



HALLS HEAD COLLEGE ESC

2023 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 2023	10
Endorsed Program Achievements	10
Workplace Learning Opportunities	11
Professional Learning and Performance Development in 2023	12
<i>Effective Leadership and Succession Planning</i>	13
Staff development and Distributed Leadership Opportunities	13
School Board	14
Marketing & Public Relations	14
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 understanding and capacity in sustainable practices	25
School Self-Assessment	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 2023. Our positive learning environment and impressive student achievement have been commended by many in the community. Our Galaxy Choir had an amazing year, wowing their audiences by performing at multiple local events. Our inaugural Spring Fiesta, community engagement event was a resounding success. Our impactful morning CALM program* led us to be recognised as finalists alongside some amazing advocates of mental health and wellbeing at the WA Mental Health Awards.

Our Year 10 student achievement targets were reached with 44 ASDAN portfolios moderated and all Year 10's achieving at least one endorsed program. All Year 10 students demonstrated their 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 "Mary Poppins" as part of their Year 10 English program.

The successes of Year 7, 8 and 9 students this year were also a source of pride. Our Year 7 students enjoyed learning about Ancient Egypt and experiencing the amazing exhibition when it toured Perth. 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 the State average.

Our staff embraced further learning to support our students with literacy skills and AUSLAN as a language to be introduced across our whole school. We now have four staff trained to support AUSLAN learning in 2024, its inaugural year!

As this report will demonstrate, the individual progress of so many of our students in 2023 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 2023 another successful year at Halls Head College Education Support Centre. Finally, I would like to acknowledge our school board who have enthusiastically supported our school's commitment to continued improvement and I would like to offer special thanks to our School Board Chair, Tim Hartland, who is resigning from his position after serving our school community for over seven years.

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

The 2023 school year was once again a very successful and positive year at Halls Head College Education Support Centre and the school board were happy to be able to enjoy the many activities throughout the year, including the assemblies and the fabulous Spring Fiesta. Thank you to all the staff and students for including us and always making us feel so welcome.



One of the highlights of 2023 was once again having our school nominated for an award. This time as a finalist at the WA Mental Health Awards in the Mentally Healthy Education category. This was an acknowledgement of the commitment of our staff to student pastoral care and specifically our school's commended CALM morning program. Some board members also enjoyed the wonderful performances of our Galaxy Choir at one of their many community performances throughout 2023. The Galaxy Choir delighted audiences at the Mandurah Senior Citizens Centre, WAGSMS (Western Australian Government Schools Music Society) and also at the opening event of the International Day for People with Disabilities at MPAC. As always, the year ended with a wonderful Year 10 farewell assembly and school end-of-year celebration.

The board was pleased to welcome some fresh faces in 2023. Community members, Lisa Munday, MLA Dawesville and Lisa Kelly, a local businesswoman, community advocate and 2024 Mandurah Citizen of the Year. We were also happy to welcome Nicki Wright and Alana Grant as new parent members. Sadly, we farewelled long-serving board members Graeme Dixon (staff representative), Tracey Silk (community member) and our board chairperson, Tim Hartland. We thank them all for their service to our school board. Each of them volunteered their energy, goodwill, skills and passion for over seven years! We appreciate all they have contributed.

On behalf of the board, I would like to say thank you to all the teachers, education assistants, the school leadership team, school officers, parents, carers and most importantly the wonderful students.

All your hard work and commitment make our school community a place where the students can thrive. I look forward to the continued success of our students, staff and school in 2024.

Sarah Cousins
Chair School Board (interim)








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 2023, our school had 61 students from Years 7 - 10.

Year 7	Year 8	Year 9	Year 10
16	18	15	12

In 2023, the Principal, 2 Deputy Principals' and Manager of Corporate Services were supported in the office by 3 FTE School Officers, 0.8 FTE Workplace Learning Officer and a 0.4 FTE Marketing Officer. Also supporting in the school were 10.6 FTE Teachers and 22.6 FTE Support staff. Support staff included a 0.2 FTE School Psychologist, and 22.04 FTE Education Assistants. Our student leaders also supported our school in 2023.

