

Annual
REPORT 2025





Welcome from our Principal

We acknowledge the Traditional Custodians of the land on which Halls Head College Education Support Centre stands with the Bindjareb people of the Noongar Nation. We pay our respects to Elders past and present, and extend that respect to all Aboriginal and Torres Strait Islander peoples within our school community.

Halls Head College Education Support Centre provides specialised secondary education for students in Years 7 to 10 who require intensive support to achieve their academic and personal development goals.

Our school is a vibrant, caring, and successful learning community dedicated to supporting students with disabilities. Our vision is to foster a positive school culture that develops lifelong learners who strive for their personal best while enhancing their emotional, social, and physical wellbeing. We are committed to building an environment where students, staff, and families feel safe, heard, and valued.

Students at HHC ESC benefit from a wide range of learning opportunities. We share access to the facilities of Halls Head College while also providing specialised spaces, including our purpose-built Life Skills Centre, Powered Shed, Tree Growing Nursery, vegetable gardens, worm farms, and a dedicated Year 10 Seniors Room.

The creativity and talents of our school community are showcased through the Galaxy Choir and Corrupted Curriculum School Band, who regularly perform at school assemblies, school showcases, and major community events, including the JTC ESC Showcase, WAGSMS, the Disability Expo, and the City of Mandurah Day for Disabilities.

Community Partnerships and Cultural Learning

Parents and carers remain essential partners in their child's learning. Throughout Terms 1 and 3, staff worked closely with families to develop personalised learning plans for each of our 68 students. During the year, we hosted several community events, including assemblies, our school Open Night, a teacher meet-and-greet for new families, and our annual Autumn Extravaganza. These events provide opportunities for families to connect with disability support organisations, strengthening the broader support network available to our students.

Our commitment to sustainability was further strengthened in 2025 through a WasteSorted grant, which supported improvements to our recycling systems and enhanced our whole-school approach to environmental responsibility.

Building on the staff's on-Country professional learning experience at the Pinjarra Massacre Site in the previous year, our cultural learning journey continued in 2025. Students in Years 9 and 10 participated in an on-country learning experience, while students in Years 7 to 9 engaged in Boorloo Indigenous Storytelling to deepen their understanding of local histories, cultures, and perspectives. Students also worked with local Indigenous artist Daniel McHenry, who guided them through a series of workshops to create a mural connecting our school to the Mandurah waterways and sharing the story of their formation.

Acknowledgement and Reflection

In 2025, we farewelled our foundation Principal, Debbie Fieldwick, whose leadership and vision made an enduring contribution to the development of our school. Her influence helped shape the nurturing, student-centred environment we proudly maintain today.

We extend our sincere thanks to our staff, students, parents, School Board members and community partners for their continued support. Their commitment and collaboration contributed to another successful, enjoyable and forward-thinking year for Halls Head College Education Support Centre.

School Board Chair Report

The 2025 school year was once again a highly successful and positive year at Halls Head College Education Support Centre. The School Board greatly appreciated the opportunity to be involved in the many activities and achievements throughout the year, including assemblies, community events, and celebrations that highlight the vibrant and inclusive culture of our school. Thank you to all staff and students for consistently making us feel so welcome and valued as members of the school community.

A highlight of 2025 was the continued recognition of the outstanding dedication of our staff in supporting student wellbeing, engagement, and achievement. Programs that promote pastoral care and inclusivity remain central to the success of the school, ensuring every student is supported to reach their full potential in a nurturing and empowering environment.

Board members were also delighted to witness the ongoing success of our students through performances and community engagement opportunities. Events such as WAGSMS and other local initiatives showcased the talents and confidence of our students while strengthening the school's connections within the Mandurah community. These opportunities continue to provide meaningful experiences that enrich student learning and celebrate their achievements.

As always, the year concluded with a memorable Year 10 Farewell Assembly and end-of-year celebration. These occasions provide a fitting opportunity to honour our graduating students and recognise their growth, resilience, and accomplishments as they prepare for the next stage of their journey.

The Board values the strength of its membership and the diverse perspectives it brings. We extend our sincere thanks to all continuing members for their commitment and support throughout the year, and we warmly welcome any new members who joined in 2025. We also acknowledge those who have concluded their service and thank them for their dedication, time, and contributions to the ongoing success of our school.

On behalf of the School Board, I would like to express our sincere gratitude to the teachers, education assistants, school leadership team, school officers, parents, carers, and most importantly, our wonderful students. Your commitment and collaboration ensure that Halls Head College Education Support Centre remains a supportive, inclusive, and inspiring place where students can thrive.

I look forward to the continued success of our students, staff, and school in 2026.

