALLS HEAD
COLLEGE ESC
Care | Courage | Commitment

2019 ANNUAL REPORT



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Welcome from our Principal

I am very pleased to acknowledge so many successes at Halls Head College Education Support Centre in 2019. Student achievement in Endorsed Programs was impressive and all students progressed in their Social and Emotional Development and in their Literacy and Numeracy skills. Student attendance figures improved and our Galaxy choir, Eco Leaders, Work Place Learning students and Student Leaders all represented our school with pride. We also celebrated when Mr Dixon, a long standing and highly regarded member of our staff, was recognised as the Secondary Teacher of the Year at the 2019 WAESPAA (West Australian Education Support Principals and Administrators Association) Awards. Mr Dixon was acknowledged for his engaging teaching and his leadership in our focus area of Sustainability. We are proud to be a school that leads our local community in reducing our impact on the environment. We also appreciate the value of the many community connections our staff and students have made during the year. Opportunities and programs in 2019, including Work Place Learning, Eco Leaders, Business Enterprise, HorsePower, Galaxy Choir, class excursions, RUOK Day, Harmony Day, school assemblies and Parent Open Evenings have allowed our students to develop relationships, build their social skills and expand their networks.

Strategies were implemented from our 2018-2020 Business Plan. We hosted another successful Parent Open Evening when parents and family members visited our school to meet staff and enjoy our hospitality and entertainment, providing a great opportunity to see the achievements of our students. Our school assemblies had record attendance in 2019 and the role of our student leaders was expanded, affording them training and opportunities to share their views in wider community forums. Our Sustainability practices were embedded across the school and new Health and Wellbeing programs such as “Mindfulness” were introduced.

As this report will demonstrate, the individual progress of so many of our students in 2019 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 our School Board, the P&C and our many community supporters. Working together has made 2019 another successful year at Halls Head College Education Support Centre.

Deb Fieldwick
Principal

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 2019 and outlines what will happen in 2020 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.



Mrs Fieldwick and Mr Lim our outgoing School Board Chairperson at his farewell morning tea.



Kassi with her crochet poppies

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 its 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 Seniors Room.

Year 7	Year 8	Year 9	Year 10
9	15	18	9

In Semester Two 2019, our school had 51 students from years 7 - 10.

In 2019, the Principal, Deputy Principal and Manager of Corporate Services were supported by a Program Coordinator, 9 Teachers and 28 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 2019.



2019 Student Leaders

OUR BUSINESS PLAN

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

Our Focus Areas

Our Strategic Priorities for 2018-2020 are:

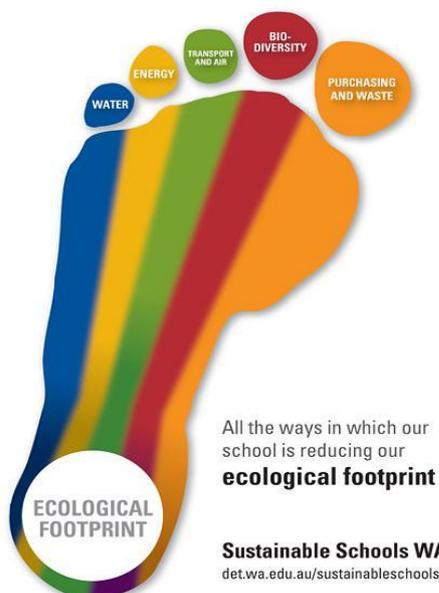
- **Excellence in Teaching and Student Achievement**
- **Effective Leadership and Succession Planning**
- **Health and Wellbeing**
- **Sustainability**

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 reviewing 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.



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

1. Staff use a range of data sets in academic and non-academic areas to develop programs, review and assess student progress.
2. All Year 10 students to achieve at least one Endorsed Program through SCSA as a transition pathway to Year 11 and 12.
3. 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 2019 meeting structures were developed that have allowed teachers the time to share and moderate more regularly. ABLEWA and SENAT 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.

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. 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 2019, we continued to use the Special Education Needs Assessment Tool (SENAT) and Abilities Based Learning Education Western Australia (ABLEWA) to develop baseline and progress data in relation to each student's PLP.

Curriculum Delivery

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 2019. An emphasis was placed on Social and Emotional development of students in areas such as Resilience, Persistence, Getting Along, Confidence, Goal Setting and Self-Regulation and other areas of individual need. General Physical Education and Health lessons were provided by ESC trained staff and an ESC teacher delivered Physical Education for year 10 students. Younger students who were identified to benefit from more specialised or therapeutic approaches participated in Horse Power and Swimming programs from external providers, managed and supervised by ESC teaching and Support staff. All year 10 students were offered a suite of Endorsed Programs including ASDAN modules, Eco Leaders and Work Place Learning. In 2019, 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 when they would have access to practical learning in our gardens, workshop or with the chickens.



