



HALLS HEAD
COLLEGE ESC

2022 SCHOOL REPORT

Independent Public School





Contents

DETAILS

Acknowledgement of Country	3
Welcome from Our Principal	3
School Board	4
Chairpersons Address	4
Our Vision	5
School Profile	5
Our Business Plan – Focus Areas	6
<i>Excellence in Teaching and Student Achievement</i>	7
Planning, Assessing and Reporting	7
Personal Learning Plans	8
Curriculum Delivery	8
Reporting to Parents	9
Goals achieved from PLP's across the school in Literacy and Numeracy	9
Literacy and Numeracy Development for Staff	9
NAPLAN results 2022	10
Endorsed Program Achievements	10
Workplace Learning Opportunities	11
Professional Learning and Performance Development in 2022	12
<i>Effective Leadership and Succession Planning</i>	13
Staff development – collaboration and sharing of expertise	13
Distributed Leadership Opportunities	14
School Board	14
Marketing & Public Relations	15
Aboriginal Cultural Standards Framework implementation	15
Community Connections, Incursions & Excursions	16
<i>Health and Wellbeing</i>	17
Special Educational Needs (SEN) Planning	17
Student Wellbeing	17
Social and Emotional Development	18
Attendance Figures	19
Transition	20
School Community Satisfaction Surveys	20
Student Survey	21
Staff Survey	22
Staff Wellbeing	22
Parent Survey	23
<i>Sustainability</i>	24
Eco Leaders	24
Developing staff understanding and capacity in sustainable practices	25
School Self-Assessment	26
Looking Forward	26
Financial Summary	27
End of Report	

Acknowledgement of Country

Halls Head College Education Support Centre would like to acknowledge the Bindjareb people – the traditional custodians of the land where we learn and grow– and pay respect to all Elders, past and present.

Welcome from our Principal

I congratulate our Halls Head College Education Support Centre students and staff on a very successful 2022. Our positive learning environment and impressive student achievement was commended in our school review. The **Open and Growth-Led Communication** throughout our school review process, afforded us the opportunity to reflect on the success of our 2018– 2021 school plan, and discuss the implementation and outcomes from the first year of our new 2022–2025 school plan.



We do like to **Celebrate the Small Things and Go Nuts About the Big** things at our school and we certainly had cause for a big celebration when our school was announced in the top three secondary schools of the year for Western Australia in 2022! This acknowledgement was in recognition of our amazing staff, school board members and of course our wonderful students. It was a celebration to share with all of the generous people from the wider Mandurah community who support our school.

Student achievement targets were reached with 35 ASDAN portfolios externally moderated and all Year 10's achieving at least one endorsed program. All Year 10 students demonstrated their personal commitment to **Own Your Own Journey** by completing their workplace learning programs. They enjoyed Fishabilities or Community Access and attended the RAC Street Smart event in Perth, where they took note of important road safety messages. Our leavers also enjoyed a trip to the Crown Theatre to see "Frozen the musical" as part of their Year 10 English program.

We are also very pleased with the successes of Year 7, 8 and 9 students this year. Our Year 7 students have come such a long way since the beginning of the year. Excursions, incursions, and engaging learning opportunities are offered to all our students, as we love our students to **Learn with Hands and Heart**. Students continued to embrace our CALM mornings and student feedback indicates that students are engaged at school, feeling safe and connected. Our school attendance remained above State average.

As this report will demonstrate, the individual progress of so many of our students in 2022 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 2022 another successful year at Halls Head College Education Support Centre. Finally, I would like to thank our school board who have enthusiastically supported our school's commitment to continued improvement.

Deb Fieldwick
Principal

*For the first half hour of every school day students and their mentors participate in: Check in, Advocacy, Learning goal, Mindfulness (CALM). This continues to have a powerful and calming impact on students and staff in our school community.

Chairperson's Address

Well, what a big year 2022 was! Thank you to all the Teachers, Education Assistants, the school leadership team, school officers, parents, carers and most importantly the wonderful students at Halls Head College ESC. The School Board had another busy year, and we were so fortunate to be able to enjoy many of the activities throughout the year, thank you to staff and students for including us and making us always feel so welcome. The board welcomed some new faces in 2022 and said goodbye to others, this included Steve Lawson HHC P&C Vice President who joined our school board and introduced Nina the therapy dog to our school community (and board!).



As school chair, the biggest highlight of 2022 (among many) was attending the WA Education Awards as a finalist in the 'secondary school category' along with Mrs Fieldwick, Fraser as a student representative, other key staff and board members including Mr Dixon and Mrs Cousins. While we didn't win, we won many hearts and solidified our place in WA as a place of learning excellence. This was further reinforced during the year with our school receiving very positive commendations across all domains of the school review, validating the student achievement and success. It was a pleasure to be part of this and to also be present when a selection of students met the reviewing panel and then to hear their collective laughter coming through their meeting room door!

There were so many exciting activities and milestones in 2022. These included Ex-student Pierre who won a position as a gardener at Halls Head College and successful workplace learnings, thanks to local businesses (and I got to see a few students in their workplaces which was so great!) The CALM program (Check In, Advocacy, Learning and Mindfulness) that starts each day, in every classroom, was acknowledged with Mindful Meditation Australia asking to film the school's practice to feature on their website. Finally student leaders joined Lisa Munday at Parliament House for lunch.

The year ended with such a wonderful Year 10 farewell assembly and school end of year celebration, outside on a sunny and warm, but not too hot day. It was again a joy to watch the Galaxy Choir who entertained at school assemblies and out in community throughout the year, including a wonderful performance at the opening event in MPAC for the International day for people with Disabilities. All in all, 2022 was unforgettable in so many ways and I look forward to the continued success of our students, staff and school in 2023.

Tim Hartland
Chair School Board








Our Vision

Is to provide a positive school community committed to developing lifelong learners, who are achieving their personal best and building their emotional, social, and physical wellbeing. Our culture is one of compassion, care, and collaboration with high expectations of nurture, growth and connections.



All members of our community are asked to share, model, and promote our values of:

-  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

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.

School Profile

Halls Head College ESC (HHC ESC) shares a campus with Halls Head College. Students come from the Mandurah area and surrounding suburbs and from towns 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 2022, our school had 55 students from Years 7 – 10.

Year 7	Year 8	Year 9	Year 10
16	15	11	13

In 2022, the Principal, 2 Deputy Principals' and Manager of Corporate Services were supported in the office by 4 FTE School Officers, 0.6 FTE Workplace Learning Officer and a 0.4 FTE Marketing Officer. Also supporting in the school were 9.3 FTE Teachers and 22.44 FTE Support staff. Support staff included a 0.4 FTE School Psychologist, and 22.04 FTE Education Assistants. Our student leaders also supported our school in 2022.