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 the necessary skills, desire and talent through **Effective Leadership and Succession Planning**. In 2023, we identified and commenced 4 teachers on the WA Future Leaders Framework program.

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 continued to allow teachers the time to share and moderate more regularly. Top Ten Maths, PAT Reading Adaptive and PM Benchmark Reading were used to assess baseline skills and progress in Literacy and Numeracy for students working at Foundation level 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. Five staff participated in Multi-Lit training in 2023 to reinstate our regular cycle of Multi-Lit assessment with a plan to administer and deliver the program in 2024 to those students receiving targeted support with reading. PAT Reading Adaptive, PM Benchmark, Top Ten Maths and ABLEWA assessment data reflect an upward trend of achievement.

2022 was the first year for longitudinal data to be gathered for students working pre-foundation using the ABLEWA Trackers. 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. The ROCC was not utilised in 2023; however, will be revisited in 2024.

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, The Arts and Languages, General Physical Education and Health lessons were provided by ESC trained staff in 2023. 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 students were enrolled in the Keys for Life Pre-Drivers Education Program. All our students had weekly lessons focusing 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 PAT Reading Adaptive and PM Benchmark baseline testing for Year 7 and new students You Can Do It- Social and Emotional skills rubric
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 (no student participation 2023).
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 Online Literacy and Numeracy Assessment (OLNA) testing for Year 10 students (one student participated in 2023)

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 (assemblies were held with students, staff and parents/carers in attendance); 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 throughout the year.

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

	2019	2020	2021	2022	2023
Literacy	86%	79%	86%	88%	83%
Numeracy	89%	77%	89%	86%	79%
Social	81%	77%	76%	83%	75%

PLP goal achievement reflects teacher judgements of individual student progress based on formal and informal assessments, observations and anecdotal evidence gathered over each semester. Our teachers set challenging yet achievable goals. We are pleased with the percentages of goals achieved by our students.

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 procedures for Multi-Lit were updated and refresher courses and training were offered to staff in Term 4 to facilitate reinstatement in 2024. 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 2023.

NAPLAN results 2023

All students were exempt from participation.

Endorsed Program Achievements

During 2023 we had 12 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
Moving Forward	5
Knowing How	1
Feeling Good	1

ASDAN Towards Independence

Business Enterprise	5
Recognising Everyday Signs	3
Work Awareness	6

Living Independently Short Course

6

Eco Leader 1

1

Authority Developed WPL

4

Keys for Life - Pre Driver

9



We supported current and new staff in developing their understanding of ASDAN 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 2023. 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 by the completion of their Core Skills for Work and employer feedback results.

On the 25th of October 2023, the Year 10 students hosted a WPL appreciation afternoon tea, which was part of the inaugural Spring Fiesta, to thank their employers for their support throughout the year. School Board members attended the event along with 3 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

Falcon eLibrary

Austin Cove Early Learning Centre

Coles Mandurah Forum

Coles Pinjarra

Mandurah Scooters

Falcon Auto Parts

Meadow Springs Early Learning Centre

Peel Auto Centre WA

Reds Zoo

South Coast Electrics

Vinnies Halls Head

Professional Learning and Performance Development in 2023

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 2023 was \$30,265.34 spent on the courses and \$16,214.89 in salaries for relief staff.

All staff participated in the following professional learning during 2023:

- Positive Education Plan
- Mindful Meditation refresher
- HPT refresher
- HPT next steps
- OH&S Review
- A Framework for Understanding Poverty
- Consent2Go (Teachers)
- One Drive