Graham and Emma cooking



Year 10 students First Aid Training



Year 8 students with the chickens

Reporting to Parents

Whole school assessment and reporting procedures took place as follows:

Term 1	Personalised Learning Plan (PLP) meetings for every student. SENAT 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
Term 2	Reporting to Parents - Special Educational Needs (SEN) full report on all learning areas and PLP goals. ABLEWA – Abilities Based Learning Education, Western Australia NAPLAN testing for Year 7 and Year 9 students
Term 3	Semester One PLP review meetings Disability Resourcing Review for Year 8 students; including psychometric and adaptive behaviour assessment Semester Two PLP review
Term 4	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
- School website, newsletters, text messages 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.

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

	2014	2015	2016	2017	2018	2019
Literacy	82%	77%	79%	87%	62%	86%
Numeracy	81%	85%	78%	92%	74%	89%
Social	91%	84%	N/A	N/A	73%	81%

We acknowledge the decline in goal achievement percentages across the school in 2019. However, we note that assessment descriptors have changed in the Department of Education Reporting to Parents tool. Given our understanding of the changes in the use of the reporting tool, our results from the PLP's show a positive marked improvement of these goals from 2018 to 2019.

We were a Department of Education trial school using the new SEN Reporting to Parents tool for 2019 and we developed staff consistency in applying the assessment descriptors prior to the 2019 Semester 1 reporting.

PLP goal achievement reflects teacher judgements of individual student progress based on formal and informal assessments, observations and anecdotal evidence gathered over each semester. 2019 saw the school implement a new assessment and moderation process in both Literacy and Numeracy, to support consistent assessment and judgements across the school. The SENAT and ABLEWA were used to map baseline and progress data in the two areas. This provided teachers with information to develop PLP goals which were used to gather and report on student achievement and progress.

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 training and protocols/procedures to deliver and monitor Multi-Lit and the use of Pragmatic Organisation Dynamic Display (PODD) as an augmentative communication device across the school as needed. 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 2019

In 2019, 11 of our 27 students from years 7 and year 9 participated in the NAPLAN assessment, while we had 16 students exempted from participation. The results for NAPLAN 2019 showed that all students were under the benchmark for Reading, Writing and Numeracy. These results are consistent with an intellectual disability assessment process, teacher judgments and school based assessments.

Endorsed Program Achievements

During 2019 we had nine 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		Eco Leader 1	4
Business Enterprise	5	Authority Developed Work Place Learning - ADWPL	5
Work Awareness	4		
Engaging in the World Around me: People	1	Keys for Life - Pre-Driver Education Course	8
Transition Challenge- Sensory			
Communication and Interaction	1		
Living Independently	1		
Short Course	1		

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 2019. 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.



Jayden cleaning up the beach during Eco Leaders



Nicholas and Connor cutting up fruit during Health Class to share



Jayden helping with the Business Enterprise stall at Mandurah Forum

Digital Learning

In 2019 the ICT Team, consisting of an ICT Coordinator and ICT Officer, coordinated training in the use and development of Electro Boards, iPads, Digital Portfolios and laptops. The ICT Officer was given a time allocation of three days per week which enabled training of year group staff teams in utilising IT skills to support students. In addition to training staff, the ICT Officer role also included marketing, deployment and configuration of iPads, maintenance of the ICT infrastructure of Digital Technologies and time offline when needed for the re imaging of new computers.

Workplace Learning Opportunities

The Year 10 students engaged in various aspects of HHC ESC's Workplace Learning (WPL) program throughout 2019. All students completed a Work Readiness program in term 1, which included the students completing an online Work Safe Passport as well as preparing and attending an interview with their prospective employers. Students attended placements weekly during terms 2 and 3 when they were enrolled in either Authority Development WPL (ADWPL) or an ASDAN module (Work Awareness) both of which required a minimum of 55 hours of WPL. Each placement was linked to their individual talents and/or interests (completed by the students as part of their Work Readiness program). Workplace Log Books, Skills Journals and/or digital portfolios documented each student's engagement in their program, evidenced the completion of their *Core Skills for Work* and employer feedback results.

On the 13th of November 2019, year 10 students hosted a WPL morning tea to thank their employers for their support throughout the year. School Board members attended the event along with six representatives from the local employers. Students gave their employers a tour of HHC ESC grounds and classrooms after presenting their employer with the annual WPL newsletter, a certificate of appreciation and a personalised thank you letter.



Taliah at childcare



Shellan at the Falcon E-Library



Mason at Peel Tyre Service



Jayden at HorsePower



Connor at Bunnings Halls Head



Ashton at the Australia Post office



Jayden at Coles Halls Head

Professional Learning and Performance Development in 2019

Performance Development procedures 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. 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 2019 was \$16,181.00 in cash spent on the courses and \$9,986.98 in salaries for paying for trainers.