Business Plan

During 2020–2021 our staff and School Board worked together, guided by a process of a rigorous school review and community consultation, to develop our 2022–2025 School Plan. Our plan has four key focus areas:

- 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. Student assessment data will be used to refine our teaching in order to maximise student progress. We will increase the capacity and collective efficacy of our teachers and our allied professionals by building a collaborative and caring culture of growth and commitment to ensuring every student has a pathway to future success.

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 begins with the whole school community involved in the learning and development of lifelong sustainable practices, thus empowering students to become future leaders. We are well established, with our tree nursery, vegetable gardens, poultry, and fruit trees. We offer an accredited Environmental Leadership Program and link our school to various community groups including the City of Mandurah. We are driven to further reduce our energy, waste and water requirements and increase the biodiversity of our school. We acknowledge the lessons from our first nation people and value the social handprint, where peace and partnerships unite our school and the wider world.



Excellence in Teaching and Student Achievement

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

- 90% of students in Years 7-10 show an upward trend in reading and numeracy skills development.
- Teachers will demonstrate confidence and competence in using the PAT Reading Adaptive, Top Ten Maths and ABLEWA trackers to assess student progress.

Staff use a range of data sets in academic and non-academic areas to develop programs, review and assess student progress.

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. Our team meeting structures first implemented in 2021 have continue to allow teachers the time to share and moderate more regularly. Top Ten Maths and PM Benchmark Reading were used to assess baseline skills and progress in Literacy and Numeracy for students working at Foundation and above. ABLEWA Maths and English Trackers were used to assess baseline skills and progress in Literacy and Numeracy for those students working PD levels 1-7. The "You Can Do It" rubric was used for assessing social skills across the school. Additionally, our regular cycle of Multi lit assessment was administered and the program delivered to those students receiving targeted support with reading. In 2022, the PAT Reading Adaptive test was sourced and used to assess baseline reading levels for all student reading at a foundation level and above. This added to the data gathered from the PM Benchmark data to track reading progress and all students will be reassessed Term 3 2023.

Multi-Lit, PM Benchmark, Top Ten Maths and ABLEWA assessment data reflects an upward trend of achievement. 2022 is the first year for longitudinal data to be gathered for students working pre-foundation. The Roadmap of Communicative Competence (ROCC) was purchased at the end of 2021 to support the assessment of communication needs and styles for students with limited expressive or receptive language. Assessment results outlined next steps regarding communication needs for individual students, support was provided in the classroom throughout the year to train class teams in the use of Augmentative and Alternative Communication (AAC) systems.



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) functions 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 improved clarity, communication, and monitoring of students' individual goals, especially in the Literacy, Numeracy and Social Competency areas.

Curriculum Delivery

Eight learning areas comprising of English, Mathematics, Science, Technology and Enterprise, Humanities and Social Sciences, Health and Physical Education, The Arts and Languages were offered to our students in 2022. An emphasis was placed on Social and Emotional development of students. General Physical Education and Health lessons were provided by ESC trained staff. Year 7 swimming lessons went ahead in Term 3. All Year 10 students were offered a suite of Endorsed Programs including ASDAN modules or short courses, Eco Leaders, and Workplace Learning. Some Year 10 were enrolled in the Keys for Life Pre-Drivers Education Program. In 2022, 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.



Reporting to Parents

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

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 2022)
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
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

	2017	2018	2019	2020	2021	2022
Literacy	87%	62%	86%	79%	86%	88%
Numeracy	92%	74%	89%	77%	89%	86%
Social	N/A	73%	81%	77%	76%	83%

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 impact COVID 19 still had on the school during 2022, however are pleased with the increase in goal achievement percentages over most areas of our school.

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. The Top 10 Math assessment and learning program was sequenced to support curriculum delivery and used to gather assessment data throughout 2022. The PAT Reading Adaptive was purchased and training provided to teachers and testing commenced in Term 3 2022.

NAPLAN results 2022

All students were exempt from participation.

Endorsed Program Achievements

During 2022 we had 13 Year 10 students enrolled in a variety of Endorsed Programs on offer 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 complete at least one Endorsed Program.

The Endorsed Programs delivered were:

ENDORSED PROGRAMS

Students Completed

ASDAN Transition Challenge

Making Choices 5

Feeling Good 5

ASDAN Towards Independence

Business Enterprise 7

Recognising and Using 5

Everyday Signs 6

Work Awareness 7

Living Independently Short Course

Eco Leader 1 4

Authority Developed WPL 7

Keys for Life - Pre Driver 8



We offered ASDAN training to new staff, to develop their understanding of the program and how to collect evidence to support the students' learning journeys. 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 ASDAN portfolios



Workplace Learning Opportunities

The Year 10 students engaged in various aspects of HHC ESC's Workplace Learning (WPL) Program throughout 2022. All students completed a Work Readiness program the year prior in preparation for WPL, which included completing an online WorkSafe Smart Move Alternative Learning Course. In term 1, students prepared for, and attended an interview with their prospective employers.

Students attended placements weekly during Terms 2 and 3, where 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 logbooks, 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 23rd of November 2022, the 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 8 representatives from the local employers. Students presented their employer with the annual WPL newsletter, a certificate of appreciation and a personalised thank you letter.



WE WOULD LIKE TO THANK THE FOLLOWING WORKPLACES FOR THEIR SUPPORT

Australia Post Delivery Centre Greenfields
Falcon eLibrary
Mandurah Wildlife Centre
Rebel Sports Mandurah

Cool Hard Hats Mandurah
Mandurah Community Gardens
RDA Fairbridge
Woolworths Mandurah Central

Shakerz Bakers Halls Head
The Shed Op Shop Mandurah
Homestead for Youth
Repco Halls Head

Professional Learning and Performance Development in 2022

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 (AITSL) 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 2022 was \$5,351.50 in cash spent on the courses and \$10,405.71 in salaries for relief staff.

All staff participated in the following professional learning during 2022:

- Scope and Sequence (Teachers) – HASS, Excursions, Health, Science, Positive Education
- CALM refresher
- Canva
- OH&S – Review
- PLP and RTP SEN – Teachers
- Effective Utilisation of EAs- Module 4
- CMS Modules 1, 2, 3 & 4 (EA's)



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

- Graduate Teacher Induction program
- Graduate Teacher Module 2
- Graduate Teacher Module 4 – 2 days
- Waste Sorted Schools
- WAESPAA Big Day Out
- WAESPAA Conference
- ASDAN training
- ASDAN short course training
- ASDAN External Moderation
- Best Practice of YCDI
- Recruitment and selection panel training
- PLIS
- Network Principal PD – 2 days
- Rising Leaders Program
- Positive Mental Health & Wellbeing Conference
- Team Teach
- The Bernard Group
- ChemAlert
- Surf Rescue Certificate
- Surf Rescue Re-Qualification
- You Can Do It – Best Practices
- People First Program
- TDS SEN online
- Positive Education Conference – 2 days
- SDERA
- Triple P – Stepping Stones
- ROCC Training
- PODD
- Special Olympics Youth Carnival
- PD Leadership Institute
- Career Conversations
- HRMIS Training
- Success for Students with ADHD
- Functional Behaviour Assessment
- Visit to Durham Road P.S.



