



Department of  
Education

**Shaping the future**

# Halls Head College Education Support Centre

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Halls Head College Education Support Centre is located approximately 77 kilometres from Perth in the South Metropolitan Education Region.

Opened in 2001, the college provides programs for students with disabilities and special educational needs. The school is co-located with Halls Head College which promotes inclusivity with students integrated into mainstream classes for some of their lessons.

The college has an Index of Community Socio-Educational Advantage of 927 (decile 9).

Currently there are 55 students enrolled from Year 7 to Year 10. Students transition to John Tonkin College Education Support Centre in Mandurah to complete Year 11 and Year 12. Independent Public School status was obtained in 2015.

Halls Head College Education Support Centre has the support of a School Board and a joint Parents and Citizens' Association (P&C) with Halls Head College.

## School self-assessment validation

The Leadership Team submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. An overview document was submitted outlining the judgement, evidence and improvement plans for each domain of the Standard.
- In preparation for the Public School Review, the leadership team guided a self-assessment process that engaged and incorporated the perspectives of a range of staff and school community representatives.
- A significant representation of enthusiastic staff, students and community members engaged in discussions with the review team, contributing positive reflections in support of the school. A school tour added to the authenticity of the evidence presented.
- A range of whole-school credible data, covering academic and social domains, was included in the ESAT submission.
- The school's leadership reported the Public School Review was a positive experience that has extended their understanding of the school's performance and enabled them to celebrate their significant progress and achievements over the past decade.

The following recommendations are made:

- Though the lens of the following reflective question, consolidate the parameters for selecting evidence to be included in future ESAT submissions: 'Why do we think the evidence selected for our Public School Review demonstrates meeting the Standard?'
- In future ESAT submissions provide a comprehensive analysis of the supplied data, including how the data is informing future planning and practice.
- Continue to engage all staff and stakeholders in regular, collaborative school self-assessment processes aligned to planning with a forward-looking and evidence-based focus.
- In future ESAT submissions include an entry in the Summary outlining the school context and the process the school engaged to complete their self-assessment.

## Public School Review

### Relationships and partnerships

Halls Head College Education Support Centre is focused on building positive and supportive relationships between students, staff, and families, cultivating partnerships with community groups and industry to enhance learning experiences for students.

#### Commendations

The review team validate the following:

- The School Board has an appropriate level of understanding and acceptance of its governance responsibilities. Together with the P&C, they are a key resource in networking with local community organisations and bring a local perspective to how best to support students and staff.
- The High Performing Teams (HPT) structure provides a framework for collaboration, in which staff relationships are respectful, collegial and demonstrate a common understanding of their students and the school's strategic direction.
- Strategies are in place to ensure regular, valid feedback is received from parents and staff including the National School Opinion Survey. This data indicates strong satisfaction with the school.
- The use of the Aboriginal Cultural Standards Framework and special celebrations acknowledges the cultural diversity of its community and celebrates the school's partnerships with all families.
- A strength of the school is its capacity to identify and foster effective partnerships with numerous agencies and organisations that yield beneficial outcomes for students, including Halls Head College, the City of Mandurah, Australia Post, and numerous local businesses.

#### Recommendations

The review team support the following:

- Connect with other education support centres or schools to share best pedagogical practice, and to affirm and celebrate the work being done at the school.
- Continue intended development of the HPT structure with a focus on quality teaching to drive ongoing collaboration within a safe and supportive environment.

### Learning environment

A safe, positive and supportive learning environment has been created within the school with a focus on developing each individual child. Physical, academic, social and emotional wellbeing are priorities in the growth of every child.

#### Commendations

The review team validate the following:

- Approaches to maintaining a high care learning environment are focused and intentional, particularly in relation to health and wellbeing. The care shown for vulnerable students from all staff is a feature of the high level of commitment to meeting student needs.
- The physical environment adds value to the student learning experience. Well-maintained grounds and engaging classrooms support the academic, social and emotional learning of children.
- The CALM strategy at the beginning of each day supports students to self-regulate their emotions and behaviour so they are ready and prepared for learning. Along with a positive behaviour approach and staff understanding of functional behaviour analysis, behavioural incidences have significantly declined.
- The implementation of the You Can Do It program is supporting the social and emotional development of students. The program provides consistent language that staff and students understand.

#### Recommendation

The review team support the following:

- Revisit and upskill staff in their knowledge and integration of the Aboriginal Cultural Standards Framework into all learning programs.

## Leadership

Underpinned by a collective desire to improve, the leadership structures, reflective processes, HPTs and professional learning are guiding staff to understand and participate in shaping future directions of the school.

