



HALLS HEAD
COLLEGE ESC

2024 SCHOOL REPORT

Independent Public School



INTRODUCTION

Halls Head College Education Support Centre enrolls secondary students, from Year 7 to Year 10, needing intensive support to achieve their educational and personal development goals. We are a vibrant, caring and successful small school for students with disabilities. 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. We strive to build a culture and community in which our students, staff and families always feel safe, heard and valued.

Our students all have a broad range of curriculum opportunities with shared access to the Halls Head College classes and facilities, our very own purpose-built Life Skills Centre, Powered Shed, Tree Growing Nursery, Vegetable Gardens, Worm Farms and Year 10 Seniors Room. Our Galaxy Choir regularly performs at assemblies and community events. Personal Interest Programs during terms 2 and 3 allow years 7-9 students the autonomy of their learning, when they partake in interest-based activities. In 2024, we transitioned to AUSLAN as the language taught which has allowed communication to expand amongst students and staff. Year 10 programs, including Keys 4 Life, Workplace Learning, Eco Leaders, Business Enterprise, Fishabilites and Community Access enhanced our students' learning and growth, immersing them into the community and building their life skills.

As good as the facilities and programs are, it is our staff and our educational philosophy that makes us an exceptional school. We cater for our students' social, academic and pastoral care, utilising key teachers and mentors to develop nurturing relationships. The HHC ESC school day begins with all students participating in CALM mornings, an initiative which continues to lower behavioural incidents and support student wellbeing. You Can Do It – our social and emotional development program is taught across all areas and allows us to track individual student progress across the areas of resilience, confidence, getting along, organisation and persistence.

Parents and carers continue to play an integral role as partners in the development of educational priorities for their children. Meetings were held during terms 1 and 3 to develop Personal Learning Plans for each of our 62 students. We held numerous engagement events, providing parents and community members the opportunity to be involved with the school. These events included assemblies, a school open night, a teacher meet and greet for new families and our annual Autumn Extravaganza – where we linked our families with disability support organisations, in a fun, informal setting.

Our commitment to sustainability was strengthened in 2024. A waste sorted grant saw our recycling program receive an upheaval, all staff attended professional development via an on-country experience to the Pinjarra massacre site. Local indigenous artist Daniel McHenry

undertook artwork shops with the students, painting a mural which connects our school to our Mandurah waterways, depicting how the waterways were formed.

At the end of 2024, we farewelled four long standing staff members, Deputy Principal Candyce Doorn, Teacher Graeme Dixon and Education Assistants Judy Dean and Sandy Gallagher. Together they played a significant role in our school's journey, helping to shape who we are today. We are grateful for their time with us, and we wish them all the best in their future endeavours.

We would like to thank and acknowledge our staff, parents, students, school board members and our wider community partners, who supported our school during 2024, resulting in another successful, fun and progressive year.



SCHOOL CULTURE AND VALUES

Our culture is one of compassion, care and collaboration with high expectations of: Nurture, Growth, Connection.

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 & STAFF PROFILE

SCHOOL PROFILE

Halls Head College ESC enrolls students between Years 7 and 10 and shares a campus with Halls Head College. The campus occupies a large site with access to sporting facilities, including a community recreation centre. All buildings are wheelchair accessible and include a Performing Arts Centre, Library and Design and Technology Workshops. In 2024, HHC ESC occupied 8 classrooms, as well as a purpose-built workshop and life skills centre. The life skills centre encompasses a kitchen, laundry, shade house, vegetable and herb gardens, composting and worm farms. There is also a simulated office within our senior room – allowing our Year 10 students to undertake practical applications during Business Enterprise.

“Supportive, warm and welcoming environment for both staff and student”
HHC ESC Staff Member



STAFF PROFILE

In 2024, our Principal, two Deputy Principals' and Manager Corporate Services were supported in the office by five School Officers at 3.90FTE, including a Workplace Learning and Transition Officer 0.80FTE and a Communications and Marketing Officer 0.60FTE.

Also supporting the students were 14 Teachers at 11.80FTE and 29 Support staff at 23.80FTE. Support staff included a School Psychologist 0.40FTE, School Chaplain 0.40FTE, 11 Advanced Education Assistants at 10.20FTE and 16 level 3 Education Assistants at 12.80FTE.