All Staff participated in the following professional learning during 2019:

- Aboriginal Cultural Excursion with Koodah
- DISC
- Effective use of EA's
- Mindful Meditation
- Trauma Informed Practice
- PLP/Reporting Schedule - Teachers

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

- *An Introduction to Social Media*
- *ASDAN short course (2 Staff)*
- *ASDAN Training (3 Staff)*
- *Big Day Out*
- *Carrying out workplace learning site visits*
- *Community Surf Rescue*
- *End of calendar year procedures*
- *First Aid (16 Staff)*
- *Functional Assessment and Analysis*
- *Gatekeeper Suicide Prevention (3 Staff)*
- *Growing and Developing Healthy Relationships (2 Staff)*
- *Head Space*
- *Introduction to Positive Education*
- *IT Technology Update*
- *Key word sign workshop*
- *Leading Classroom Observation & Feedback*
- *L3 Classroom Teacher Reflective Practice*
- *Overview of disabilities*
- *Perth Scorchers school ambassador training*
- *Planning the School Budget 2020 (3 Staff)*
- *Positive Practices in Behaviour Management*
- *Positive Practices in Behavioural day 1*
- *Positive Practises in Behavioural day 2 & 3*
- *Positive Practices in BMS*
- *Protective Behaviours 4 (2 Staff)*
- *RTP WPL changes to policy*
- *RTP Work Placements (Admin)*
- *RTP Work Placements (Advanced) (2 Staff)*
- *Surf Rescue Re-Qualification*
- *The Zones of Regulation – Formal (6 Staff)*
- *The Zones of Regulation – Informal (7 Staff)*
- *SECCA App Training – Starting Out*
- *SECCA App Training – Next Steps*
- *Training for Schools Manager*
- *Verbal Judo for Individuals (2 Staff)*
- *WAESPAA Conference (2 Staff)*
- *WAMCSE Conference*
- *Websis, Asset Management, Finance WPL Admin (Beginners)*



Teachers during their after school bi-monthly teacher meetings



Mr Dixon, winner of the WAESPAA Secondary Teacher of the Year award



Wave Rock PD

This section outlines strategies and evidence in relation to the following school targets in 2019.

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

Our teachers and non-teaching staff have participated in a variety of in-house and external professional learning opportunities and have each had opportunities to share their gained knowledge with the rest of the staff.

The school runs two Department of Education 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 2019 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 areas scope and sequence, scheduling of excursions and incursions and general updates and discussions e.g. students' progress.

In 2019, our teacher, Mrs Enoma was formally recognised as a Level 3 teacher. We are very proud and pleased that Mrs Enoma was acknowledged as an exemplary teacher. We now have two teachers with Level 3 Status in our school. Mr Dixon, our other level 3 teacher, was acknowledged with the WAESPAA Secondary teacher of the Year award. He has been building new community partnerships throughout 2019 through a new tree planting initiative.

Distributed Leadership opportunities

Staff had the opportunity to access a wide range of professional learning programs and courses, allowing for varying leadership roles within the school. Both teachers and non-teaching staff have portfolios and 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. In 2019 several staff received training and experience in a number of school officer tasks. Our Work Place Learning Officer was able to provide training to an aspirant to prepare the school for a large 2020, year 10 cohort. We also had two aspirant teachers take up level 3 leadership roles to replace leadership staff on leave. The expansion of knowledge, skills and leadership experience across the school has proved beneficial, bringing fresh eyes to many aspects of the school's operations. In 2019 we had a Literacy leader, a Numeracy leader, a Student Leader Coordinator, A Positive Education Leader all with a little extra non-contact time to carry out their responsibilities. We had staff present in State-wide ASDAN training forums and support colleagues in local schools with RTP SEN.

School Board

The School Board met four times in 2019, 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. 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 above, School Board members were invited to various events held at the school throughout 2019, including school assemblies, the Parent Night and the Workplace Learning morning 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 2020.

Marketing

During 2019 we continued to market our school by training staff to increase their knowledge of website creation and maintenance. 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 a new greenhouse. Our Business Enterprise students hosted a 'pop up' stand in the Mandurah Forum shopping centre to showcase their business products and used the Halls Head College printing enterprise class to design tablecloths featuring our school logo for the display tables. 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 news of Graeme Dixon winning his "Secondary Teacher of the Year", award.

We reviewed marketing opportunities for our Primary to High School transition program and we also developed a plan for 2020 advertising and marketing for the 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.

Community Connections, Incursions and Excursions

Other community participation events during 2019 included:

- Literacy and Numeracy Week
- R U OK Day
- Welcome to the Year 7 parents
- ESC Parent and Carers Open Evening
- Police presentations
- First Aid course
- Bendigo Bank Financial Literacy
- Year 6 Transition to HHC ESC
- Year 10 Transition to JTC ESC
- Community Thank You to ECO Leaders
- Students attended Horsepower, costs were offset by a donation from the school P&C
- Harmony Day our students join peers in mainstream for inclusive, multicultural activities
- Work Place Learning Thank You morning tea
- Fishabilities program
- Program and Community Access
- Halls Head College Sports Day

Excursions were also encouraged as they advance community connections whilst developing life skills for our students. Some of the 2019 excursions for students included:

- Swimming
- Arts Spectacular Performance
- Live theatre production of Peter Pan
- Big Hoot Train Tour
- Senior Citizen Centre
- Local Shops
- Osprey Waters Cultural Tour
- Perth Zoo
- SciTech
- JTC ESC expo
- Pirate Cruise and Halls Cottage
- Horsepower
- Perth Mint
- Kailis Brothers
- Parliament House
- Lawn Bowls
- Eco Leaders
- Career Expo
- Fremantle Prison
- World of Magic
- Wizard of Oz
- Nostalgia Box
- Lion King Movie
- AQWA



Year 10 students' excursion with 'Fishabilities'



Year 7 students' excursion on the local Pirate Ship



Year 10 students with 'Peter Pan' for their end of year Literacy excursion

Aboriginal Cultural Standards Framework implementation

Our school continued to implement the recommended strategies following our 2018 review of the Aboriginal Cultural Standards Framework. In 2019 our school collaborated with Halls Head College and Mandurah Primary School to employ an Aboriginal elder into a position of Noongar Cultural Advisor. Koodah Cornwall was able to support our students and staff in our quest for more Indigenous cultural awareness in several ways. We used our PALS grant to fund a cultural walk in the Osprey Park area. Students identified native plants and learned how to light a fire using sticks. They were also told stories and had opportunities to experience indigenous dance groups. Many of our students also participated in the development of a bush block “Moonda Budja”

School leaders worked with Koodah to increase their knowledge and understanding of Aboriginal culture and traditions and all staff were given the unique opportunity of a weekend cultural learning excursion with Koodah and his daughter, Delvine, to Wave Rock near Hyden, an area of great importance and significance to the Noongar people.



Maverick completing his snake painting



Koodah teaching our students about aboriginal culture



Fire starter ceremony at Wave Rock



Koodah and Principal Deb at Wave Rock



Wave Rock experience

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 2020.

Social and Emotional Development

In 2019, 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 currently reviewing this tool as our standard measure across the school, with particular focus on the reliability and validity of the data collected.

In Term 2 all ESC staff participated in Mindful Meditation delivered by Mindful Meditation Australia. Classes then began incorporating meditation into morning routines and/or throughout the day as needed. Our Physical Education teacher also facilitated an ESC whole school meditation session on R U Ok Day.

Our School Psychologist worked alongside teachers to give guidance on how they can incorporate Zones of Regulation into the curriculum. A small group of staff participated in Zones of Regulation training from the Positive Education committee.

As part of our IPS Health and Wellbeing priority area, a Positive Education Committee was formed with staff representatives from each class. This group met on a fortnightly basis to share classroom and lead practices in delivering the Social and Emotional program, including Meditation, “You Can Do It”, Zones of Regulation and incorporation of Sensory Supports. A side group consisting of the Deputy Principal, School Psychologist and Lead Social Skills Teacher worked on developing the school’s Positive Education Plan. This required collaboration across the school in formulating our Positive Education matrix of expected behaviours.

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 2019 including supporting the Breakfast Club and the raising of the official flags each week, as well as continuing to host the ESC assemblies.



Mason and Ashton enjoying the whole school Fun Day



Jayden durin Positive Education classes



Dylan participating in the Hoola Hoop incursion

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 4.31 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 teachers expect their child to do their best, as well as making good progress at school had a score of 4.6/5. In 2019 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's request to visit a student at school, to ensure goals can be supported in the school environment.

Attendance Figures

	2014	2015	2016	2017	2018	2019
School	84.3%	81.8%	80.5%	86.8%	87.0%	89.0%
State	86.9%	87.9%	87.7%	87.8%	87.6%	86.8%

As the figures above indicate, there was an increase in whole school attendance rates in 2019. 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, other behaviour and engagement issues or ongoing medical conditions.

Students in the Severe-At Risk category (60% and below) reduced from 8.6% in 2018 to 7.8% in 2019, but Regular Attendance (90% and above) decreased from 58.6% in 2018 to 51.0% in 2019. However, despite this drop, our overall school attendance rate has risen substantially over the last two years, from 86.8% in 2017 to 89.0% in 2019.

In 2019 our suspension data showed an increase in suspension days, which impacted on Attendance rates. These suspensions were as a consequence of increased physical aggression towards staff. In 2018 there were no incidents of this nature, in 2019 there were 6 incidents of aggression towards staff resulting in suspension. There was not a significant difference in other types of behaviour incidents.

Transition

Our annual student Transition program is an important strategy in supporting student Health and Wellbeing. In 2019 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 2019 we had ten transitioning year 6 students – 3 from Riverside Education Support Centre, 2 from Meadow Springs Education Support Centre, and 1 each from Frederick Irwin Anglican PS, St Joseph's Catholic PS in Pinjarra, Ocean Road PS, Glencoe PS and Singleton 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. The expected number for 2020 is the same number as 2019. 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 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. 9 students from our Year 10 cohort transitioned to JTC ESC.