Lynda Norris
Chair (Interim), School Board
Halls Head College Education Support Centre





HALLS HEAD COLLEGE ESC

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 Facilities. In 2025, 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.

Staff Profile

In 2025, our Principal, two Deputy Principals, and the Manager of 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 Education Assistants Advanced at 10.20FTE, and 16 level 3 Education Assistants at 12.80FTE.

Student Profile

In 2025, 68 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 that requires 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 others in Australia.

In Semester Two 2025, our school enrolled 68 students from Years 7 - 10.

Year 7	Year 8	Year 9	Year 10
17	12	20	19

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.

Student Attendance

Our attendance rate for 2025 was 78.6%, a result very similar to the previous year of 79% and below the 2025 state average of 82.6%. 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 2025, 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 the above results 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 2025, including a bike giveaway, prizes, and an attendance week initiative.

Student Achievement

ASDAN Completed Modules

During 2025, we had 20 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. 77 modules were registered for external moderation across the school, with the outcome of all being deemed as achieved.

Endorsed Programs	Students Completed
Eco Leader 1	6
Authority Developed WPL	5
Keys for Life - Pre Driver	10

ASDAN Transition Challenge

Making Choices	12
Moving Forward	12
Knowing How (Year 9)	17
Feeling Good (Year 9)	18

ASDAN Towards Independence

Work Awareness	7
Business Enterprise	9



HALLS HEAD COLLEGE ESC

Workplace Learning

The Year 10 students engaged in various aspects of HHC ESC's Workplace Learning (WPL) Program throughout 2025. 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.



2025 WPL Employers



- Belswan Lifestyle Village
- Game On Mandurah
- Halls Head College Canteen
- Halls Head College Library
- Mandurah Library



Mandurah Wildlife Rehabilitation Centre



Meadow Springs Primary School



Pinjarra Diner

Respawn Point

Riverside Primary School



Vinnies Halls Head

Woolworths Mandurah Forum

Workpower

World of Kids Halls Head



Staff Achievement & Development

The expenditure on staff professional learning in 2025 was \$6,668.36 in cash spent on the courses and \$56,664.21 in salaries for relief staff.

All staff participated in the following professional learning courses during 2025:

- HPT Refresher
- Consistent and connected practices
- Communications protocols
- Health and Safety
- Team Teach

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

- Graduate Teacher Module 1 – 2 days
- Graduate Teacher Module 2 – 2 days
- Graduate Teacher Module 3 – 2 days
- Graduate Teacher Module 4 – 2 days
- Kaartdijin training x 6 staff
- Personal Attributes – for Deputies – 2 days
- ASDAN Training
- Introduction to the Disability Resourcing System
- Preparing and Completing Mandated DRS checklists
- Gatekeeper Suicide Presentation training – 2 days
- Emerging and Team Leader Deputy program
- WHS Refresher
- WHS Education Specific Leaders workshop
- CMS Foundation Workshop
- Leading Cultures
- Leading Cultures: Teaching
- Leading Cultures: Impact coaching workshop
- Attendance Workshop
- LCoTE: Intro and Principal leaders
- Newly Appointed Principal
- WAESPAA events
- Keys4Life
- Complex Behaviour Coordinator training
- All abilities tennis upskilling
- Newly appointed Principal
- WASBPA Leadership conference and professional learning showcase
- SEND Supporting successful Transition
- Growing and Developing Healthy Relationships Symposium
- RAMS training online
- School Marketing Professionals
- Accomplished MCS Program
- Attendance Workshop
- Autism Experience
- Compass Training x 6 staff
- Understanding Trauma and Positive Behaviour Support Strategies
- Australia Wide First Aid
- Behaviour Strategies for EA's
- Pathological Demand Avoidance training x 2 staff
- WAATA Annual Conference x 2 staff
- Mental Health First Aid x 3 staff

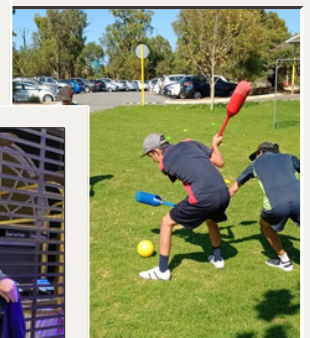


HALLS HEAD COLLEGE ESC

Key Moments and Community Engagement

In 2025, staff and students took part in the following community engagement events, incursions and excursions:

Year 9 & 10 School Camp to Point Peron | Literacy and Numeracy Week | R U Ok? Day | Year 7 Teacher Meet and Greet | Year 10 transition to JTC ESC | Year 6 transition to HHC ESC | NAIDOC Week | World Teachers Day | EA Appreciation Week | Community Access Program | Personal Interest Programs | Harmony Day | Keys 4 Life | Autumn Extravaganza | International Day of People with Disability | Perth Wildcats All Abilities Carnival | Halls Head College Sports Day | Workplace Learning Appreciation Morning Tea | Mandurah Disability Network | School Open Night | Attendance Week Initiatives | Eco Leaders | Galaxy Choir Performances | Year 9 Career Tasters | Student Leader Lunch at Parliament House | Beauty and the Beast the Musical at Crown Theatre | Halls Head and Mandurah Forum Shops | On Country incursion and excursion | AFL kickabilities | RAC BStreet Smart | Perth Career Expo | JTC ESC Disability Expo | Boorloo Storytelling Incursion | Bindjareb Park | Mandurah Library & Falcon Library | Amaze Miniature Park | Swimming and Water Therapy | Serpentine Dam | Perth Museum | Constable Care | Year 10 Farewell dinner | Spare parts puppet theatre | First aid



School Focus Areas

Our staff and school board worked together, guided by a process of rigorous school review and community consultations, to develop our 2022-2025 School Plan. The School Plan highlights our four key focus areas, these are:

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

Focus Area 1: Excellence in Teaching and 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 and PAT Early Years Reading	2025 we were able to collate progress data and analyse the effectiveness of PAT Early Years Reading. It has effectively captured measurable data for the students located between ABLE and Foundation. Target Progress: On track	Continue to collect progressive data for PAT Adaptive and PAT Early Years Reading. Teachers will use this data to identify what curriculum levels students are working at and develop SMART goals for student IEP English Curriculum area.
90% of our students will show an upwards trend in reading skills development from Year 7 to 10 as assessed by the PAT adaptive maths and PAT Early Years Maths	2025 we were able to collate progress data and analyse the effectiveness of PAT Early Years Maths. It has effectively captured measurable data for the students located between ABLE and Foundation	Continue to collect progressive data for PAT Adaptive and PAT Early Years Maths. Teachers will use this data to identify what curriculum levels students are working at and develop SMART goals for student IEP Maths Curriculum area.
All students who are not being assessed by PAT Early Years Reading and Maths and PAT Adaptive Reading and Maths will show improvement in achievement across literacy and numeracy using ABLEWA assessment tools.	2025 we developed an electronic tracking document for ABLES literacy and numeracy assessment. Still in the early phases 2026 will be the first year where the electronic data is carried over to show progress. Target Progress: Developing	Analyse ABLES data at the end of S1 for students who have carried over from 2025, to see what progression is happening. Continue to support Staff in developing numeracy and literacy goals for students using ABLES data.

Focus Area 2: Effective Leadership and Succession Planning

As leadership roles grow increasingly complex and expectations rise, Halls Head College Education Support Centre acknowledges the importance of collaborative decision-making among skilled and informed staff. To achieve this, the school is committed to identifying individuals with the aptitude, ambition, and talent for leadership and fostering their development as future leaders

Targets	Progress	Moving Forward
Developing capacity of staff in leadership roles to develop, drive, implement and monitor our operational plans	2025 commenced with Deputy Principal, Sandy Hodge for the first 5 weeks, which provided opportunity for future leaders, Emma Ramsden and Tazmah Milward to take on a shared Deputy Principal role. **	Continue to offer Future Leader opportunities to grow their skills set, through training, professional development and acting opportunities.
Maintain our effective school board and build further community connections resulting in value adding to our schools 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 School Board training Target Progress – On Track	Recruit parent members in 2026.
Build and implement a revised staff induction and Graduate Development Program	The Staff Induction and Graduate Development Program remained a core element of our school’s operational framework, supporting consistent onboarding and professional growth Target Progress - Achieved	Continue to support new staff and graduate teachers. Allocating each staff member a mentor upon commencement.
Develop a high-capacity school culture with school wide systems that are understood and practiced by everyone	Throughout 2025, all staff actively promoted and consistently implemented school-wide systems, models, and processes, ensuring the maintenance of a strong, high-capacity school culture 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
Establish a school wide model of High Performance Teams	High-Performance Team processes and structures were sustained throughout 2025, fostering purposeful communication and contributing to improved staff health and wellbeing Target Progress - Achieved	Continue to budget for release time for staff to engage in team meetings. Provide training and information to new staff members on High Performance Teams.

** Substantive Deputy Principal, Udesch Naidoo activated his deferred salary, and the position was filled by Alicia Hart for the year. Moving into Semester Two, the substantive Principal, Debbie Fieldwick took 6 months leave without pay. The principal role was filled by the future leaders from term one. Sandy Hodge took part in several leadership professional learning opportunities, including Newly Appointed Principal, Leading Cultures of Teaching and Learning, Principal, ongoing Coaching with Ken Perris Consultancy. The Deputy Principals acting in the role also took part in leadership Professional Learning throughout the role.