STUDENT PROFILE & ATTENDANCE

STUDENT PROFILE

In 2024, 62 students travelled from the cities of Mandurah, Rockingham and Pinjarra to attend HHC ESC. All students enrolled with us have a diagnosed intellectual disability and/or autism spectrum disorder which require significant teaching and learning adjustments. Our students are from a diverse range of backgrounds and according to the ICSEA, Halls Head College ESC is located within the 23rd percentile for socio-educational advantage, meaning that 77% of our students are more educationally disadvantaged than other in Australia.

In Semester Two 2024, our school enrolled 62 students from Years 7 – 10.

Year 7	Year 8	Year 9	Year 10
11	19	17	15

“The best thing about HHC ESC are the fun activities and the teachers”
Year 10 student

ATTENDANCE

Our attendance rate for 2024 was 78.4%, a decrease from the previous year of 83% and below the 2024 state average of 82.2%. When comparing these figures, it is important that we take into consideration that as a small school, a very small number of students have a significant impact on our overall attendance rate. In 2024, our school enrolled a significantly high number of students with complex needs including severe mental health concerns, an inability to complete a full day of schooling and historical school refusal. This has led to a decrease in our overall school attendance and an increase in the number of students appearing in the severe risk category.

For those highlighted in the at-risk categories, support was offered to these students and their families. Including case management, onsite therapy appointments, consistent and connected practices, CALM mornings and student mentors. Incentives to encourage regular attendance took place in 2024, including a bike giveaway, prizes and an attendance week initiative.

	2019	2020	2021	2022	2023	2024
School	89.0%	88.4%	88.0%	85.2%	83%	78.4%
State	86.8%	87.3%	84.4%	80.4%	82.5%	82.2%



STUDENT ACHIEVEMENT

Year 9 and 10 ASDAN

During 2024 we had 15 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.

2024, was the first year that ASDAN was introduced, delivered and moderated to 17 year 9 students.

75 modules were registered for external moderation, with the outcome of all being deemed as achieved

Completed ASDAN Modules

Program	Students Completed
ASDAN Transition Challenge	
Making Choices	8
Moving Forward	15
Knowing How	13
ASDAN Towards Independence	
Work Awareness	8
Business Enterprise	7
Eco Leader1	8
Authority Developed WPL	7
Keys 4 Life - Pre Driver	9

Workplace Learning

The Year 10 students engaged in various aspects of HHC ESC's Workplace Learning (WPL) Program throughout 2024. 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.



“The school is good. I like
my teacher
and my friends”
Year 7 student

STAFF ACHIEVEMENT & DEVELOPMENT

The expenditure on staff professional learning in 2024 was \$8,684.67 from the cash budget spent on the courses and \$26,194.92 from the salaries budget for relief staff.

All staff participated in the following professional learning during 2024:

- Trauma Informed Practice
- Adult Co Regulation Workshop
- HPT Refresher
- HPT Next Steps
- Marketing and Branding
- Cultural Awareness
- CALM Refresher Training

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

- Graduate Teacher Module 1 – 2 days
- Graduate Teacher Module 2 – 2 days
- Consent2Go
- Elastik
- Kaartdijin
- OHS Representative Course – 4 days
- Leading your Classroom Team – 2 staff, 2 days
- Leadership Professional Learning
- Personal Attributes- Trust and Interpersonal Acumen – 2 days
- WAESPAA Conference – 2 days
- Department of Education – Leadership Centre
- Principal Health and Wellbeing

- Career Development Forum – 2 staff, 2 days
- ASDAN Training
- DigiTech Lego SPIKE
- First Aid Training
- Introduction to the Disability Resourcing System
- WAESPAA Connections Day
- Gatekeeper Suicide Presentation training – 2 days
- SMER Student Services
- Positive Schools – 2 staff
- Mandurah School Conference – 3 days
- Recruitment and Selection Panel Training
- Design and Technology Risk Management Training
- Social Media Marketing Conference – 2 days
- FMIS: Assets and Resources
- FMIS: Tools for Schools = Assets and Resource Replacement
- Communication Skills Training
- AUSLAN Observations
- FMIS: Tools for Schools – Assets and Resources Replacement Planning
- FMIS: End of Financial Procedures
- Grant Writers Showcase
- TACOAC
- End of Year Processes
- Collaboration with fellow Education Support Schools (Education Assistance)



COMMUNITY ENGAGEMENT

In 2024, staff and students took part in the following community engagement events, incursions and excursions:

- Literacy and Numeracy Week
- R U Ok? Day - alongside HHC
- Year 7 Teacher Meet and Greet
- Year 6 transition to HHC ESC
- Year 10 transition to JTC ESC
- NAIDOC Week - alongside HHC
- World Teachers Day
- EA Appreciation Week
- Community Access Program
- Personal Interest Programs
- Keys 4 Life
- Autumn Extravaganza
- International Day of People with Disabilities
- Perth Wildcats All Abilities Carnival
- Harmony Day - alongside HHC
- Halls Head College Sports Day
- Workplace Learning Appreciation Morning Tea
- Mandurah Disability Network Meetings
- Anzac Day Ceremony- alongside HHC
- School Open Night
- Perth Zoo
- Kids Teaching Kids
- Attendance Week Initiatives
- Eco Leaders
- Galaxy Choir Performances
- Year 9 Career Tasters
- Student Leader Lunch at Parliament House
- Grease the Musical at Crown Theatre
- Halls Head and Mandurah Forum Shops

- Aboriginal Art Workshops
- Dream Cricket Gala Match
- RAC BStreet Smart
- Perth Career Expo
- JTC ESC Disability Expo
- Constable Care Youth Choices
- West Oz Wildlife
- Fishability
- 2024 Fun Day
- Year 10 Farewell Dinner
- Christmas Lights Trail

“Everyone is kind and caring
and looks after me”
Year 8 student



FOCUS AREA 1:

EXCELLENCE IN TEACHING & STUDENT ACHIEVEMENT

A priority at Halls Head College ESC is to provide high quality, engaging and diverse learning opportunities that meet the individual needs of our learners. 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 allied professionals by building a collaborative and caring culture of growth and commitment to ensuring every student has a pathway to future success.

Student Targets	Progress	Moving Forward
90% of our students will show an upwards trend in reading skills development from Year 7 to 10 as assessed by the PAT adaptive reading.	In 2024 we recognised that our assessment measures did not cater for all students. We were unable to accurately measure the reading skills of students located between ABLEWA and Foundation. In 2024 we introduced Early Year PAT Reading assessments to meet this need. Target Progress – On track	Over the next 12 months we will collect progressive data for PAT Early Years. We will move students on to PAT adaptive if they progress out of Early Years.
90% of our students will demonstrate an upward trend in their skills development from Years 7 to 10 Number: Sub-strand Money and Financial literacy.	Identified that previous assessment tool did not allow us to satisfactorily determine student development within this sub strand. Introduced Math PAT Adaptive during Semester 2, 2024. Target Progress – Developing	We will be able to accurately determine student progress in this sub stand in Semester 2, 2025 when we have a further result to compare against our base data.
90% of our students will show an upwards trend in their skills development from Year 7 to 10 Measurement: Using units of measurement.	Identified that previous assessment tool did not allow us to determine student development within this sub strand. Introduced Math PAT Adaptive during Semester 2, 2024. Target Progress – Developing	We will be able to accurately determine student progress in this sub stand in Semester 2, 2025 when we have a further result to compare against our base data.
All students who are not being assessed by PAT reading or Top Ten Maths will show improvement in achievement across literacy and numeracy using ABLEWA assessment tools.	Students assessed via ABLEWA assessment tools are showing progression in their literacy and numeracy. Target progress – On track	Continue to utilise ABLEWA tools to assess students whose progression is not able to be determined by PAT Adaptive and PAT Early Years.

FOCUS AREA 1:

EXCELLENCE IN TEACHING & STUDENT ACHIEVEMENT

Staff Targets	Progress	Moving Forward
Teachers will demonstrate competency and confidence in utilising Progressive Achievement Tests (PAT) for ongoing assessment and instructional mode.	All teachers have been trained in the use of PAT assessment and instructions. Teachers implemented these tools and measures successfully over the last 12 months. Target progress – Achieved	Continue to train new staff in PAT assessment and instructions. Provide refresher training as needed. Teachers to continue to utilise PAT results for individualised goal setting. Teachers trained to analyse PAT data using the Elastik tools. Teachers will become proficient at identifying student teaching points and accessing Elastik resources to address them.
Staff will be trained to support every student who has a low/high tech means of communication that is suited to their needs.	AUSLAN introduced in 2024, after a 12 month preparation period. Scope and Sequence was developed to support students learning. Consultation with families and therapists to accommodate students who have individual ACC devices. Target Progress – On track	Continue to develop the AUSLAN scope and sequence to meet curriculum and student needs. Continue to work alongside families and therapists to support students and their communication needs.
Scope and sequence documents for Year 7 to 10 across all curriculum areas will be revised with Sustainability, Aboriginal Cultural Awareness and STEM embedded within.	Scope and Sequence documents developed and revised as required. Target Progress – Achieved	Continue to modify Scope and Sequences as required to remain in line with Australian Curriculum changes.