Effective Leadership and Succession Planning

This section outlines strategies and evidence in relation to the following school targets in 2022:

1. Developing capacity of staff in leadership roles to develop, drive implement and monitor our operational plans
2. Maintain our effective school board and build further community connections resulting in value adding to our school's programs
3. Build and implement a revised staff induction and graduate development program
4. Develop a high capacity school culture with school wide systems that are understood and practiced by everyone
5. Established a school wide model of High Performance Teams (HPT)

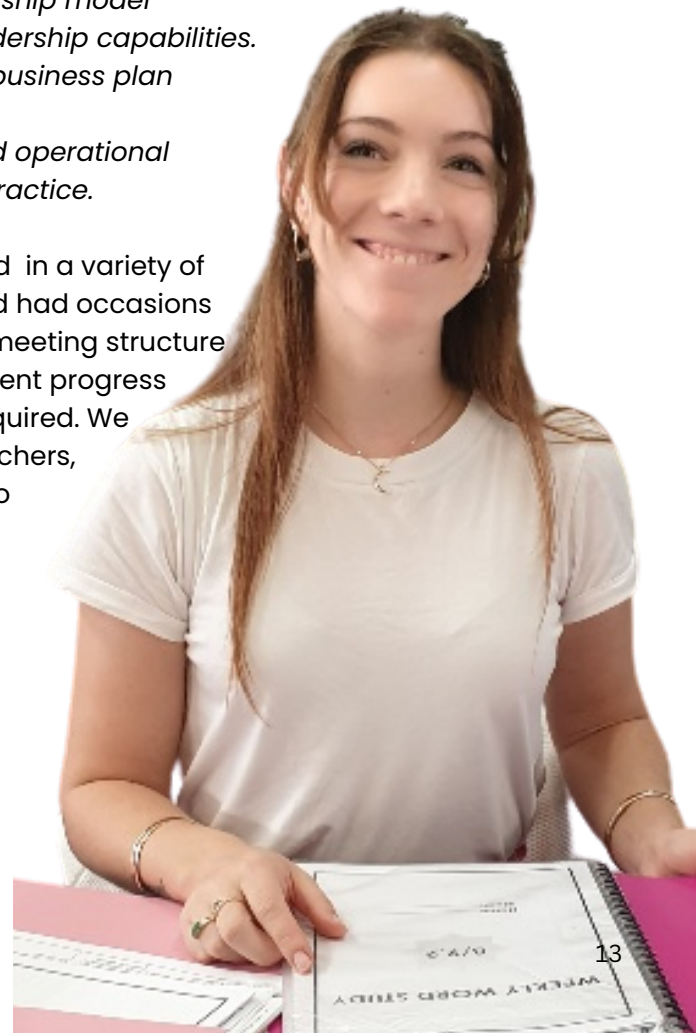
Staff Development – Collaboration and Sharing of Expertise

Our 2022 school review found that, at our school, "leadership is 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 from the review team included:

- *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.*

In 2022, 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. We consolidated our team meeting structure which allowed classroom teams to reflect on and review student progress weekly and to have leadership team members support as required. We also introduced HPT teams for Corporate Office staff, EAs, Teachers, Student Services and refined our executive leadership team to ensure operational plans were monitored in a more efficient manner.



Distributed Leadership Opportunities

Our 2022 school committees and working groups encouraged all staff to be actively involved and assume leadership roles at many levels across the school. In 2022, 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 hold the knowledge to assist and develop their co-workers' skills has greatly increased the pace at which skills are attained. The Principal serves on many committees and working groups in the local and wider educational communities, continuing to advocate and forge connections for our staff and students and to share knowledge and information with staff.

We had six new staff join our school and our revised induction processes were tested. Three new graduate teachers were supported by our newly developed in-house graduate support program. Our new support processes were well received. Successful succession planning supported our restructuring of some roles to meet current school needs. We farewelled our foundation Manager Corporate Services after 21 years of service to our school and as a result of our workforce plan were able to recruit her replacement successfully.

School Board

The School Board met five times in 2022, including an AGM (Annual General Meeting) in Term 2. The Board consisted of 10 members at the beginning of the school year including the Principal, 5 parents, 2 community members and 2 staff representatives. Over the course of 2022 we recruited 1 new community member, with 3 parent members resigning. At the end of 2022 the school board had a total of 8 members.

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 required tasks. School Board members were invited to various events throughout the school year, including assemblies, the WA Education Awards and Workplace Learning morning tea.

School Board updates, alongside information on how to join the school board were included in newsletters throughout the year. The School Board information flyer was updated and made available to parents and guests during each event and at the school reception. The aim to increase the public profile of School Board members and gain awareness of the School Board and its undertaking will continue in 2023.



Marketing & Public Relations

During 2022, we continued to market our school by implementing an integrated marketing approach and cohesive branding. This included updating our marketing collateral, introducing brand guidelines, undertaking a whole school photo shoot, and developing a new website which will be launched in 2023. This approach was supported by a comprehensive four-year marketing plan, which was formulated by the marketing committee and overseen by the Marketing and Communications Officer.

We leveraged our selection as a finalist for Secondary School of the year to grow awareness of our school and our programs, by reaching out to local news outlets. Articles were published in the Mandurah Coastal Times and on the PerthNow and Coast FM websites. Our school was regularly featured on the Public Educations social media accounts, including a video made by one of our students for Harmony Week, social media posts regarding end of term activities, and our selection as a Finalist in the WA Education Awards.

During 2022, our school was represented at numerous events, including the Disability Expo at the Mandurah Forum and a choir performance at the International Day of People with Disability Expo, hosted by the City of Mandurah. Mindful Meditation Australia (MMA) visited the school to film our CALM program and to interview Deb Fieldwick regarding the importance of meditation within the school and the impact it has on students and staff. This video will be used for MMA training purposes and promotional activity. Our social media presence continued to grow in 2022. Our Facebook and Instagram pages were visited 14,469 times over the 12 months, which was a 100% increase on the year prior. We gained 131 new page likes and followers on Facebook and Instagram, with insights showing that we have a high retention rate on social media.

Aboriginal Cultural Standards Framework Implementation

2022 was an exciting year for the newly formed Aboriginal Cultural Standards Framework (ACSF) Committee. With input from experienced staff and new graduates, we met regularly to review progress against the standards. With a fully operational plan we established what our school needs, how to achieve our goals and who will oversee the implementation.