Target Progress - Achieved

Focus Area 3: Health and 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 is seen as a positive message about how we value our environment and the pride we have in our school.

The following targets have come from our 2022-2025 School Business Plan. In 2026, a new business plan will be released with new targets.

Student Targets	Progress	Moving Forward
<p>All of our students show progress in all 5 Keys for Success social competencies from Year 7 to 10</p>	<p>Tracking student progression across the 2025 academic year revealed a positive trend, with most year groups showing improvement across the 5 Keys for Success social competencies. The Year 9 cohort demonstrated the most significant growth across all areas.</p> <p>We can hypothesise that this improvement may be linked to the stability within Year 9 classrooms throughout 2025. Consistent learning environments likely supported stronger social-emotional development, which appears to have had a cascading effect on lower year groups.</p> <p>Target Progress - Developing</p>	<p>In 2026, we will continue to timetable You Can Do It into each classrooms weekly lesson plans. We are also planning to invest in more staff professional learning of the YCDI program as we have had a lot of new staff since its implementation.</p>
<p>Increase our whole school attendance rate to above 65% in the regular attendance category</p>	<p>2025 saw a continuation 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.</p> <p>We have a 0.2 badged attendance officer who has been working on a range of targeted attendance initiatives as well as implementing a new tracking system as used by a local like school.</p> <p>Overall, in 2025, 38.6% of students appeared in the regular attendance category.</p> <p>Since implementing our attendance initiatives in Semester Two, however, we have seen an increase in attendance from 78.1% overall to 80%.</p> <p>Target Progress - Developing</p>	<p>In 2026, we will continue to develop the targeted attendance initiatives such as attendance week, the classroom backpack, individual case management for complex students, parent and community engagement.</p>

Focus Area 3: Health and Wellbeing - Students (Cont.)

Student Targets	Progress	Moving Forward
<p>Increase our Year 10 attendance rate to above 60% in the regular attendance category</p>	<p>Semester 2, 2025 show that of our 20 Year 10 students, 40% (8) were in the regular attendance category. 4 students fell into the severe risk category – 3 students has a long history of disengagement and non-attendance.1 student is on a modified timetable agreement as part of the IEP.</p> <p>Target Progress – Developing</p>	<p>Further training for deputies, attendance officer and teachers in promoting and encouraging regular attendance.</p> <p>Continue with targeted attendance initiatives, particularly focused on the year 10 cohort.</p>
<p>Maintain a score of 4.0 or higher for students and parents in the national school survey item “Students feel safe at school”</p>	<p>Parent survey results for 2025 indicate that 88.9% of parents gave the school a rating of 4 or higher when asked “Does your child feel safe at this school” Student survey results for 2025 indicate that 84.3% of students gave a rating of 4.0 or higher when asked "I feel safe at school".</p> <p>Target Progress - Achieved</p>	<p>Continue to use our CALM morning initiatives and connected and consistent practice framework.</p> <p>In 2026 the Behaviour Management Plan will be published. This has an emphasis on good standing and positive behaviours support and ties in with our developing work with the departments Complex Behaviour Coordinator program that one of our deputy principals has been undertaking.</p>
<p>Increase the score rates to 4.0 or higher for students in the national school survey item “My school takes students opinions seriously”</p>	<p>2025 Student survey results indicate that 72.5% of students gave the school a rating of 4 or higher when asked the question “My school take students’ opinions seriously”.</p> <p>Target Progress - Achieved</p>	<p>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</p>

Focus Area 3: Health and Wellbeing - Staff (Cont.)

Staff Targets	Progress	Moving Forward
<p>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)</p>	<p>All staff undertook CALM refresher training in 2025 and was linked to our learning from learnings taken from the Trauma Informed Practice Workshop. Staff continued to use the mentor reflection journals to track their relationships with students.</p> <p>Target Progress - Achieved</p>	<p>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. Review this system to increase efficiency in staff completion.</p>
<p>Improve our procedures in monitoring our incidents and accidents and sharing data back to our staff to improve practices</p>	<p>All staff were provided with Team Teach de-escalation training, identifying the importance of incident reporting and management. This year we continued to monitor and track incidents and accidents that occur. A review of current OHS procedures took place in Semester two . This year we saw an increase in the Workers Compensation cases of our staff, with 7 cases this year and as of Nov 2025, 6 remain open. 6/7 of these involved supernumerary support in some capacity which impacts on timetabling and administrative workload, as well as relief EA availability.</p> <p>Target Progress- Achieved</p>	<p>Continue to conduct internal investigations into the OHS processes occurring to decrease the amount of workers compensation claims the school receives.</p>
<p>Maintain a score of 4.0 or higher for staff in the national school survey item “Staff are well supported at the school</p>	<p>2025 Staff survey results indicate that 85.7% of staff gave the school a rating of 4 or higher when asked the question "Staff are well supported at this school"</p> <p>Target Progress - Achieved</p>	<p>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.</p>