FOCUS AREA 2:

EFFECTIVE LEADERSHIP & SUCCESSION PLANNING

As leadership becomes more complex and demands are placed on leaders, Halls Head College Education Support Centre 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 and build their capacity as future leaders.

Targets	Progress	Moving Forward
Developing capacity of staff in leadership roles to develop, drive, implement and monitor our operational plans.	<p>2024 saw the Retirement of a Deputy Principal. The role was filled by Udesch Naidoo, a teacher who had undertaken administration support via our Future Leaders Program. Deputy Principal Sandy Hodge undertook the principal role on numerous occasions in 2024, allowing future leaders to fill the Deputy Principal role as required.</p> <p>Staff within our Future Leaders Program were encouraged to oversee committees and working groups, to develop their leadership skills and abilities. Staff undertook professional learning in the areas of Leadership, furthering improving their skill sets.</p> <p>Target Progress – Achieved</p>	Continue to offer Future Leaders opportunities to grow their skills set, via training, professional development and acting leaderships opportunities and roles.
Develop a high-capacity school culture with school wide systems that are understood and practiced by everyone.	<p>All staff promoted and practiced systems, models and process, ensuring a high-capacity culture was maintained during 2024.</p> <p>Target Progress – Achieved</p>	Continue to encourage and promote a positive school culture, which leverages the high-capacity model. Executive Leadership team will all engage in the Leading Cultures for Teaching Excellence professional learning offered by the Leadership Centre.
Establish a school wide model of High Performance Teams.	<p>The High-Performance Teams process and structure continued over the course of 2024. This allowed for progressive and purposeful communication, improving staff health and wellbeing.</p> <p>Target Progress – Achieved</p>	<p>Continue to budget for weekly staff release time, for the purpose of holding and engaging in team meetings.</p> <p>Provide training and information to new staff members on High Performance Teams, procedures and process.</p>

FOCUS AREA 2:

EFFECTIVE LEADERSHIP & SUCCESSION PLANNING

Targets	Progress	Moving Forward
Develop a high-capacity school culture with school wide systems that are understood and practiced by everyone.	All staff promoted and practiced the systems, models and processes, ensuring a high-capacity culture was maintained during 2024. Target Progress – Achieved	Continue to encourage and promote a positive school culture, which leverages the high-capacity model. Executive Leadership team will all be engaged in the Leading Cultures for Teaching Excellence professional learning offered by the Leadership Centre.
Build and implement a revised staff induction and Graduate Development Program.	Staff Induction and Graduate Development Program continued to be an integral component of our schools' processes. Target Progress – Achieved	Continue to support new staff and graduate teachers. Allocating each staff member a mentor upon commencement.
Maintain our effective school board and build further community connections resulting in value adding to our school programs.	The replacement for the School Board Chair was elected. We saw a decline in parent memberships, and an incline in community memberships. Principal undertook training to become a Statewide facilitator of School Board training and delivered training to our members and those from local schools. Target Progress – On Track	Recruit parent members in 2025. Principal to continue to offer training to new members and to local school boards. Executive Leaders will continue to develop their skills and experience in leading at a local, regional, sector or system level.

FOCUS AREA 3:

HEALTH & WELLBEING

Improving the Health and Wellbeing of students and staff at Halls Head College Education Support Centre remains a priority. Our school is a vibrant learning community. We celebrate the diversity and individual abilities of all in a safe and positive environment. Our purposeful curriculum for all students promotes learning and personal development ensuring students are empowered to have a voice. Behaviour in the learning environment is established through positive means and our staff commitment to our Consistent and Connected practice document. Planning for and carrying out our school grounds and classroom improvement and maintenance is seen as a positive message about how we value our environment and the pride we have in our school.