With our focus on embracing culture and celebrating each achievement no matter how small, a highlight that truly needs to be recognised has been the willingness of two aboriginal students to come forward, to use their voice in Acknowledging Country at assemblies and events. Each class drafted their own Acknowledgment of Country. We had displays of the six noongar seasons and staff were working from a revitalised scope and sequence across learning areas to integrate culture in our school.

Our Peace Pole, which takes pride of place on the school grounds, was renovated and painted by students to remind us of our multicultural heritage. Our proposed yarning circle, fire pit and endemic bush tucker garden is taking shape with all students contributing. Students have taken great pride in what they have achieved as it is their ideas, labour and care that have created such a peaceful and calming area.

We were also successful in reaching out to our local Noongar community group, where we took the opportunity to share stories and create a link with our school. After a tour of their rehabilitated bush gardens, we took away some great contacts for excursions into the future. During NAIDOC week, we shared bush tucker with HHC, joined in artwork using coloured sands, and watched in awe as an Aboriginal group performed a cultural dance. Students took away a truly cultural experience.

Community Connections, Incursions and Excursions

Community participation events and incursions during 2022 included:

- Literacy and Numeracy Week
- R U OK Day
- Welcome to the Year 7 parents newsletter
- 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
- Community tree planting
- Community Access program
- Self-care science program
- Remembrance Day Ceremony at the Mandurah War Memorial
- Visits from Nina (therapy dog) and Steve
- Keys 4 Life
- HHC & ESC P&C have supported our programs with grants
- Harmony Day – our students joined peers' at HHC for inclusive, multicultural activities
- Workplace Learning program
- Workplace Learning Appreciation morning tea
- Halls Head College Sports Day
- Music Rocks
- Choir Performances
- Mandurah Inclusion Group
- Anzac Day Ceremony at the Mandurah War Memorial
- First Aid
- JTC ESC Disability expo at Mandurah Forum Shopping Centre
- Reptiles incursion

Excursions were also encouraged as they advance community connections, whilst developing life skills for our students. Some of the 2022 excursions for students included:

- Swimming at Falcon Bay Beach
- Year 7 Swimming lessons at Aquatic Centre
- Live theatre production of Frozen the musical at the Crown Theatre
- Halls Head and Mandurah Forum shops
- Student Leaders visit to Local Mayor's office
- Parliament House
- Fishabilities program
- RAC Back Seat Safety
- International Day for People with Disabilities- MPAC
- Year 10 end of year dinner
- Eco Leaders
- Skills West Expo
- Business Enterprise end of year corporate lunch
- Bike riding
- Scitech
- Reading Cinema
- Mandurah Museum
- Mandurah Art Trail and Foreshore



Health and Wellbeing

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

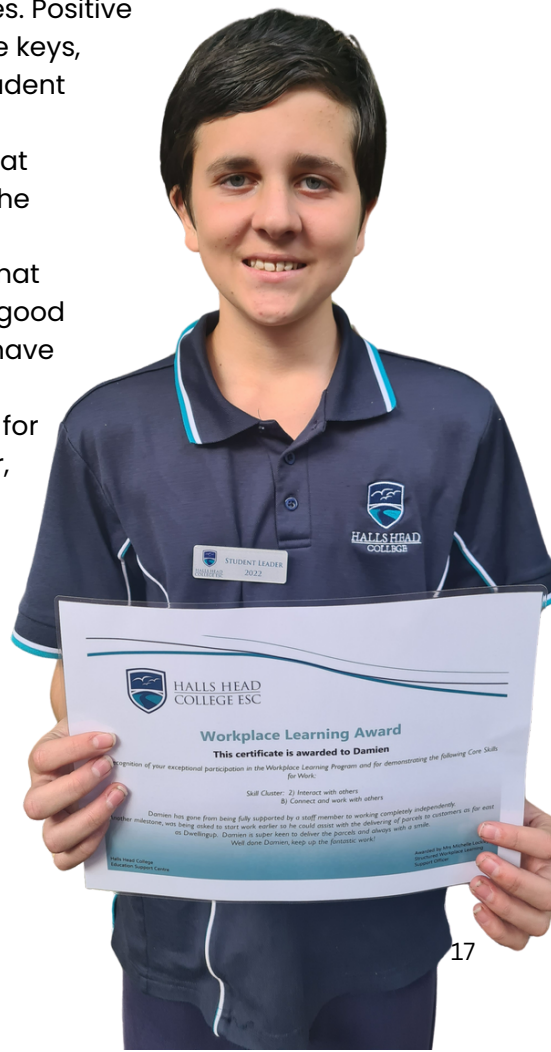
1. All of our students show progress in all 5 keys for success social competencies from Year 7 to 10
2. Increase our whole school attendance rate to above 65% in the regular attendance category
3. Increase our Year 10 attendance rate to above 60% in the regular attendance category
4. Maintain a score of 4.0 or higher for students and parents in the national school survey item 'students feel safe at school'
5. Increase the score rates to 4.0 or higher for students in the national school survey item 'my school takes students opinions seriously'

Special Educational Needs (SEN) Planning

The frameworks in the 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 were included. Teachers continued to develop their skills to effectively use the SEN planning tool, to make concise curriculum adjustments and worked towards identifying clear distinctions between PLP and reporting within SEN. In 2022, we continued to utilise the Personal and Social Capabilities from the WA Curriculum into our school's reporting framework. This will continue to be an area of focus in 2023 for our existing, new, and graduate teachers.

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' blue 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 score on survey items were 4.2 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 4.7 out of 5. In 2022, we continued to have student counselling from our school Psychologist, who supported teachers and administration staff in developing risk management plans for students. Members of the administration team are trained in Gatekeeper, equipping them with the knowledge to perform risk assessments. We worked closely with supporting agencies to support students on and off site. We continued with our Therapy Review Team and a have school officer who coordinates Therapists requests to visit students at school, to ensure goals can be supported in the school environment. Steve and Nina (therapy dog) attended the school each week, visiting classes and providing support with students social-emotional wellbeing. Nina was a delightful addition to our therapy programs, adding dimension in improving student participation. The students enjoyed having Nina visit. She was always full of excitement and love, providing plenty of kisses for everyone in the room and showing off her skills.



Social and Emotional Development

In 2022, 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 were able to track individual student progress against the five areas for each of our students during their time with us. We still have to work on moderating assessments to make our data more reliable.

Following on from our revised Calmer Classrooms and Mindful Meditation training, our school continued CALM mornings. CALM is scheduled across all classes for the first half hour of each school day. CALM is an acronym for; Check in, Advocacy, Learning and Mindfulness. The strict routine of a CALM start to our mornings resulted in our students settling into their work for the day in a much-improved way. We also found that the time for check in allows for pastoral care needs to be addressed.