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

- Graduate Teacher Module 3 - 2 days
- Graduate Teacher Module 4 - 2 days
- Waste Sorted Schools
- WAESPAA Big Day Out
- WAESPAA Conference
- Recruitment and selection panel training
- PLIS
- Team Teach - 2 days (7 Staff)
- Health and Safety conference
- Sexuality and Disability - 2 days
- SMERO - Regional update for Principals
- Personal Attributes - 2 days
- Multit-Lit Reading Tutor Program - 2 days
- Gatekeeper Suicide Prevention refresher
- Caught in the Crossfire Training
- SIS Classic RM Billing Secondary - 2 days
- Taking your Schools Wellbeing to the next level
- Epilepsy Essentials, Administration of Medication
- Asset Manager Training
- SIS Classic RM Finance - 3 days
- SIS Classic Student Health Care Data Entry
- Performance Management Training
- Emerging and Team Leaders
- Career Conversations for Schools
- Social Media Marketing Conference - 2 days
- Collaboration with fellow Marketing Officer (Harrisdale Primary)
- Surf Rescue Re-Qualification
- SIS Classic Administration Manager Data Entry & Procedures
- Performance Management to Lead Teaching
- AUSLAN Online Course 1 & 2 (4 staff)
- Student Behaviour in Public Schools policy & procedures
- Supporting Puberty & Adolescence SECCA
- Pathological Demand Avoidance
- Western Australian Association of Teacher Assistants Conference - 2 days

Effective Leadership and Succession Planning

This section outlines strategies and evidence about the following school targets in 2023:

1. Developing the 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 & Distributed Leadership Opportunities

In 2023 we continued building the capacity of our staff at many levels. We introduced the Future Leaders Framework to identify and support teacher leaders. We had four teachers accepted into the program. This will provide them with a framework for developing their leadership skills through targeted training, leadership opportunities and mentoring. We also had eight education assistants recognised as "Advanced" education assistants, acknowledging their skills, experience and ability to support their colleagues in working with our students. Our "Advanced" education assistants and our "Future Leaders" teachers have all identified areas where they will provide leadership in the school. All school staff have embraced the Higher Performing Teams (HPT) approach to meetings and school systems with further whole-staff training. Our November 2023 staff pulse results showed that our schools' team collective efficacy score sat at 77.73%. This is above the Australian school normative data which was 65.19%

Our 2023 school committees and working groups encouraged all staff to be actively involved and assume leadership roles at many levels across the school.

In 2023, 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. We were able to tap into staff skills and interests to offer personal interest programs (PIP's) to our students. The principal serves on 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.



School Board

The School Board met five times in 2023, including an AGM (Annual General Meeting) in Term 2. The Board is effective in supporting the school to implement our school improvement strategies and work towards our targets. The community advocacy of our board benefits our school immensely. The 2024 school board will consist of ten members. We have six community members, one being a P&C representative, and two being previous parent members. We have two strong community advocates and an ex-staff member. There are two current parent members and two staff representatives including the school principal.

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 can complete required tasks. School Board members were invited to various events throughout the school year, including assemblies, the Spring Fiesta 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 2024.

Marketing & Public Relations

During 2023, we continued to market our school by implementing an integrated marketing approach and cohesive branding. This included the finalisation of the school's new website, as well as a new email signature and presentation documents. As a result, our school's branding is now cohesive and mirrors that of our vision -Nurture, Growth, Connections.

Our main focus for 2023 was to strengthen our Community Connections. To achieve this, we held many after-school events showcasing our students' learning journey as well as providing a welcoming environment to seek out information and support. These events included a New Student and Teacher Meet and Greet and a School Open Night. Our largest event for the year took place during Term 4, where we opened our doors to the Mandurah community so they could engage with local disability support organisations and providers. Titled the Spring Fiesta, approximately 100 people attended and were entertained by DJ Incredible, Kreation by Kerry and over 10 disability support providers.

Our school and our student body were represented at numerous events during 2023. Our student leaders were invited to take part in the Mandurah Youth Leadership Forum and were asked to MC the Mandurah International Day of People with Disability event, our choir also opened this event. Choir performances also took place at West Australian Government Schools Music Society performance and the Mandurah Senior Citizens Centre. Our commitment to the mental health of both staff and students was recognised with our school being selected as a Finalist in the 2023 WA Mentally Healthy Awards.