Student Targets	Progress	Moving Forward
All of our students show progress in all 5 Keys for Success social competencies from Year 7 to 10.	When tracking students' 2024 progression across the You Can Do It, 5 Keys for Success Social Competencies rubric, we noticed a decline. Students within the 2024 Year 10 Cohort, represented the majority of this decline. We can hypothesis that this was a result of numerous staff changes in our Year 10 classrooms during 2024, which had a flow-on effect across the lower year groups. Target Progress – Developing	In 2025, we will continue to timetable You Can Do It into each classrooms weekly lesson plans. We will focus on developing students' confidence and resilience to assist them during times of uncertainty and change.
Increase our whole school attendance rate to above 65% in the regular attendance category.	2024 saw an increase in the number of students with complex needs, including severe mental health concerns, an inability to complete a full day of schooling and historical school refusal. This has led to a decrease in our overall school attendance. 43% of students in 2024 appeared in the regular attendance category. Target Progress – Developing	In 2025, attendance has been considered an area of focus. We have a employed a 0.2 attendance officer. A Collaborative Complex Problem-Solving approach has been used to work with staff around attendance concerns. Further training for deputies and attendance officer and a review of attendance monitoring practices will be undertaken.
Increase our Year 10 attendance rate to above 60% in the regular attendance category.	Semester 2, 2024 data shows that of our 16 Year 10 students, 50% (8) were in the regular attendance category. 1 student fell into the severe risk category – this student has a long history of disengagement and non-attendance. Target Progress – Developing	Continue to promote good attendance initiatives amongst the year 10 students. Further training for deputies, attendance officer and teachers in promoting and encouraging regular attendance. Targeted attendance initiatives.

FOCUS AREA 3:

HEALTH & WELLBEING

Student Targets	Progress	Moving Forward
Maintain a score of 4.0 or higher for students and parents in the national school survey item "Students feel safe at school".	Parent survey results for 2024 indicate that 90% of parents gave the school a rating of 4 or higher when asked "Does your child feel safe at this school" Target Progress - Achieved	Continue to use our CALM morning initiatives and connected and consistent practice framework. In 2025 the development of a Behaviour Management Framework will begin with the emphasis on good standing and positive behaviours support.
Increase the score rates to 4.0 or higher for students in the national school survey item "My school takes students opinions seriously".	Student survey results indicate that 68.3% of students gave the school a rating of 4 or higher when asked the question "My school takes students' opinions seriously". Target Progress - Achieved	Continuation of the Student Leaders Programs Personal Interest Programs, Eco Leaders and Business Enterprise. Ensuring our students continue to have a voice and are contributors to their education and experiences whilst at HHC ESC
Staff Targets	Progress	Moving Forward
All teaching staff trained in and practising their advocacy role and mindful meditation as part of our whole schools agreed morning CALM sessions (Check-in, Advocacy, Learning, Mindfulness).	All staff undertook CALM refresher training in 2024, which was linked to our learnings from the Trauma Informed Practice Workshop. In 2024, we introduced mentor reflection journals to support the student- staff advocacy relationship. This allowed for us to track students and staff progress during the advocacy and mentoring component of CALM Target Progress - Achieved	Continue to train new staff in mindful meditation techniques and educate them on the importance of our CALM program and practices. Continue to complete and track the mentor and student relationship through the mentor reflection journals.
Improve our procedures in monitoring our incidents and accidents and sharing data back to our staff to improve practices.	All staff supported in the procedural structure of incident reporting and management which is recorded in SIS. With all incidents, teams are provided with an update on next steps and supported in the implementation of student plans to support reduced incidents. Target Progress - Achieved	All staff provided with Team Teach de-escalation training, identifying the importance of incident reporting and management. Continue to monitor and track incidents and accidents that occur.

FOCUS AREA 3:

HEALTH & WELLBEING

Staff Targets	Progress	Moving Forward
Maintain a score of 4.0 or higher for staff in the national school survey item "Staff are well supported at the school."	Staff survey results indicate that 91.2% of staff gave the school a rating of 4 or higher when asked the question "Staff are well supported at this school". Target Progress – Achieved	Continue to prioritise the wellbeing of staff in their social, emotional and professional development. Continue to promote and encourage a culture of support, understanding, acceptance and positivity.