Our school Psychologist continued to work alongside teachers, giving guidance on how they can incorporate Zones of Regulation into the curriculum. All teaching staff participated in You Can Do It training and two lead teachers, participated in Advanced 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 to develop the school’s Positive Education Plan. Our positive education matrix was published and displayed in all classrooms and other areas of our school, drawing students’ attention, interpretation and understanding.

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 skills to different activities, with the support of staff.

The Student Leaders continued to take on responsibilities and additional roles in 2022, including hosting the assemblies and providing supportive peer roles during break times. Student Leaders engaged a variety of events across the community including; a luncheon at Parliament House with Lisa Munday, representing our school at the Remembrance Day, and attended Skills West Expo in Perth.



Attendance Figures

	2017	2018	2019	2020	2021	2022
School	86.8%	87.0%	89.0%	88.4%	88.0%	85.2%
State	87.8%	87.6%	86.8%	87.3%	84.4%	80.4%

COVID continued to have a significant impact on the school attendance rate in 2022. A high incidence of positive cases in Term 2, led to students who would usually achieve attendance rates of 90% and over, having continuous absences of 5 days or more. Family holidays during the school terms accounted for 20% of unauthorised absences – likely to be a ‘knock on’ effect of COVID restricting travel in previous years. Despite these temporary setbacks, the school saw a significant decrease in the number of unauthorised absences – this is a positive reflection of the success of daily follow up on absences using software to send text messages to parents and persistent monitoring by our Attendance Officer, Deputy Principal and Teachers. Parents and Carers have responded by becoming more proactive in providing feedback to the school when their child is absent.

It must be recognised that a very small number of students have a significant impact on the overall school attendance rate, accounting for 28% of all absences –students who have a history of poor attendance / school refusal, ongoing behaviour and engagement issues or medical conditions. The school works rigorously to support these students and their families by taking a holistic approach whilst following department procedures.

A consistent approach to student behaviour management, daily CALM and student mentors, our school Positive Education Behaviour program and students’ access to specialised Therapy at school under the NDIS Scheme, continues to have a positive impact on school suspensions – the number of suspensions has decreased slightly (12 in 2021, 10 in 2022), but the total number of days students have been absent due to suspensions has dropped noticeably from 18.5 days in 2021 to 13.5 days in 2022.

In summary, when comparing Halls Head ESC’s attendance rate with the state attendance rate for WA public schools, our rate is pleasing but we are unable to compare our rate with the WA State average rate for Education Support schools, because the data is not available. It would also be difficult to make meaningful comparisons because of the differences between Education Support schools which exist. However, if we compare our rate (for years 7-10 students) to that of our closest school, similar in size and demographics, we are significantly better (HHC ESC at 85.2% compared to the other school at 78.6%).



Transition

Our annual student transition program is an important strategy in supporting student Health and Wellbeing. Our program has two phases. Phase 1 was for incoming students transitioning from primary school, predominantly from our 'partner' primary schools, Meadow Springs Education Support Centre, and Riverside Education Support Centre. In 2022 we had 16 transitioning Year 6 students – 8 from Riverside Education Support Centre, 4 from Meadow Springs Education Support Centre, 1 from St Damien's Catholic Primary School, 1 from Falcon Primary School, 1 from Babakin Primary School and 1 student that was home schooled. Our Transition Coordinator visited some 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 involved our Year 10 students transition to John Tonkin College Education Support Centre (JTC ESC) or other settings for their final schooling years. During Terms 2 and 3, staff from the JTC ESC visited HHC ESC to conduct observations of students. Students also went over to JTC ESC for transition visits to build relationships with staff and become familiar with the school. 12 students from our year 10 cohort transitioned to Year 11 at JTC ESC and 1 student transitioned to Halls Head College's Big Picture Program.

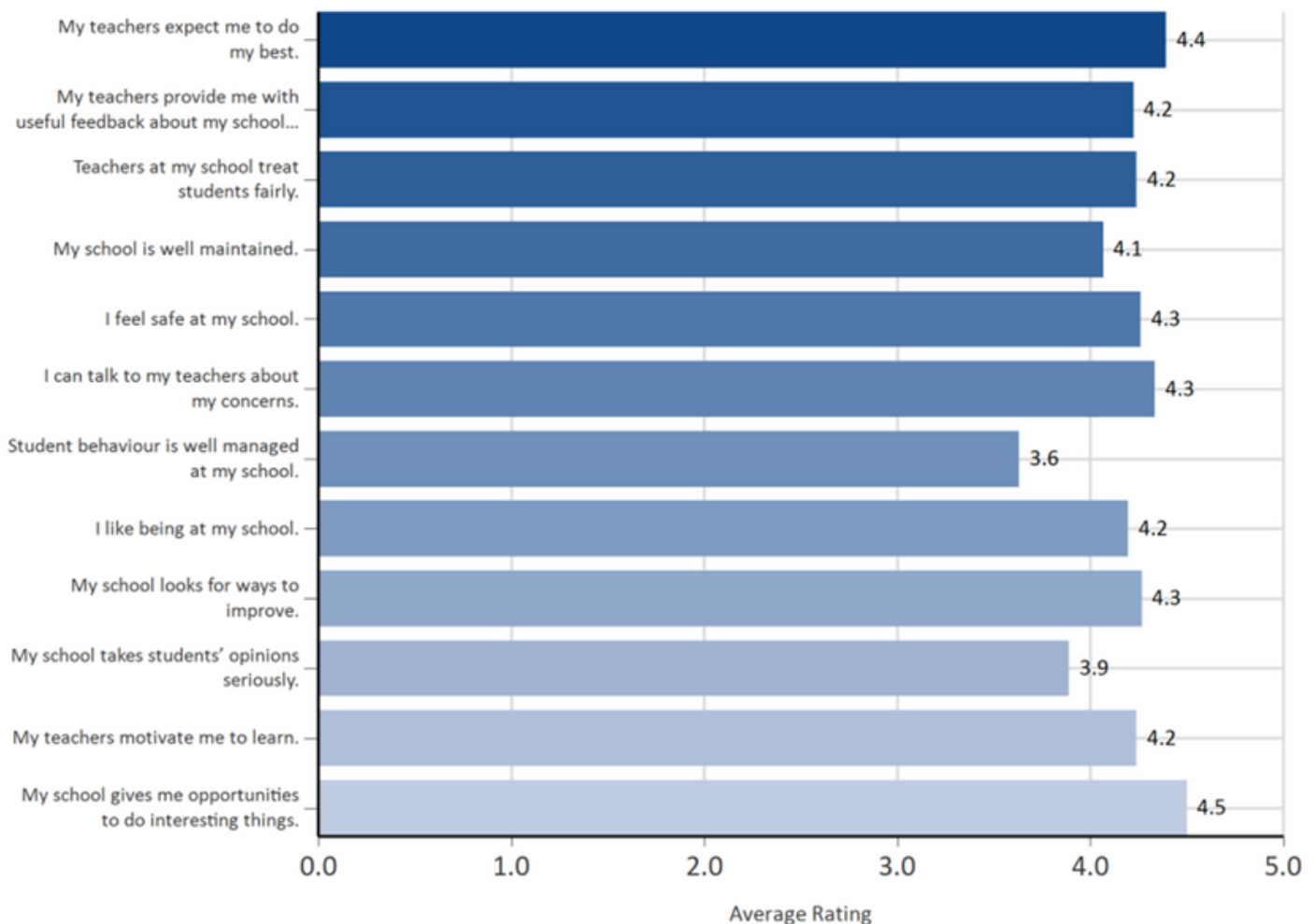
School Community Satisfaction Surveys

As part of our ongoing self-assessment and review processes in 2022, 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".