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
<p>During the next four years 12,000 trees and shrubs will be planted representing the number of students attending schools in the district</p>	<p>During the four years - over 13,000 trees and shrubs have been planted.</p> <p>Target Progress: Achieved.</p>	<p>Moving into 2026, our school aims to maintain a strong relationship with the City of Mandurah to continue growing and supplying plants and shrubs. Our school nursery is thriving, and students continue to work hard to maintain this. Our school shed/T&E program will continue into 2026.</p>
<p>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.</p>	<p>Eco Leaders continued in 2025 with 6 students and 3 staff members managing areas of forest and beaches across the Mandurah region. Using the trees and shrubs that have been grown in our school nursery, our Eco Leaders worked hard every week to maintain this.</p> <p>Target Progress: Achieved.</p>	<p>In 2026, our school Eco Leaders program will begin for a number of our new Year 10 students. In collaboration with the City of Mandurah, students will continue to grow trees and shrubs at school and then plant within the Mandurah region. Moving forward, we hope to maintain and strengthen our relationship with the City of Mandurah.</p>

Focus Area 4: Sustainability (Cont.)

Targets	Progress	Moving Forward
<p>Our school will raise awareness, increase community engagement and improve understanding of local Aboriginal culture and sustainable practices</p>	<p>Our sustainable efforts were on show during our School Open Night, JTC ESC Disability Expo and our Autumn Extravaganza.</p> <p>This year, our students experienced and actively participated in an on country experience at Bindjareb Park. Students also worked with Olman Walley, from Boorloo, who engaged our students in dreamtime stories, didgeridoo music and the sharing of Indigenous artefacts.</p>	<p>We will once again showcase our sustainability efforts during our school open night, JTC ESC Disability Expo and the Autumn Extravaganza.</p> <p>Moving into 2026, an 'Aboriginal Education - Scope & Sequence' will be developed. This will be delivered by classroom teachers and ensure consistency across the school.</p> <p>Wanjoo (a noongar welcome song) will be incorporated into every assembly. Supported by AUSLAN.</p> <p>Continue the implementation of Indigenous excursions and incursions to increase our students cultural understanding - with a particular focus on indigenous sustainable practices.</p>



School self-Assessment

In addition to the data referenced throughout this report, our school self-assessment processes for 2025 incorporated several sources of evidence, including:

- Ongoing monitoring of our operational plans to track progress toward the targets outlined in the 2022–2025 School Plan.
- Review of HHC ESC’s progress in implementing the Aboriginal Cultural Standards Framework.
- Reports compiled by school committees.
- Insights gathered through regular feedback from staff and the leadership team as part of the staff performance development cycle.
- Weekly HPT Team Pulse survey data, measuring staff health, wellbeing and team effectiveness.
- Results and feedback from the School Culture Survey.
- Staff reflections gathered through targeted feedback groups.

We also confirmed satisfactory progress in the areas for school improvement identified in the 2024 School Report, including:

- Improved acknowledgement of volunteers and community supporters:
- We experienced increased community engagement through parent events such as the Autumn Extravaganza and school assemblies.
- Stronger connections with other Education Support Centres and schools:
- We collaborated with colleagues across schools, and our leadership team represented our school at the WAESPAA Conference 2024, contributing to the sharing of best pedagogical practices.
- Further development of a culture of classroom observation and reflective teaching practice:

We completed the Schools Plus project, enabling staff to use SWIVL video technology to support instructional coaching and teacher reflection.

- Enhanced staff capability in data analysis and evidence-based planning:
- Staff continue to strengthen their skills in using a variety of diagnostic and progress-monitoring tools, including PAT Mathematics and English Assessments, PAT Mathematics and English Early Years, and the Elastik tool, further enhancing our collective capacity to engage in data-informed decision-making and strategic planning.

Halls Head College Education Support Centre views itself as a community of learners, deeply committed to ongoing school improvement. Drawing on the results and feedback presented throughout this report, the following areas have been identified for further development or consideration as we move into 2026:

- Strengthening parent engagement through workshops and enhanced support networks.
- Reviewing and refining our Behaviour Policy.
- Reviewing current performance development processes and building coaching capabilities in our teacher leaders.
- Reviewing attendance procedures and improving the number of students attending within the “regular” attendance category.
- Continuing to build staff capability in data analysis and evidence-based planning and teaching.
- Expanding professional learning and leadership opportunities for emerging leaders within our school.