Katie using her PODD book to communicate with Mrs Rhodes



Jayden in the workshop during transition at JTCESC



Harley completing tasks on the horse at Horsepower

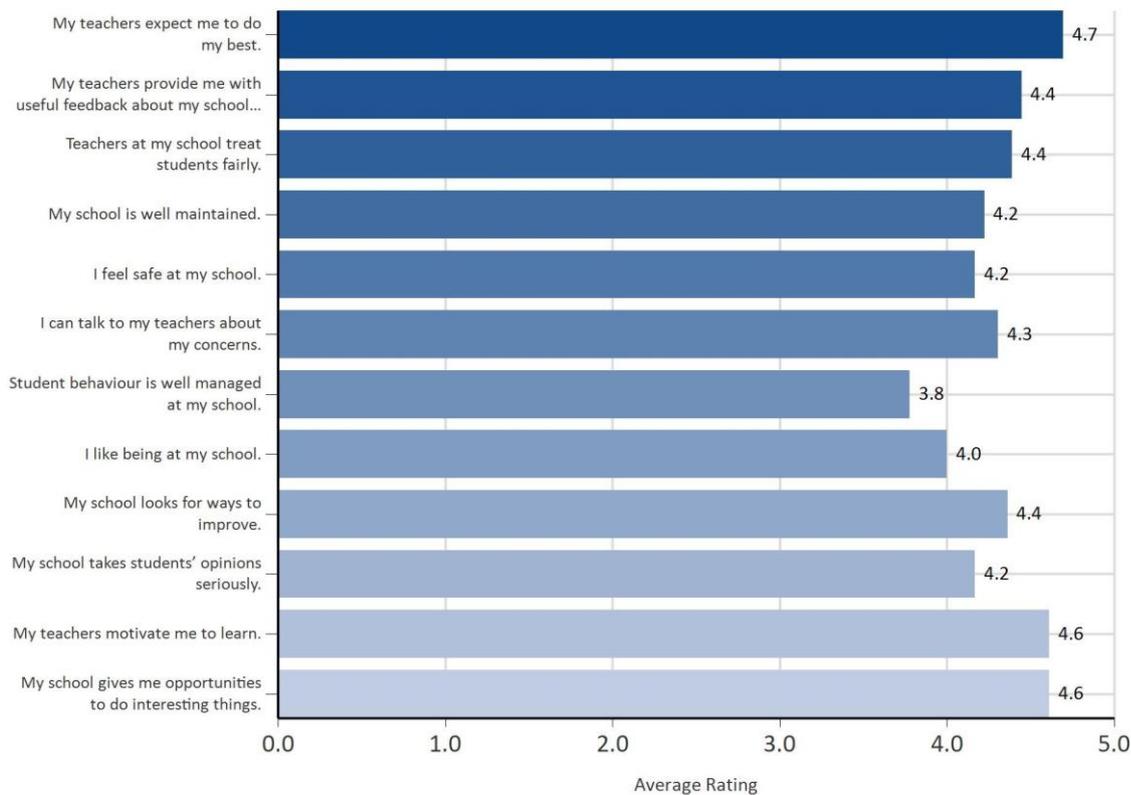
School Community Satisfaction Surveys

As part of our ongoing self-assessment and review processes in 2019, 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

Some students completed their survey with assistance from staff where required. Results from our student survey were predominantly very positive with the lowest score of 3.8 for the statement “Student behaviour is well managed at this school”. This score is higher than 2018, which reflects the behaviour management strategies and programs that have been developed and implemented over the years. The highest rating of 4.7 was for the statement “My teachers expect me to do my best”. This is a reflection of the engaging programs delivered by our teachers and the rapport between staff and students.