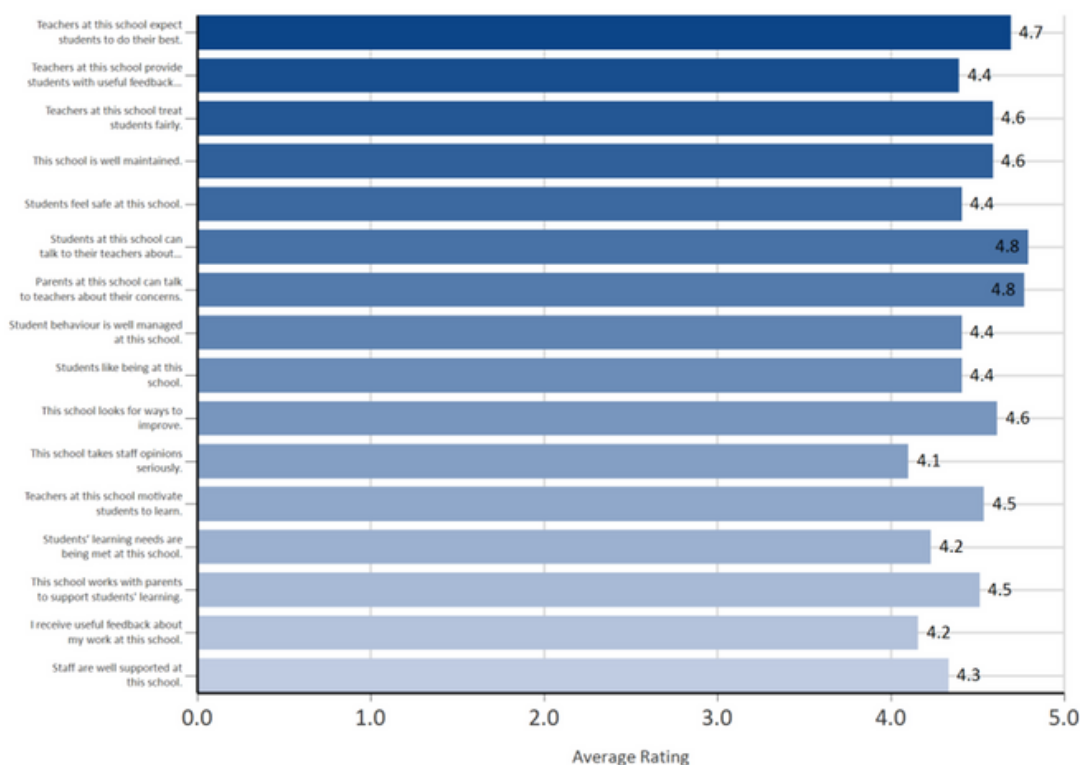
Student Survey

All students completed a survey, some with assistance from staff where required. Results from this survey were some of the highest scores we have seen over the past 3 years. This very positive result shows the continued improvement that the school undertakes to support our students with the lowest score of 3.6 out of 5 for the statement “Student behaviour is well managed at this school”. This score is up from the previous 3 years, which reflects the continued behaviour management strategies and programs that have been developed and implemented over the years. The highest rating of 4.5 out of 5 was for the statement “My school gives me opportunities to do interesting things” and reflects the diverse programs the school runs each year. Rating highly at 4.3 or higher out of 5 in statements such as “I feel safe at my school”, “I can talk to my teachers about my concerns”, and “My school looks for ways to improve”. This reflects the engaging programs delivered by our teachers and the rapport between staff and students.



Staff Survey

The annual whole school staff satisfaction survey presented positive results, with the lowest score of 4.1 out of 5 for the statement “This school takes staff opinions seriously”, up from last year. We continue to work regularly with students, their parents and carers as well as outside agencies to assist students to achieve their best possible outcomes. High scores for statements such as “Teachers at this school expect students to do their best”, “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 class teams, and strong community relationships.