School self-Assessment (Cont.)

In 2025, we continued to prioritise attendance by strengthening whole-school strategies and creating targeted initiatives designed to promote regular participation. As part of this work, our Attendance Officer engaged in increased network collaboration, supporting consistent practice across schools and informing the introduction of new attendance-focused initiatives. These included an Attendance Week aligned with the broader network, weekly recognition for the class group with the highest attendance, and our Pizza with the Principal incentive for students achieving 100% attendance or just below.

These strategies collectively aimed to build a positive attendance culture and encourage students to take ownership of their commitment to school. By the end of the year, our whole-school attendance rate was 78.1%. While these initiatives contributed to improved engagement for many students, attendance remains an area requiring continued attention. In 2026, we aim to refine our early-intervention processes, strengthen partnerships with families, and implement more targeted supports for students at risk of chronic absenteeism to ensure sustained improvement.

School Survey Results

Staff Surveys

In 2025, 35 staff members responded (69%) to our school staff survey (2024, we had 34 respondents, 67%). The three questions which experienced the greatest change were; "Students like being at this school", which was up from 97.1% in 2024 to 100% in 2025. The question "The school looks for ways to improve" up from 88.2% in 2024 to 100% in 2025. Finally, the question "I would recommend this school to others" up from 94.1% in 2024 to 97.1% in 2025. These results reflect our strong commitment to continuous improvement and ensuring our school meets the learning needs of all students.

28. What is the best thing about our school?

51
Responses

Latest Responses

"Learning - teaching you about life. Thank you for having me."
"Being here in general. I can make new friends and learn new things."
"Meeting friends and playing volleyball at recess and lunch"

...

9 respondents (18%) answered Teachers for this question.

A word cloud showing responses from 9 teachers. The most prominent words are "Teachers", "love", "friends", "school", "new things", "recess and lunch", "teachers are very nice", "science", "school and teachers", "playing with my friends", "teachers are good", "Mrs", "shed", "lovely teachers", "Auslan", "choir - love", "time", "sport", "fun", "Mrs", "love", "recess and lunch", "school", "new things".



Student Surveys

In 2025, 51 students responded to our school survey. Only minor fluctuations occurred amongst the percentages of students rating our school above 80% in response to questions asking about our environment, learning opportunities and support. The three questions which showed a greatest decline or incline were; "My school is well maintained" which increased from 69.8% in 2024 to 82.4% in 2025, "My school looks for ways to improve" which increased from 84.9% in 2024 to 96.1% in 2025 and "I have the opportunity to practice life skills and develop a healthy attitude towards participation in the community" which decreased from 86% in 2024 to 74.5% in 2025. Over 90% of students agreed with both statements "My teachers are good teachers", and "My teachers care about me" which was a slight increase from 2024.

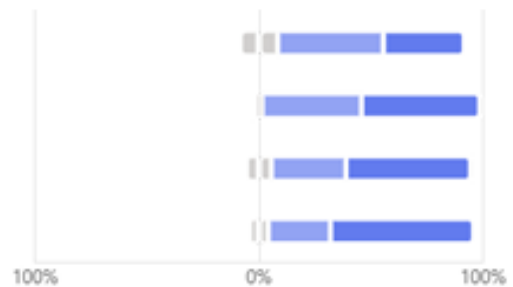
● Strongly Disagree ● Disagree ● Neutral ● Agree ● Strongly agree

This school has a strong relationship with the local community.

This school is well led.

I am satisfied with the overall standard of education achieved at this school.

I would recommend this school to others.



Parent/Carer Survey

In 2025, 36 parents/carers responded to our school survey (2024, we had 40 respondents). Only minor fluctuations occurred amongst the percentages of parents/carers rating the school above 90% in response to questions regarding how our school is led. The two questions which experienced the greatest growth were; "My child is making good progress at this school" which was up from 92% in 2024, to 97% in 2025, and the question "My child likes being at this school" up from 92% in 2024 to 97% in 2025.

● Strongly Disagree ● Disagree ● Neutral ● Agree ● Strongly agree

This school has a strong relationship with the local community.

This school is well led.

I am satisfied with the overall standard of education achieved at this school.

I would recommend this school to others.



4. I am happy with the opportunity to contribution to the goals set for my child during Individual Education plan (IEP) meetings.
Please select only ONE response.