### Commendations

The review team validate the following:

- Change is considered and implemented collaboratively. Staff are supported with professional learning, mentoring and coaching. Feedback is welcome throughout the implementation process and support is provided in a timely manner.
- Staff are actively encouraged to have high aspirations and take leadership roles beyond their classrooms. A stable distributed leadership model empowers staff, providing opportunities to build their leadership capabilities.
- Staff are engaged in the development and review of the business plan and learning area operational plans. There is a clear connectedness between the business and operational plans, resourcing, planned units of work and classroom practice.
- Engaging in the NoTosh Learning Incubator Program, the school has worked to develop a culture in which staff share the school vision, based on the belief that all students can learn and grow.
- Students with leadership capacity are encouraged and supported.

### Recommendations

The review team support the following:

- Through instructional leadership, support the establishment of a culture of classroom observation including meeting and feedback norms that ensure safe buy-in from all staff, facilitating consistent practice throughout the school.
- Further develop aspirants' understanding of leadership through engagement in the Western Australian Future Leaders Framework.

## Use of resources

A trusting and productive relationship between the Principal and manager of corporate services ensure planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent that resources are deployed in a targeted way to optimise learning outcomes for all students.

### Commendations

The review team validate the following:

- Processes and practices are established for managing financial and human resources. An effective Finance Committee assists with financial oversight. The School Board is kept well informed of the school's financial management processes.
- Resourcing is aligned to the business and operational plans with close consideration given to the professional learning needs of staff, ensuring sustainability of school supports and programs.
- Resource allocation is student centred, responsive, evidence-based and supports school planning.
- A memorandum of understanding with Halls Head College enables access for students to staff and physical resources at the College that enhance their learning opportunities.
- An effective partnership between the school and the P&C adds value to the school's priorities.

### Recommendation

The review team support the following:

- Continue to monitor the workforce plan considering possible staff movements and enrolment fluctuations, and progress planned targeted recruitment to address potential workforce gaps.

## Teaching quality

Staff demonstrate commitment to ensuring there is high care and support for the development of social and emotional learning, independence and academic achievement for all students.

### Commendations

The review team validate the following:

- Teachers are dedicated to improving academic and social outcomes for all students. Education assistants work as respected collaborative partners with teachers. Together their knowledge and skill in working to support students is highly valued by parents.
- Shared beliefs and understanding of effective differentiation are an embedded strength. Underpinning the planning, teaching and assessment cycles is a sense that staff truly understand and plan for the learning needs of students.
- Assessments and reporting on student achievement and progress inform both students and parents. This includes a collaborative approach to developing personal learning plans, using the Special Educational Need (SEN) planning tool to identify SMART<sup>1</sup> goals for all students.
- An established, collaborative planning structure in the form of the HPTs support the intent to have consistency of curriculum delivery, instruction, assessment practices, moderation, and differentiation of learning for students.

### Recommendations

The review team support the following:

- Continue the plan to use the Quality Teaching Strategy to investigate evidence-based, pedagogical instructional practices, that work within an education support setting, as a foundation for clarifying agreed and documented consistent and connected practice across the school.
- When reviewing performance development processes, revisit and formalise procedures for coaching and peer observation.

## Student achievement and progress

Staff are driven by an overarching focus on student success underpinned by educational, social, emotional and physical development of students. A range of assessments are used to monitor and report on the levels of achievement and progress for each individual student.

### Commendations

The review team validate the following:

- The school's assessment and reporting policy outline a range of school based and norm referenced assessments that staff use to develop personalised learning plans for each student.
- ABLE WA<sup>2</sup> is used across Years 7 to 10 to monitor achievement and progress for students working at a pre-foundation level.
- A range of SCSA<sup>3</sup> endorsed programs provide opportunities for students based on their individual talents and interests including ASDAN<sup>4</sup>, Keys for Life, Structured Workplace Learning and Eco Leaders.
- Participation in National Assessment Program – Literacy and Numeracy (NAPLAN) and Online Literacy and Numeracy Assessment (OLNA) is providing students with the same experiences afforded to their peers.
- Staff have access to data sets that enable them to track individual student achievement and progress and report to parents using SEN reporting.

### Recommendations

The review team support the following:

- Continue to engage all staff in comprehensive moderation practices and consider the introduction of an evidence-based writing assessment and moderation tool such as Brightpath for writing.
- Continue to build the skills of staff to analyse a range of data and to use this knowledge to inform plans for improvement in each student's individual progress considering the question 'Is the level of achievement and progress good enough for this student?'.

## Reviewers


Craig Skinner  
**Director, Public School Review**

Jenine Wall  
**Principal, Belridge Secondary Education Support  
Centre  
Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2025.



Melesha Sands  
**Deputy Director General, Schools**

---

## References

- 1 Specific, Measurable, Achievable, Realistic, and Timed
- 2 Abilities Based Learning Education, Western Australia
- 3 School Curriculum and Standards Authority
- 4 Award Scheme Development and Accreditation Network
- 5 National Assessment Program – Literacy and Numeracy