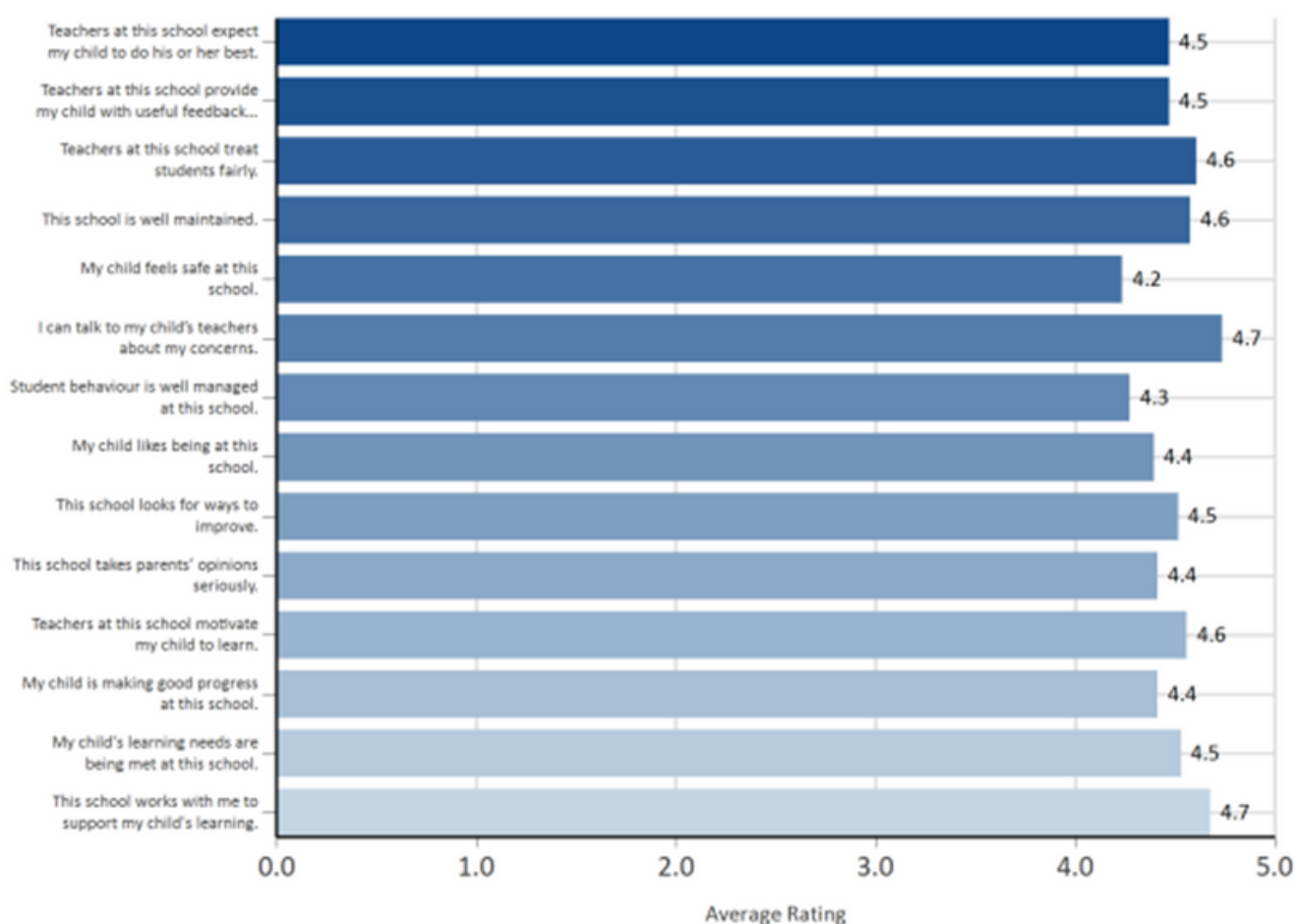


Staff Wellbeing

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. With the committee organising 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. Education Assistants are surveyed annually for their preferred job aspects and special skills or interests. The feedback is used in staffing placements and timetable decision making.

Parent Survey

The majority of our parents/carers completed the 2022 survey. 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 "My student feels safe at this school". This comment reflects the continued improvement to our behaviour management strategies and programs that have been developed and implemented over the years. The highest score of 4.7 out of 5 were for the statements, "I can talk to my child's teacher about my concerns", and "This school works with me to support my child's learning", 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", "This school is well maintained", and "Teachers at this school motivate my child to learn" with a 4.6 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 results shown below support the hard work and effort staff and students have put into improving and maintaining our classrooms, surrounding grounds and the diverse programs we offer to our students.



Sustainability

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

1. The school will regularly audit waste and employ strategies from our waste management plan to ensure we improve waste recovery to 80%
2. The school community and the City of Mandurah will jointly manage areas of forest and beaches to facilitate carbon sequestration and improve biodiversity. To facilitate this, the school will grow and supply trees and shrubs from our nursery
3. During the next four years 12,000 trees and shrubs will be planted representing the number of students attending schools in the district
4. Our school will raise awareness, increase community engagement, and improve understanding of local Aboriginal culture and sustainable practices
5. The school will aim to reduce printing costs by 10% including office and classroom usage

Eco Leaders

Our Eco Leader students consistently 'stepped up' to represent themselves and the school. It was a privilege, once again, to see the self-confidence and pride developed through their ownership and self-determination. When students were given an opportunity to lead, it is these little responsibilities that make the difference. From choosing what equipment is needed to complete tasks, when to stop for breaks, or how to manage time, acquiring these skills forms the basis of work readiness and independence for later in life. Together with the rewards of proudly showcasing their work to the public or standing in front of a restored sand dune, students worked hard to demonstrate what a small group of motivated young people can achieve.

The City of Mandurah continued to work in partnership with us and valued our contribution to bushland and waterways. Together we developed a lasting relationship where both our school and local community have benefited. With trust and an ongoing commitment to clear and open communication the school envisages many more years together.



Developing staff understanding and capacity in sustainable practises

Sustainability at Halls Head College ESC is a priority. We employed a fulltime teacher to manage the program, with every student participating twice per week in hands on learning activities that involve making a difference to the environment both physically and socially. Staff and students took great pride in showcasing achievements and enjoyed working in a well-organised, calming learning environment. Our chickens formed the hub of the system where they were fed organic matter, that lead to a supply of eggs and manure. The manure was fed to the worm farms and in turn, castings were placed in the vegetable gardens and around the fruit trees. Our soil was made on site using recycled cardboard compost and manure.

Our recycling system was well established with metal taken to recyclers once per term. Cleaners have 'little to do', with students managing all waste from classes and the playground. Plastics, cardboard, glass and other recyclables are sorted and left in yellow bins for council trucks to remove each fortnight. Cans and bottles were collected and sold to recyclers as needed.

Organic waste generated from the gardens went into compost or was taken by our Eco Leaders team to be used in restoration work. Our commercial nursery produced 2000 trees and shrubs this year with the majority sold to customers, remaining stock is planted by our Eco Leaders.

The school has a well-established reputation in the community with its pragmatic approach to climate change. We continued to have our forest offset carbon and offer students the opportunity to reverse climate change by planting more trees. As students completed outside activities, teamwork, cooperation, sharing, getting along, and resilience were tested. Working in the natural environment was an experience for many who are accustomed to working within the limits of a classroom. Expanding student's knowledge of nature and the difficult challenges it presents were healthy learning experiences. Our school developed Scope and Sequence documents across learning areas where EFS (Education for Sustainability) was taught within classrooms. Students who attend our school were taught Sustainable Practices. We continued to take pride in the knowledge that we are contributing to a generation who understand how important the planet is and how to look after it.



School Self Assessment

In addition to data referred to throughout this document, our school self-assessment process for 2022 included:

- Ongoing monitoring of our operational plans to check progress against the targets of the 2022–2025 School Plan.
- Monitoring HHC ESC 's progress towards the Aboriginal Cultural Standards Framework
- School committee reports
- Information collected via ongoing feedback from staff and the leadership team through staff performance development processes
- Staff health and wellbeing and effectiveness of teams through our weekly HPT Team Pulse surveys
- The Engaging and Working with your Community Toolkit was used to reflect on how well we engage with our community and to identify strategies for improvement.
- A comprehensive reflection of our school performance against the domains of the Standard for Public School Review took place in 2022. We found that the school was as expected across all domains. This was confirmed by our Public School Review validation process which was completed in December 2022

We also confirmed that there was satisfactory progress on the following areas for school improvement identified in the 2021 School Report