Our social media presence continued to grow in 2023. Visits to our Facebook and Instagram pages doubled to 26,700 and we gained 10 new followers. Insights also show that our followers are becoming more engaged with our online presence with content interactions increasing year on year.

Aboriginal Cultural Standards Framework Implementation

2023 began with our operational plan firmly in place. With assistance from our Aboriginal Cultural Standard Framework committee, new staff were inducted on school policy and were offered support to ensure a smooth commencement.

The City of Mandurah hosts the Thomas Dambo's Giants Art project, we took the opportunity to make full use of this project and held an excursion to explore the Mandurah bushland and Peel-Yalgorup wetland system in the presence of 'The Giants'. Students participated in a yarning circle and learnt about the Indigenous connections to our community.

We also invited Yirra Yaakin, a Perth based theatre company, to entertain us with a fun and interactive production called "Lingo Lah Lah". With a focus on the Noongar language, it taught us about forgiveness, kindness and the power of words. Both staff and students came away inspired by its simple message of inclusion and seeing each other as people united working towards a common goal of understanding.

We have built and planted an Indigenous edible food garden within the school grounds, displayed both the Aboriginal flag and Australian flags at key events and discussed the six Noongar seasons during assemblies and within school newsletters

We have enjoyed the positive outcomes from our 'Spring Fiesta' which began with a Welcome to Country performed by Trevor Stack, who spoke about the importance of connections and community.



Community Connections, Incursions and Excursions

Community participation events and incursions during 2023 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 Access program
- Self-care science program
- Visits from Nina (therapy dog) and Steve
- Keys 4 Life
- Spring Fiesta
- Yirra Yaakin presentation
- Youth Police Officer Talk
- International Day of People with Disability Event – Student Leaders
- Athletic Australia – coaching sessions.
- 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 afternoon tea
- Halls Head College Sports Day
- Music Rocks
- Choir Performances – John Tonkin College, Mandurah Senior Citizens Centre, Mandurah Performing Arts Centre, West Australian Government Schools Music Society
- Mandurah Inclusion Group
- Anzac Day Ceremony with Halls Head College
- First Aid
- JTC ESC Disability expo at Mandurah Forum Shopping Centre
- Reptiles incursion
- School Open Night

Excursions were also encouraged as they advance community connections, whilst developing life skills for our students. Some of the 2023 excursions for students included:

- Year 7 Swimming lessons at Aquatic Centre
- Live theatre production of Mary Poppins the musical at the Crown Theatre
- Halls Head and Mandurah Forum shops
- Student Leaders attend Youth Leadership Forum
- Student Leader Lunch at Parliament House
- Parliament House
- Fishabilities program
- RAC Back Seat Safety
- International Day for People with Disabilities- MPAC
- Serpentine Dam
- Choir Performances
- Year 10 end of year dinner
- Eco Leaders
- Skills West Expo
- Business Enterprise end of year corporate lunch
- Bike riding
- RAC bstreetsmart Expo
- Reading Cinema
- Mandurah Museum
- Mandurah Art Trail and Foreshore
- Perth Museum
- Circus Quirkus
- Thomas Dambo Giants



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's. Goals linked to collaborative planning, communication, social competencies, health care, toileting and hygiene, mealtime management, mobility, self-regulation, 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 to work towards identifying clear distinctions between PLP and reporting within SEN. In 2023, 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 2024 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 was 4.1 out of a possible 5. The results were also reflected in the survey comments from parents. In the Parent/Carer survey, the results were very pleasing—a common reflection that "I can talk to my child's teacher about my concerns", as well as "My child likes being at this school", had a score of 4.5 out of 5. In 2023, 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 have a school officer who coordinates Therapists requests to visit students at school, to ensure goals can be supported in the school environment.



Social and Emotional Development

In 2023, 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 work to do 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 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 2023, 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 Anzac Day Ceremony and attended the Skills West Expo in Perth.