“I really like the PIP program”
Year 9 student

“Excellent leadership,
excellent staff who have a
passion for what they do”
Parent



FOCUS AREA 4:

SUSTAINABILITY

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. These aspirations encompass all aspects of our planning, implementation and practices. They drive us to further reduce our Energy, Waste and Water requirements and increase the Biodiversity of our school. We acknowledge the lessons from our first nation people and value the social handprint, where peace and partnerships unite our school and world. As we grow, we are guided by the 'Caring for Country -Together' document which provides a framework for further implementation and improvement

Targets	Progress	Moving Forward
Our school will raise awareness, increase community engagement and improve understanding of local Aboriginal culture and sustainable practices.	Participated in Kids Teaching Kids to promote and advocate our sustainability focus and message. All staff attended an On Country Experience to the Pinjarra Massacre site. This strengthened our knowledge and commitment to local indigenous culture and understanding. All students took part in Art Workshops alongside local Aboriginal Artist Daniel McHenry. The workshops saw them produce their own story using indigenous symbols. Our sustainable efforts were on show during our School Open Night, JTC ESC Disability Expo and our Autumn Extravaganza. Target Progress – Achieved	In 2025, all students will participate in an On Country Experience at Bindjareb Park. Students will undertake 8 x Aboriginal Art Workshops where they will explore totems and their importance to Aboriginal culture. We will once again showcase our sustainability efforts during our school open night, JTC ESC Disability Expo and the Autumn Extravaganza.
The school will aim to reduce printing costs by 10% including office and classroom usage.	Whole school printing costs over the course of 2024 remained the same as 2023. Target Progress – Developing	In 2025, we will introduce 'Papercut', each staff member will be given their own pin number to use for access to the printers. The aim is to further reduce printing costs.
During the next four years 12,000 trees and shrubs will be planted representing the number of students attending schools in the district.	In 2024, the school contributed to the planting of 3,890 trees within the Mandurah area. Bring our total since 2021 to 10,260. Target Progress: On Track	In early 2025, the school received confirmation that a minimum of 2250 trees will be planted by the City of Mandurah, using trees grown in our greenhouse. This order will bring the total of trees planted to over 12,000.

SCHOOL SURVEY RESULTS

Staff Surveys

In 2024, 34 staff members responded (74%) to our school staff survey (2023, we had 41 respondents, 85%) The three questions which experienced the greatest change were; “This school takes staff opinions seriously” which was up from 75% in 2023, to 88.2% in 2024. The question “This school works with parents to support students learning” up from 97% in 2023 to 100% in 2024. Finally, the question “Staff are well supported at this school” up from 83% to 91.2%. There were no areas with a significant drop.

Student Surveys

In 2024, 53 students responded to our school survey Only minor fluctuations occurred amongst the percentages of students rating our school as a 4 and above in response to questions asking about our environment, learning opportunities and support. The two questions which showed a greatest decline or incline were; “My school gives me opportunities to do interesting things” which decreased from 91% in 2023 to 84.9% in 2024. The number of students rating the school 4 or above for the question “I like being at my school” rose from 75% in 2023, to 83% in 2024.

Parent/Carer Survey

In 2024, 40 parents/carers (63%) responded to our school survey (2023, we had 34 respondents, 56%). Only minor fluctuations occurred amongst the percentages of parents/carers rating the school as a 4 and above in response to questions regarding how our school is led. The two questions which experienced the greatest growth were; “This school has a strong relationship with the local community” which was up from 76% in 2023, to 87.5% in 2024. The question “I would recommend this school to others” up from 91% in 2023 to 95% in 2024.