● Strongly Disagree ● Disagree ● Neutral ● Agree ● Strongly Agree



**Halls Head College Education Support Centre
Financial Summary (Verified December Cash)**

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	44,764	44,764
Carry Forward (Salary):	369,068	369,068
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,398,975	4,398,975
Locally Raised Funds:	67,480	67,545
Total Funds:	4,880,287	4,880,352
EXPENDITURE		
Salaries:	4,101,034	4,101,034
Goods and Services (Cash):	423,460	398,188
Total Expenditure:	4,524,494	4,499,222
VARIANCE:	355,793	381,130

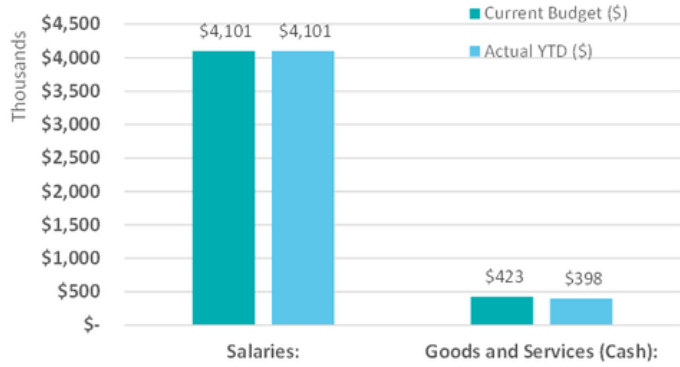
EXPENDITURE - Dec 2025 (Verified Dec Cash)			INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)		Current Budget (\$)	Actual YTD (\$)
SALARIES			Carry Forward (Cash)	44,764	44,764
Appointed Staff	3,563,439	3,563,439	Carry Forward (Salary)	369,068	369,068
New Appointments	0	0	STUDENT-CENTRED FUNDING		
Casual Payments	530,153	530,153	Per Student	704,814	704,814
Other Salary Expenditure	7,443	7,443	School and Student Characteristics	3,556,203	3,556,203
Total Funds:	4,101,035	4,101,035	Disability Adjustments	70,925	70,925
GOODS AND SERVICES (CASH EXPENDITURE)			Targeted Initiatives	102,951	102,951
Administration	24,928	25,303	Operational Response Allocation	7,768	7,768
Lease Payments	18,144	19,457	Total Funds:	4,442,661	4,442,661
Utilities, Facilities and Maintenance	65,483	65,556	TRANSFERS AND ADJUSTMENTS		
Buildings, Property and Equipment	81,902	56,002	Regional Allocation	0	0
Curriculum and Student Services	76,170	76,470	School Transfers – Salary	(279,842)	(279,842)
Professional Development	25,030	30,089	School Transfers - Cash	250,000	250,000
Transfer to Reserve	87,717	80,906	Department Adjustments	(13,843)	(13,843)
Other Expenditure	4,130	4,130	Total Funds:	(43,685)	(43,685)
Payment to CO, Regional Office and Other schools	39,955	40,274	LOCALLY RAISED FUNDS (REVENUE)		
Residential Operations	0	0	Voluntary Contributions	4,468	4,468
Residential Boarding Fees to CO (Ag Colleges only)	0	0	Charges and Fees	9,898	9,898
Farm Operations (Ag and Farm Schools only)	0	0	Fees from Facilities Hire	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0	Fundraising/Donations/Sponsorships	12,429	12,429
Camp School Fees to CO (Camp Schools only)	0	0	Commonwealth Govt Revenues	0	0
Total Funds:	423,459	398,187	Other State Govt/Local Govt Revenues	0	0
TOTAL	4,524,494	4,499,222	Revenue from CO, Regional Office and Other scho	0	0
			Other Revenues	15,686	15,751
			Transfer from Reserve or DGR	25,000	25,000
			Residential Accommodation	0	0
			Farm Revenue (Ag and Farm Schools only)	0	0
			Camp School Fees (Camp Schools only)	0	0
			Total Funds:	67,481	67,546
			TOTAL	4,880,289	4,880,354



