



Department of
Education

Learning changes lives

Halls Head College Education Support Centre

Public School Review

D26/0776302



Public School Review

Purpose

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

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

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

Expectations of schools

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

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

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

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

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

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

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

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolReview@education.wa.edu.au

Context

Halls Head College Education Support Centre is located approximately 77 kilometres south of the Perth central business district in the South Metropolitan Education Region.

Providing programs for students with disabilities and special educational needs, the college currently enrolls 73 students from Year 7 to Year 10. Students transition to John Tonkin College Education Support Centre in Mandurah to complete Year 11 and Year 12.

Opened in 2001, Halls Head College Education Support Centre gained Independent Public School status in 2015. The college has an Index of Community Socio-Educational Advantage of 958 (decile 7).

Halls Head College Education Support Centre has the support of a College Board and a joint Parents and Citizens' Association with the co-located Halls Head College.

The first Public School Review of Halls Head College Education Support Centre was conducted in Term 4, 2022. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

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

- The school conducted a collaborative and transparent self-assessment process, using staff development days to engage staff in critical reflection against the Standard and build shared ownership of strengths and improvement priorities.
- The comprehensive Electronic School Assessment Tool (ESAT) submission was clearly aligned to the 6 domains of the Standard, with staff teams presenting a broad range of evidence and supporting commentary to substantiate the school's assessment of its performance.
- A defining strength of the ESAT submission was the inclusion of longitudinal data, enabling the school to demonstrate trends over time and evaluate the sustained impact of its improvement strategies.
- Validation discussions with staff, College Board members and community partners added depth and context to the evidence presented, confirming a cohesive school culture.
- A tour led by the Principal prior to the validation meetings provided the review team with valuable insight into the school's context, culture, facilities, routines and learning environment.
- Student leaders demonstrated confidence, enthusiasm and commitment to their leadership roles, engaging independently with the review team and providing thoughtful and insightful responses to questions.

The following recommendation is made:

- Refine future ESAT submissions by developing a concise and precise narrative, eliminating duplication across domains and clearly identifying the next steps and priority actions for school improvement.

Relationships and partnerships

A cohesive and inclusive culture, underpinned by high levels of teamwork, mutual respect and a strengthening partnership with Halls Head College, enhances opportunities for students and builds collective capacity to support their learning, wellbeing and transition pathways.

Commendations

The review team validate the following:

- Mutually beneficial partnerships enable community organisations to provide authentic workplace learning opportunities for students, while drawing on the school's expertise and advice to strengthen their capacity to work inclusively with people with disability.
- Staff readily share expertise, provide practical and professional support to colleagues and work collaboratively to respond to student needs, contributing to consistently high levels of morale.
- The established ritual of sharing 'values and moments' at staff and Board meetings recognises staff contributions and celebrates student achievement, reinforcing the school's values and strengthening connection across the school community.
- Parents, Board members and community partners expressed confidence in the school and spoke positively about its responsiveness, communication and commitment to students, reflecting a strong sense of trust and community.

Recommendations

The review team support the following:

- Explore strategies to strengthen opportunities for students, families and community partners to contribute to school planning and improvement, with feedback and resulting actions communicated to stakeholders.
- Strengthen governance capacity through ongoing College Board training, supporting members to understand their roles and contribute effectively to strategic oversight and school improvement.

Learning environment

A safe, supportive and inclusive learning environment is underpinned by a strong culture of care, staff wellbeing and collaborative practice, with deliberate attention given to developing student confidence, resilience and voice.

Commendations

The review team validate the following:

- The high performing teams process provides a valued structure for supporting staff wellbeing, strengthening professional trust and enabling teams to reflect, debrief and respond collectively to emerging needs.
- The CALM¹ initiative and mentors' strategy support a consistent and proactive approach to creating calm, predictable and supportive conditions in which students can regulate, engage and learn.
- Therapists work collaboratively with teachers and education assistants, contributing specialist expertise to student planning and strengthening the consistency of adjustments and support provided across learning environments.
- The sustained implementation of the You Can Do It! program has developed a shared language for social and emotional learning, with longitudinal data demonstrating its positive and lasting influence on student confidence and resilience.
- A communication rich environment is supported through the purposeful use of personalised augmentative and alternative communication devices, Podd², visual supports, Key Word Sign and Auslan³, enabling students to express choice, participate meaningfully and develop communicative competence across school settings.

Recommendations

The review team support the following:

- Implement a coordinated student services approach that brings together relevant school staff and specialist personnel to regularly identify, prioritise and monitor students at educational risk through consistent referral, case management and review processes.
- Investigate innovative approaches to engaging families in addressing unauthorised absences, supported by early intervention, individual attendance planning and regular monitoring of impact.
- Undertake an Aboriginal Cultural Standards Framework self-assessment to identify strategic priorities and guide the school's next steps in strengthening culturally responsive practice.