Student Survey 2019



Elizabeth making quiche's in cooking



Year 8 team building trip to the beach



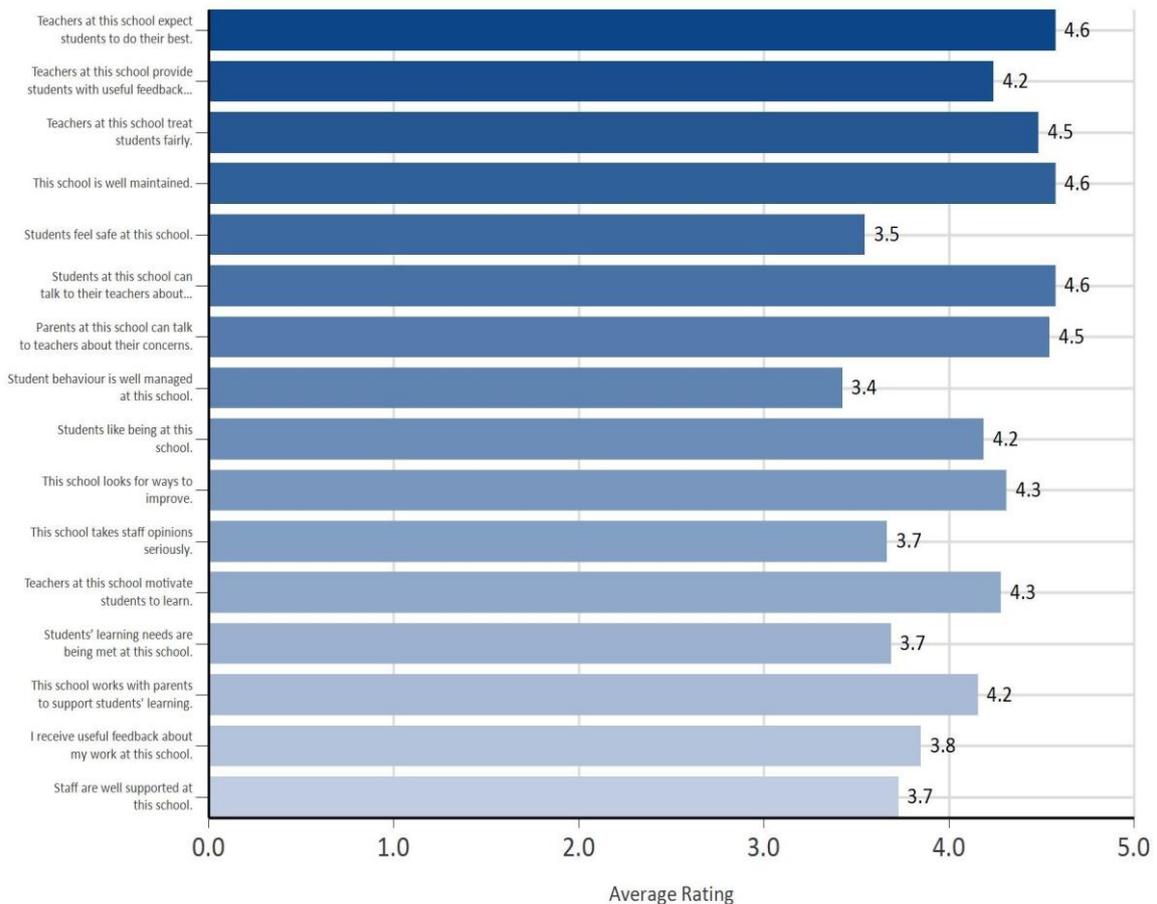
Year 10 excursion to Fremantle Prison

Staff Survey

The annual whole school staff satisfaction survey presented positive results, with the lowest score of 3.4 out of 5 for the statement “Student behaviour is well managed 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 “Teachers at this school expect students to do their best” and “Students at this school can talk to their teachers about anything” 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 2019



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 2019 the committee continued to support and organise social activities and after school walking sessions. We also continued to follow systems which support teachers to further develop their skills as team leaders of the education assistants in their classes.



Deb and Sandy at the WAESPAA awards



World Teacher Day celebrations



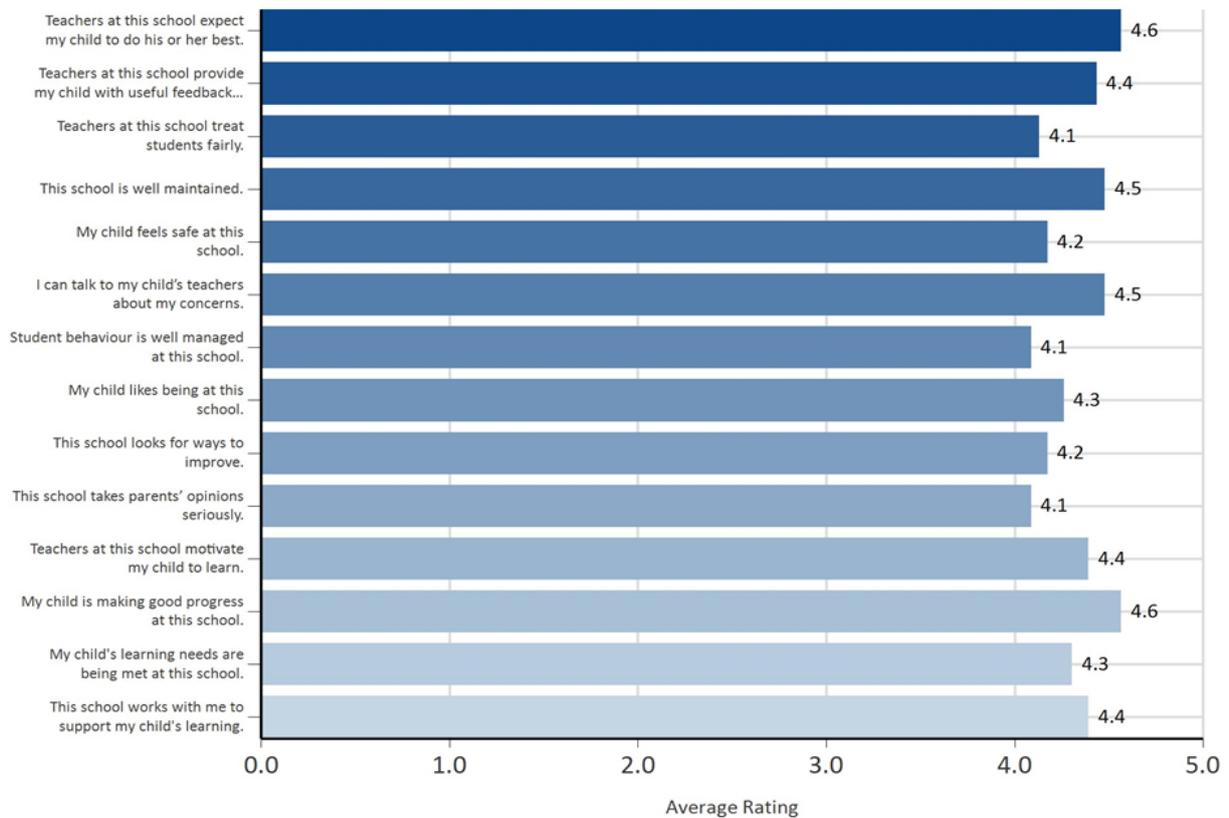
Staff at the farewell morning tea for Nick