Attendance Figures

	2018	2019	2020	2021	2022	2023
School	87.0%	89.0%	88.4%	88.0%	85.2%	83%
State	87.6%	86.8%	87.3%	84.4%	80.4%	82.5%

It must be recognised that a very small number of students have a significant impact on the overall school attendance rate, accounting for 41.7% 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 (10 in 2022, 7 in 2023), but the total number of days students have been absent due to suspensions has increased noticeably from 13.5 days in 2022 to 39.5 days in 2023.

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. It would 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 83% compared to the other school at 82.5%).



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 2023 we had 11 transitioning Year 6 students – 6 from Riverside Education Support Centre, 1 from Meadow Springs Education Support Centre, 1 from Oakwood Primary School, 1 from Falcon Primary School, 1 student from NSW and we also supported HHC with 1 student enrolling under section 24 from Glencoe Primary School. Our Transition Support Officer visited some of the primary schools and conducted observations of students throughout the year and then organised visits to HHC ESC to enable students in becoming 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 senior schooling. 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. 11 students from our Year 10 cohort transitioned to Year 11 at JTC ESC and 1 student enrolled in a school north of the river. We also had 2 students that transitioned to other schools earlier in the year, 1 student enrolling at Malibu School and the other student enrolling at Karratha SHS.

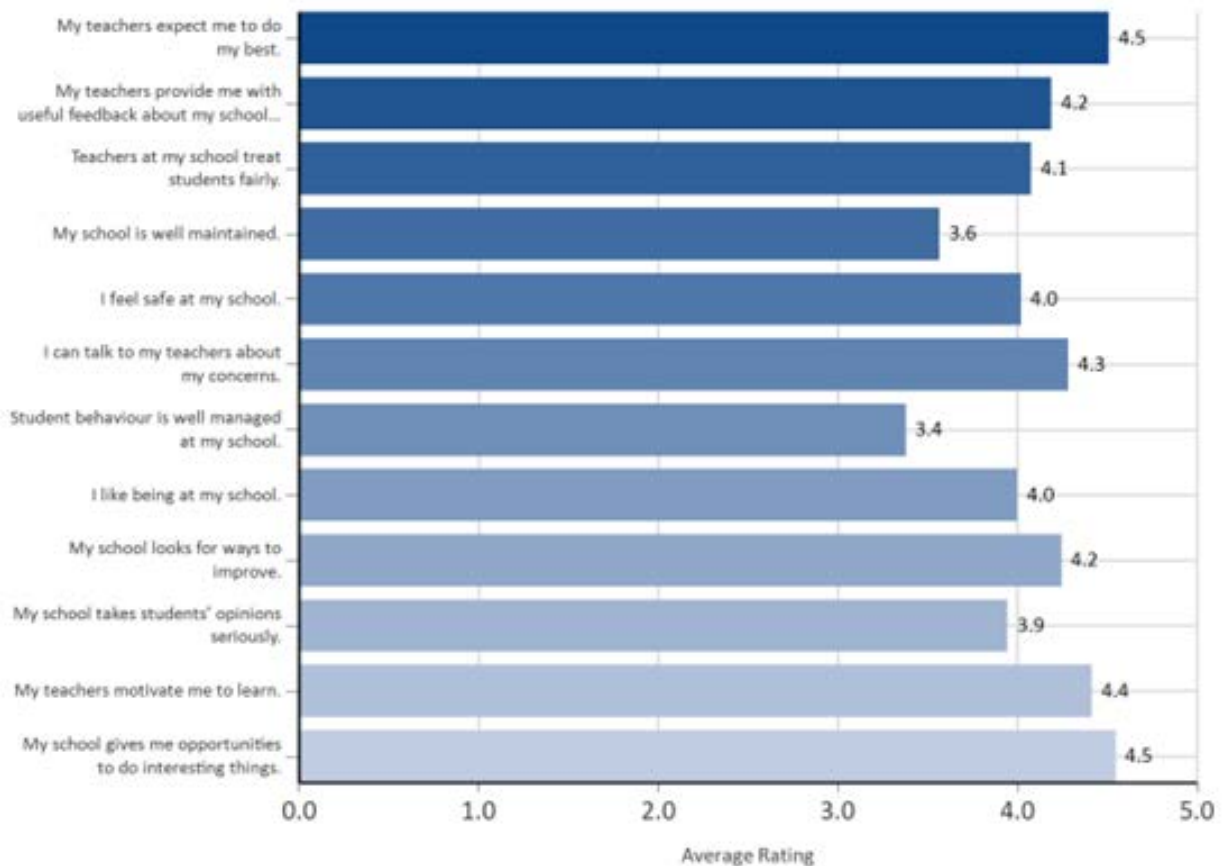
School Community Satisfaction Surveys

As part of our ongoing self-assessment and review processes in 2023, HHC ESC surveyed different groups within our community. All results showed a predominantly high level of satisfaction with "Teaching staff being approachable", "Students are being motivated and supported to achieve", "Interesting programs provided by the school" and "Students like being at this school". 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".