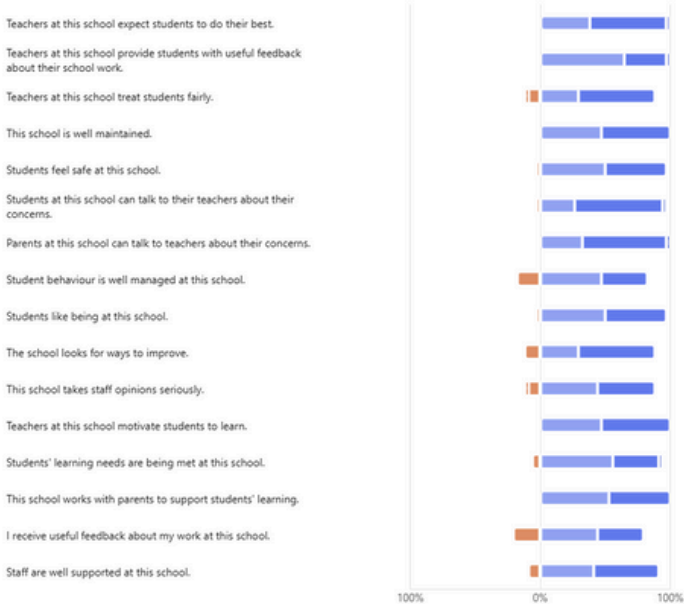
2024 Parent Survey Results

Strongly Disagree Disagree Neutral Agree Strongly agree



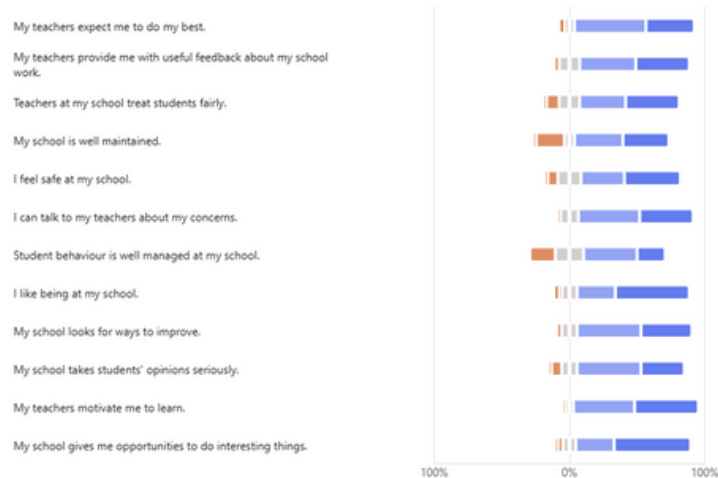
2024 Staff Survey Results

Strongly Disagree Disagree Neutral Agree Strongly agree N/A



2024 Student Survey Results

Strongly Disagree Disagree Neutral Agree Strongly agree



SCHOOL SELF ASSESSMENT

In addition to data referred to throughout this document, our school self-assessment process for 2024 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 results and feedback from the school culture survey.
- Staff reflection feedback groups

We also confirmed that there was satisfactory progress on the following areas for school improvement identified in the 2023 School Report

- Increase acknowledgement of volunteers and school community supporters. We have had increased community engagement in the school through our parent events including the Autumn Extravaganza and our school assemblies.
- 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. We have connected with other schools and our leaders presented at the WAESPAA conference 2024.
- Further establish of a culture of classroom observation and teacher reflective practice through use of the Swivl video technology and instructional coaching. Completed the Schools Plus project using the SWIVL technology for teacher observation.
- Developing staff skills in data analysis and evidence-based planning and teaching. PAT mathematics assessments and the use of Elastik tool for data analysis and evidence-based planning were implemented.

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 identified areas for improvement or consideration moving forward into 2025:

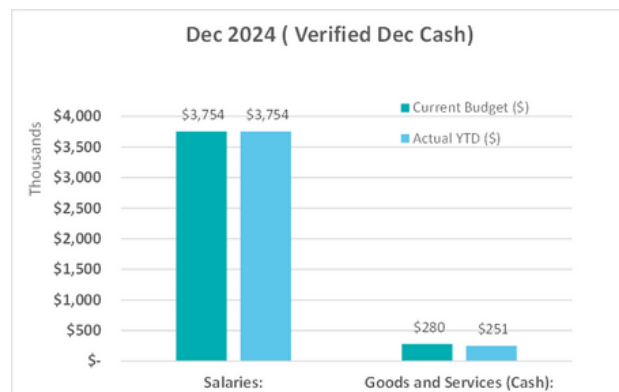
- Improve parent connection through workshops and support connections.
- Review Behaviour policy.
- Review performance development processes and develop coaching skills in teacher leaders.
- Review attendance procedures and improve attendance in the regular category.
- Continue developing staff skills in data analysis and evidence-based planning and teaching.
- Further professional learning and leadership opportunities for our future leaders.