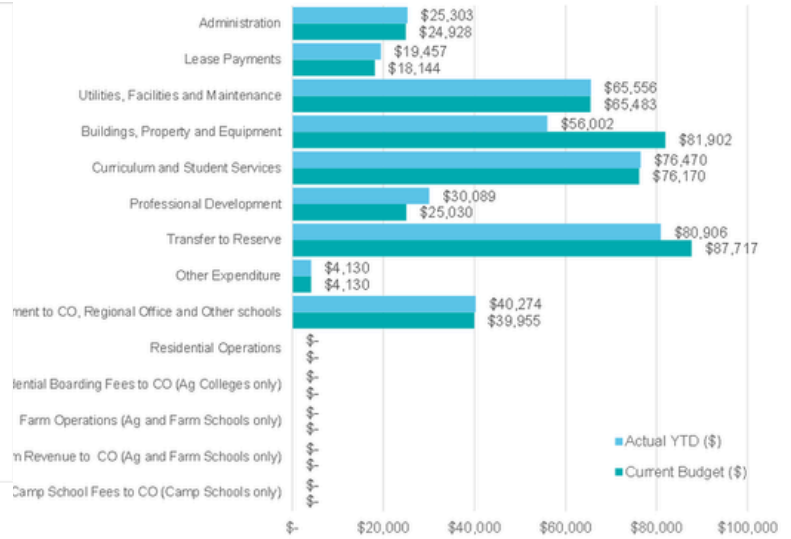
**HALLS HEAD
COLLEGE ESC**

**Halls Head College Education Support Centre
Financial Summary (Verified December Cash)**

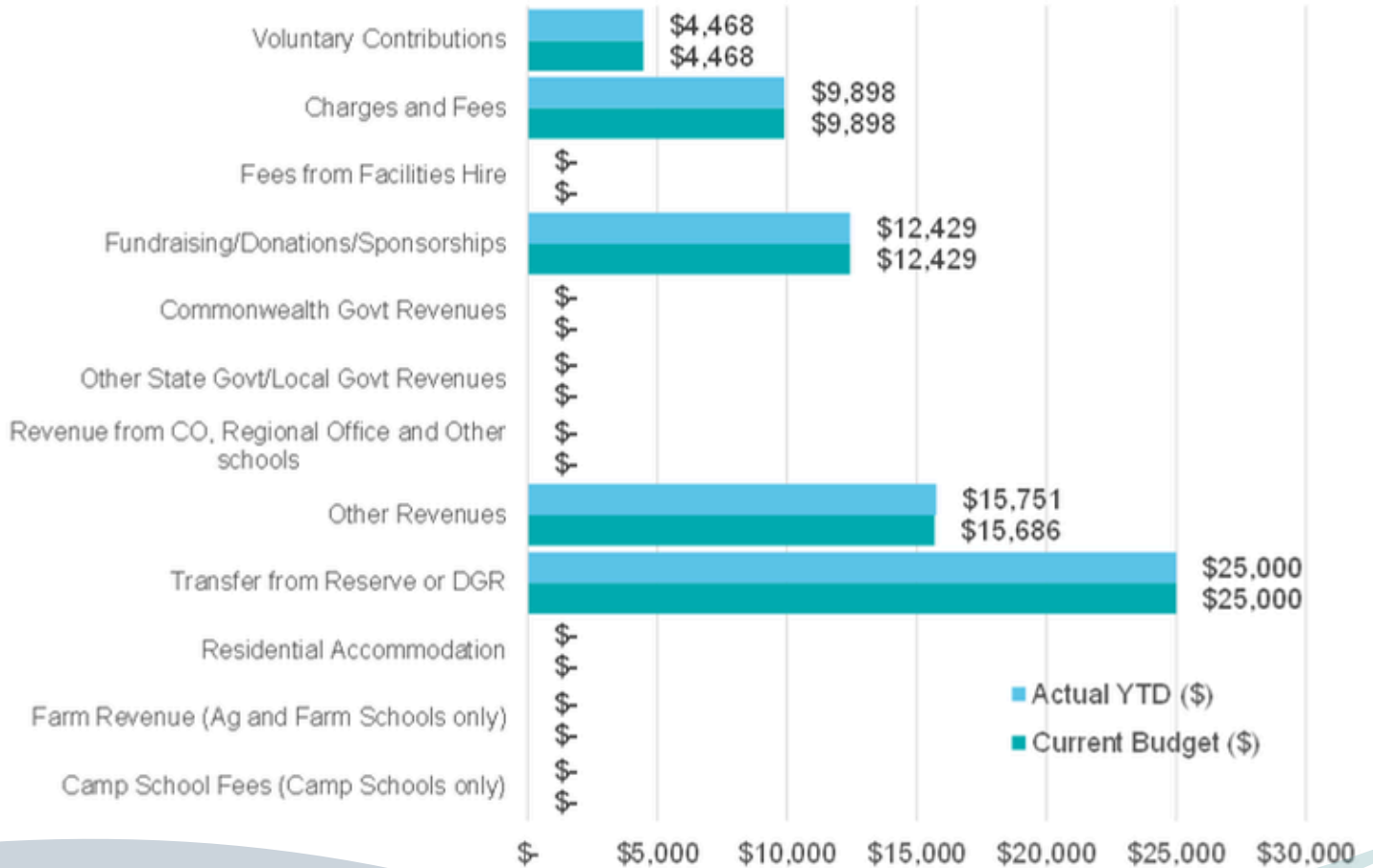
Dec 2025 (Verified Dec Cash)



Dec 2025 (Verified Dec Cash)



Dec 2025 (Verified Dec Cash)





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Learning for Life

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