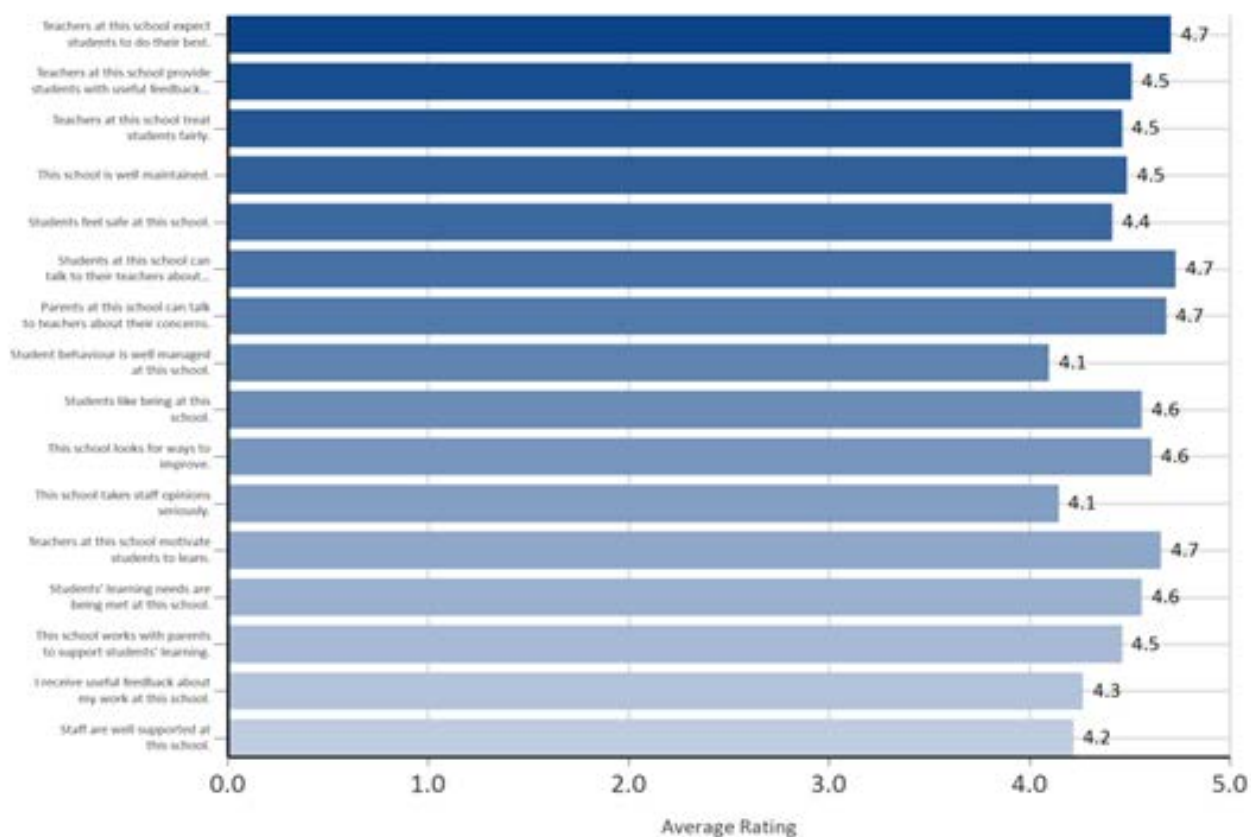
Student Survey

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 3.4 out of 5 for the statement "Student behaviour is well managed at this school". This score is slightly down from the previous year, which is supported by 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 statements "My teachers expect me to do my best" and "My school gives me opportunities to do interesting things", which reflects the diverse programs the school runs each year. Rating highly at 4.3 or higher out of 5 in statements such as "I can talk to my teachers about my concerns", and "My teachers motivate me to learn". 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 "Student behaviour is well managed at this school" and "This school takes staff opinions seriously". 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", "Parents at this school can talk to teachers about their concerns", and "Teachers at this school motivate students to learn", 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.