Parent Survey

We had a greater number of parents complete the 2019 parent survey than in previous years. Results show that even though there was a very slight decline in two of the results from the previous year, all responses had a rating of 4 and above out of 5. The lowest scores of 4.1 were for the statements “Teachers at this school treat students fairly” and “This school takes parents’ opinions seriously”. 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 4.6 for statements “Teachers at this school expect my child to do his or her best” and “My child is making good progress at this school” are a credit to the staff and reflect their efforts to build effective working relationships with parents and carers. Our incoming Year 7 parents and carers gave positive feedback regarding the transition process we do throughout the year. This gives us assurance that our new students feel safe and comfortable in their new surroundings and we successfully build parent and carer relationships early.

The statement “This school is well maintained” received a rating of 4.5 / 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 is appreciated.

Parent Survey 2019



Mrs Beeton presenting ESC parent Vivienne her door prize



Year 7 student Zane with his mum Peta during the Parent Learning Journey evening

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 are due back in 2020 to address the whole school and canteen to further refine the process. Our metal recycling process is operational with 2 ton 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 2019 we became 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.



Damien proudly showing the eggs from our own chooks



Students learning how to create fire during the Len Howard Reserve excursion

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.



Photos around our school grounds

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 Leaders 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 prunings 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.



Students partaking in Eco Leader activities in and around school and the local community





Joshua during Art class

In addition to data referred to throughout this document, our school self-assessment process for 2019 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
- Reviewing the areas for school improvement identified in 2018 School Report

- ✓ Increasing the role for our student leaders - this was achieved.
- ✓ Developing authentic processes for capturing our students' voices - this was achieved.
- ✓ Confidence building exercises for speaking in groups, ideas and opinions captured and opportunity to contribute to local Inclusion group.
- ✓ Increased opportunities for teachers to collaborate, share practices and lead their teams and take school level leadership roles.

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 like being at school and feel their teachers motivate them to learn.

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:

LOOKING FORWARD

- Improved knowledge around useful and efficient data collection for staff to focus on student growth
- Further reduction of our school's ecological footprint by reviewing policies and everyday practice
- Continue Health and Wellbeing initiatives for staff
- Improved Positive Behaviour in School Policy and Guidelines to support student engagement
- Broaden the profile of the School Board's role and membership
- Increased opportunities for teachers to collaborate, share practices and take leadership roles



Dylan attending to our plants



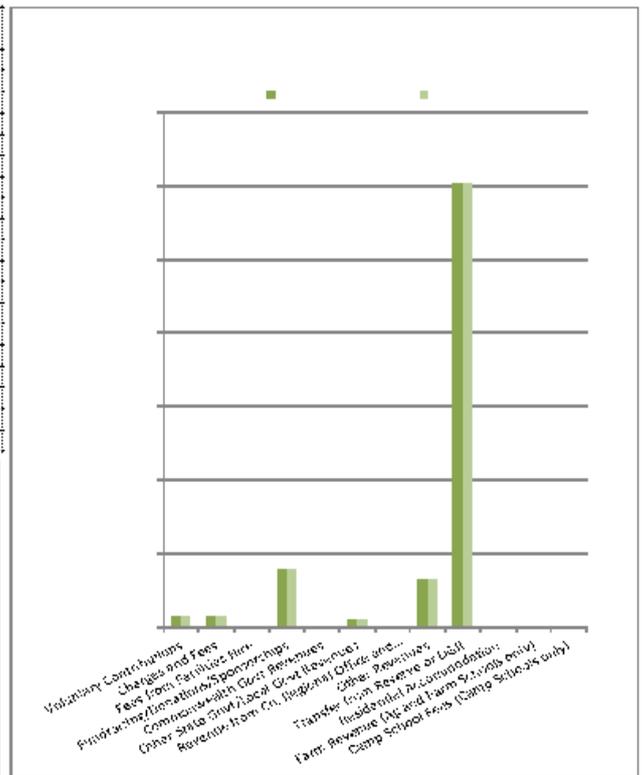
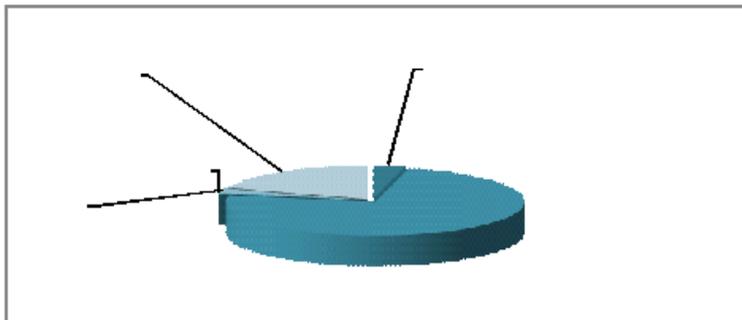
Year 8 students heading to an excursion on the train