FINANCIAL STATEMENT

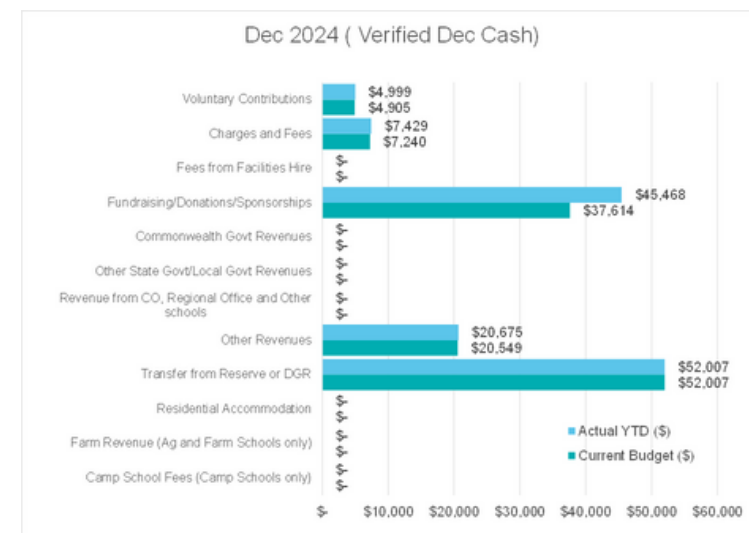
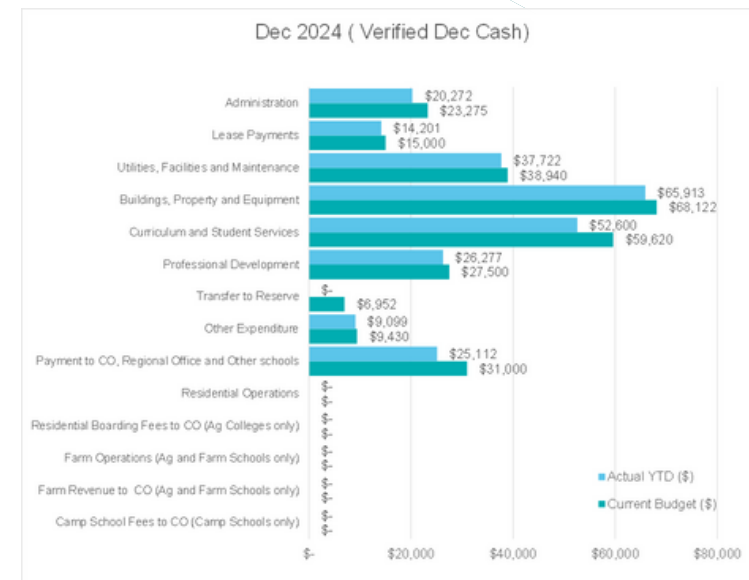
Halls Head College Education Support Centre Financial Summary as of 31st December 2024

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	7,551	7,552
Carry Forward (Salary):	227,513	227,513
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,053,097	4,053,097
Locally Raised Funds:	122,316	130,578
Total Funds:	4,410,476	4,418,739
EXPENDITURE		
Salaries:	3,753,710	3,753,710
Goods and Services (Cash):	279,839	251,196
Total Expenditure:	4,033,549	4,004,906
VARIANCE:	376,927	413,833

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	7,551	7,552
Carry Forward (Salary)	227,513	227,513
STUDENT-CENTRED FUNDING		
Per Student	623,220	623,220
School and Student Characteristics	3,232,366	3,232,366
Disability Adjustments	112,938	112,938
Targeted Initiatives	68,032	68,032
Operational Response Allocation	28,450	28,450
Total Funds:	4,065,006	4,065,006
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(102,330)	(102,330)
School Transfers – Cash	120,000	120,000
Department Adjustments	(29,579)	(29,579)
Total Funds:	(11,909)	(11,909)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	4,905	4,999
Charges and Fees	7,240	7,429
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	37,614	45,468
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	20,549	20,675
Transfer from Reserve or DGR	52,007	52,007
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	122,315	130,578
TOTAL	4,410,476	4,418,740



	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,245,211	3,245,211
New Appointments	0	0
Casual Payments	508,136	508,136
Other Salary Expenditure	363	363
Total Funds:	3,753,710	3,753,710
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	23,275	20,272
Lease Payments	15,000	14,201
Utilities, Facilities and Maintenance	38,940	37,722
Buildings, Property and Equipment	68,122	65,913
Curriculum and Student Services	59,620	52,600
Professional Development	27,500	26,277
Transfer to Reserve	6,952	0
Other Expenditure	9,430	9,099
Payment to CO, Regional Office and Other schools	31,000	25,112
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	279,839	251,196
TOTAL	4,033,549	4,004,906





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