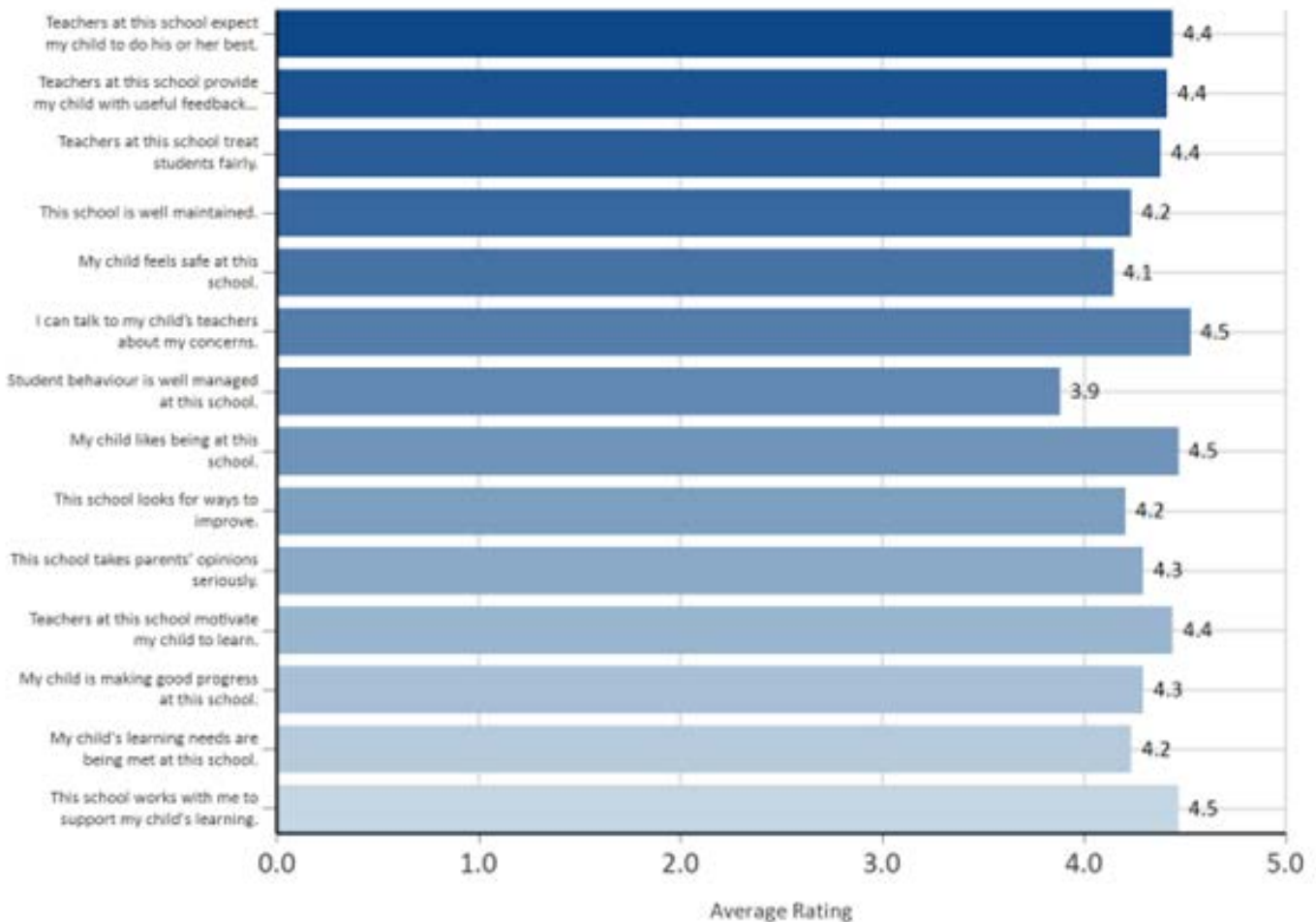


Staff Wellbeing

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/carer's completed the 2023 survey. Results show all responses had a rating of 3.9 and above out of 5. The lowest score of 3.9 was for the statement "Student behaviour is well managed 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 4.5 out of 5 were for the statements, "I can talk to my child's teacher about my concerns", "My child likes being at this school" 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 4.4 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

Eco Leader students made steady progress in their participation, engagement and learning in 2023. Students took on leadership roles and worked together in harmony, showing improved respect to each other and staff. The presence of our Eco Leader team on the beach and adjacent parklands, is well known amongst residents who take an interest in their work and complement them on their ability and knowledge. It was pleasing to see our local community engaging with students who gained great satisfaction and pride from the experience.

Students took on the role of custodians for two beaches and a local park in Mandurah. The focus of work was to prepare degraded areas, revegetate and maintain. With this came a variety of practical skills from loading trailers, growing shrubs, to operating pumps and watering equipment. Teamwork, the ability to share and negotiate came to the fore. Staff from the City of Mandurah are thankful for the contribution our Eco Leaders made in assisting with planting and rehabilitation.



Developing understanding and capacity in sustainable practises

Sustainability at Halls Head College ESC is a priority. We employed a full-time teacher and education assistant to manage the program and commenced a succession plan to replace retiring staff. Every student participated 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 1500 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 continues to implement and review Scope and Sequence documents across learning areas where EFS (Education for Sustainability) was taught within classrooms. Students who attend our school were taught Sustainable Practises. 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 2023 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.