- Implementation of Top Ten Maths program.
- Implementation of PAT Adaptive reading
- Improve staff competence at utilising alternative augmentative communication (AAC) for students who would benefit.
- Develop High Performing Teams (HPT) practices
- Work towards a high capacity school culture, with school wide systems understood and practiced by all
- Continue progress towards being a culturally responsive school against the Aboriginal Cultural Standards Framework

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, and the findings of our 2022 school review, the following are some areas for improvement or consideration moving forward into 2023:

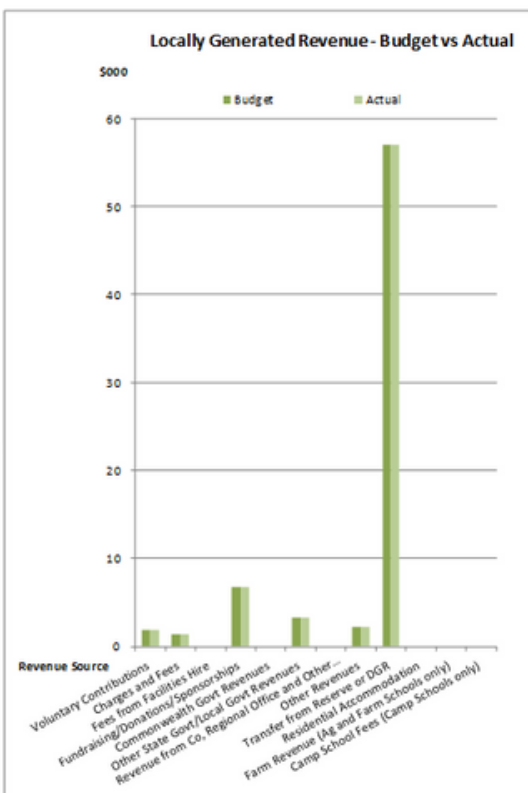
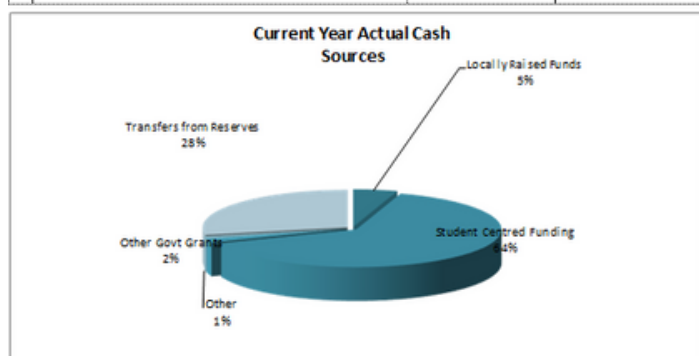
- Improve parent connection through workshops and support connections
- Increase acknowledgement of volunteers and school community supporters
- Connect with other education support centres or schools to share best pedagogical practice, and to affirm and celebrate the work being done at the school.
- Continue intended development of the HPT structure with a focus on quality teaching to drive ongoing collaboration within a safe and supportive environment.
- Further establish of a culture of classroom observation including meeting and feedback norms
- Further develop aspirants' understanding of leadership through engagement in the Western Australian Future Leaders Framework
- Review performance development processes to formalise peer observations and develop coaching skills in teacher leaders
- Familiarise teachers and commence implementation of the Quality Teaching Strategy

Financial Summary

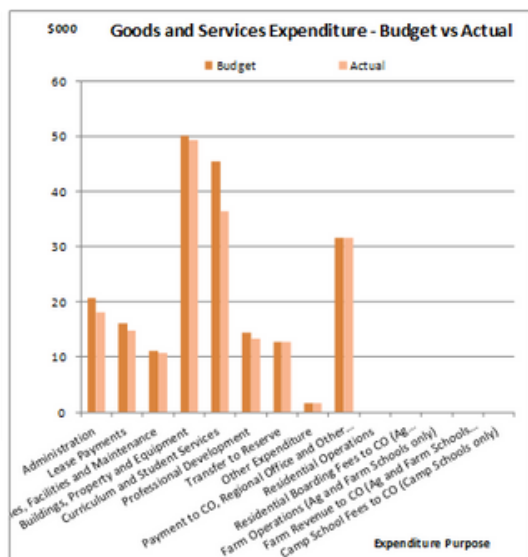
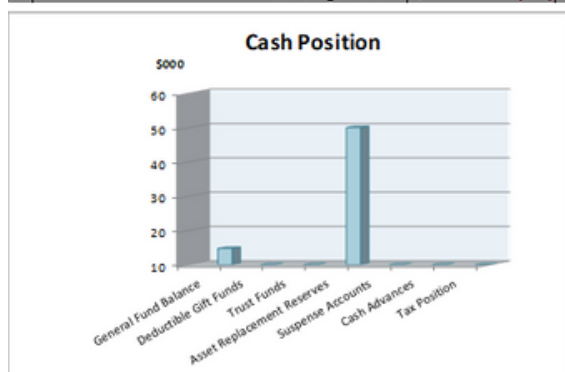
Halls Head College Education Support Centre.

Financial Summary as at 31st December 2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,841.00	\$ 1,841.00
2	Charges and Fees	\$ 1,375.94	\$ 1,375.94
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 6,746.35	\$ 6,746.35
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,300.00	\$ 3,300.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 2,162.03	\$ 2,162.31
9	Transfer from Reserve or DGR	\$ 56,993.50	\$ 56,993.50
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 72,418.82	\$ 72,419.10
	Opening Balance	\$ 1,278.50	\$ 1,278.50
	Student Centred Funding	\$ 129,498.14	\$ 129,498.14
	Total Cash Funds Available	\$ 203,195.46	\$ 203,195.74
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 203,195.46	\$ 203,195.74



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 20,585.19	\$ 18,179.83
2	Lease Payments	\$ 16,000.00	\$ 14,857.04
3	Utilities, Facilities and Maintenance	\$ 10,995.06	\$ 10,640.37
4	Buildings, Property and Equipment	\$ 49,948.19	\$ 49,294.22
5	Curriculum and Student Services	\$ 45,395.86	\$ 36,331.11
6	Professional Development	\$ 14,377.99	\$ 13,265.80
7	Transfer to Reserve	\$ 12,798.00	\$ 12,798.00
8	Other Expenditure	\$ 1,590.86	\$ 1,588.56
9	Payment to CO, Regional Office and Other Schools	\$ 31,505.07	\$ 31,505.07
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	\$ 203,196.22	\$ 188,460.00
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 203,196.22	\$ 188,460.00
	Cash Budget Variance	\$ (0.76)	



Cash Position as at:	
Bank Balance	\$ 60,599.61
Made up of:	
1 General Fund Balance	\$ 14,735.74
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 50,006.23
5 Suspense Accounts	\$ 390.64
6 Cash Advances	\$ (400.00)
7 Tax Position	\$ (4,173.00)
Total Bank Balance:	\$ 60,599.61