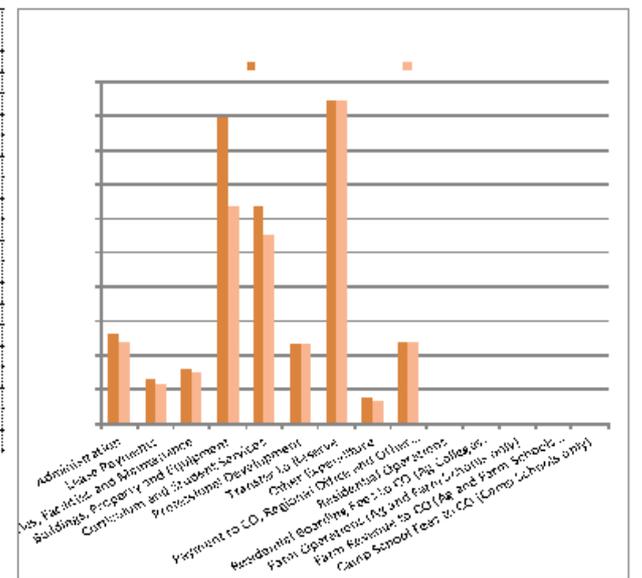
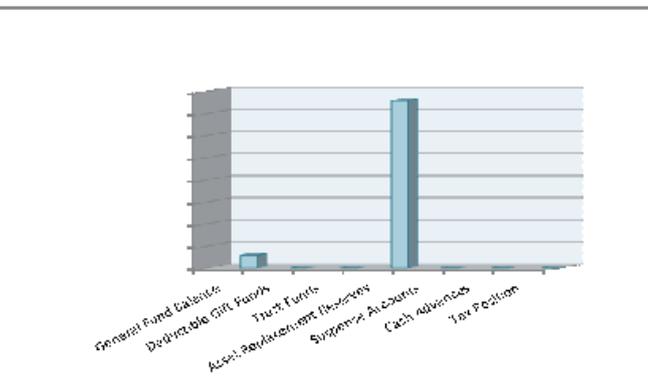
Year 7 students on the Mandurah Foreshore

Halls Head College Education Support Centre Financial Summary as at 20 January 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1: Voluntary Contributions	\$ 1,643.00	\$ 1,643.00
2: Charges and Fees	\$ 1,446.49	\$ 1,446.49
3: Fees from Facilities Hire	\$ -	\$ -
4: Fundraising/Donations/Sponsorships	\$ 7,903.56	\$ 7,903.56
5: Commonwealth Govt Revenues	\$ -	\$ -
6: Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7: Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8: Other Revenues	\$ 6,492.24	\$ 6,493.29
9: Transfer from Reserve or DGR	\$ 60,500.00	\$ 60,500.00
10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 79,091.89	\$ 79,093.34
Opening Balance	\$ 48,814.71	\$ 48,814.71
Student Centred Funding	\$ 229,749.42	\$ 229,749.42
Total Cash Funds Available	\$ 357,656.02	\$ 357,656.47
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 357,656.02	\$ 357,656.47



Expenditure - Cash and Salary	Budget	Actual
1: Administration	\$ 26,085.88	\$ 24,112.52
2: Lease Payments	\$ 13,000.00	\$ 11,761.69
3: Utilities, Facilities and Maintenance	\$ 15,711.41	\$ 15,092.74
4: Buildings, Property and Equipment	\$ 89,648.99	\$ 63,702.73
5: Curriculum and Student Services	\$ 63,587.31	\$ 55,264.82
6: Professional Development	\$ 25,364.78	\$ 25,366.60
7: Transfer to Reserve	\$ 94,381.21	\$ 94,381.21
8: Other Expenditure	\$ 7,793.75	\$ 6,413.32
9: Payment to CO, Regional Office and Other Schools	\$ 24,082.69	\$ 24,082.69
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	\$ 357,656.02	\$ 318,118.32
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 357,656.02	\$ 318,118.32
Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 427,546.52
Made up of:	\$ -
1: General Fund Balance	\$ 39,538.15
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 388,408.73
5: Suspense Accounts	\$ 1,977.64
6: Cash Advances	\$ 1,400.00
7: Tax Position	\$ (1,973.00)
Total Bank Balance	\$ 427,546.52

The above tables and graphs reflect our Revenue and Expenditure for the 2019 year. We remain in a stable financial position for the 2020 school year.



HALLS HEAD

COLLEGE ESC

Care | Courage | Commitment

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