- Staff health and wellbeing and effectiveness of teams through our weekly HPT Team Pulse surveys
- The results and feedback from the School culture survey.

We also confirmed that there was satisfactory progress on the following areas for school improvement identified in the 2022 School Report

- Improve parent connection through workshops and support connections.
- Continue the intended development of the HPT structure with a focus on quality teaching to drive ongoing collaboration within a safe and supportive environment.
- Further develop aspirants' understanding of leadership through engagement in the Western Australian Future Leaders Framework.
- Familiarise teachers and commence implementation of the Quality Teaching Strategy.

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 into 2024:

- Increase acknowledgement of volunteers and school community supporters
- Connect with other Education Support Centres or schools to learn and share best pedagogical practice and to affirm and celebrate the work being done at the school.
- Further establish of a culture of classroom observation and teacher reflective practice through use of the Swivl technology and instructional coaching.
- Review performance development processes and develop coaching skills in teacher leaders.
- Developing staff skills in data analysis and evidence-based planning and teaching.

Financial Summary

Halls Head College Education Support Centre.
Financial Summary as at 31st December 2023

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	688,679	688,679
Carry Forward (Salary):	642,619	642,619
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	11,526,285	11,522,876
Locally Raised Funds:	740,746	726,043
Total Funds:	13,598,329	13,580,217
EXPENDITURE		
Salaries:	10,544,051	6,839,357
Goods and Services (Cash):	2,329,421	1,348,113
Total Expenditure:	12,873,472	8,187,469
VARIANCE:	724,857	5,392,748