Leadership
Cohesive and purposeful leadership, supported by collaborative planning, distributed responsibility and effective workforce management, provides clear direction and builds collective capacity to progress the school's improvement agenda.
Commendations
The review team validate the following: • The leadership team operates cohesively, modelling mutual support, open communication and collective responsibility for school performance and staff wellbeing. • The draft School Plan 2026 – 2029 has been developed collaboratively, drawing on staff reflection, school data and community input to establish a shared vision, beliefs, priorities and ownership of the school's future direction. • Distributed leadership is promoted through committees, working groups and defined leadership responsibilities, enabling staff to contribute their expertise and build leadership capability. • Effective workforce management aligns staff expertise and responsibilities with school and student needs, while supporting professional growth, leadership development and organisational continuity.
Recommendations
The review team support the following: • Refine and simplify the business plan to communicate a small number of clearly defined priorities, measurable targets and intended outcomes that focus and guide whole-school improvement. • Develop supporting operational plans that identify actions, responsibilities, timelines, resources and measures of impact to enable the timely implementation and monitoring of business plan priorities. • Develop and embed a sustainable instructional coaching model that provides teaching and non-teaching staff with regular opportunities for observation, feedback and professional reflection, supporting the consistent implementation and refinement of evidence-based teaching practice.
Use of resources
Strong financial management, strategic workforce planning and effective governance processes support the responsible allocation of resources to school priorities and the diverse needs of students.
Commendations
The review team validate the following: • The highly skilled manager corporate services works in a positive and effective partnership with the Principal, providing informed advice and supporting sound financial and workforce decision making. • Strong financial governance is demonstrated through an active Finance Committee, clearly established processes and regular monitoring of expenditure against budget priorities. • Detailed budgeting processes support responsible financial management and enable the school to respond flexibly to emerging operational and student needs. • High levels of financial transparency are maintained with the College Board through regular reporting and opportunities for members to scrutinise and understand the school's financial position and resource decisions.
Recommendations
The review team support the following: • Incorporate cash and salary budgets within operational plans to demonstrate how resources are allocated to priority actions and intended outcomes. • Strengthen the alignment of Aboriginal education funding with identified priorities, planned actions and measurable outcomes for Aboriginal students. • Develop systematic processes to evaluate the educational impact and cost-effectiveness of programs, interventions and staffing allocations to inform future resource decisions.

Teaching quality
A skilled and reflective staff demonstrate a strong commitment to refining teaching and support practices through collaborative learning, inclusive approaches and emerging processes for observation, feedback and coaching.
Commendations
The review team validate the following: • Personal interest program groups provide highly valued multi-age learning experiences that respond to student interests while strengthening social connection, confidence and emotional wellbeing. • The Connected and Consistent Classroom Practices tool incorporates co-regulation for students and staff, providing a promising foundation for strengthening shared, evidence-based practice across the school. • Graduate teachers receive comprehensive and highly valued support through mentoring, professional guidance and practical assistance, enabling them to build confidence and capability within the education support setting. • The Swivl project, supported by external expertise, has provided a strong foundation for teachers to observe, reflect on and seek feedback about their practice.
Recommendations
The review team support the following: • Use the Quality Teaching Strategy and Teaching for Impact resources to review and further develop the school's agreed approaches to high-quality teaching. • Through Teaching for Impact professional learning, develop a shared understanding of the distinction between differentiation and reasonable adjustment and how each is applied in classroom planning and practice. • Coordinate a consistent and sustainable process for implementing targeted support programs, such as MultiLit, with clearly defined entry and exit criteria, dedicated staffing and timetabling, agreed delivery expectations and progress monitoring to maximise impact for students and staff.

Student achievement and progress
The purposeful use of assessment information and longitudinal student profiles supports staff to understand individual achievement, monitor progress over time and plan responsive learning programs.
Commendations
The review team validate the following: • Staff use the Elastik data management system effectively to access, analyse and apply student achievement information to teaching and planning. • Progressive Achievement Test assessments are used purposefully with longitudinal student profiles enabling staff to identify patterns of achievement and growth over time. • Personal learning planning and review processes draw on multiple sources of evidence to identify individual student needs, establish priorities and communicate progress. • The trial of Writemark by selected teachers demonstrates a willingness to investigate innovative approaches to capturing, assessing and providing feedback on student learning.
Recommendations
The review team support the following: • Extend the use of ABLEWA⁴ assessment beyond literacy and numeracy to science and humanities and social sciences to strengthen the monitoring of student progress across the curriculum. • Identify and implement additional assessment tools that provide regular, relevant and reliable evidence of what students know and can do, supported by a whole-school database that captures assessment results, observations and longitudinal progress. • Establish a regular whole-school moderation process that supports consistent teacher judgements, shared analysis of student work and greater confidence in reported achievement and progress.

Reviewers	
Matt Osborne Director, Public School Review	Lorraine Tunbridge Principal, Kalamunda Secondary Education Support Centre Peer Reviewer

Endorsement

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

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2029.

Sally Panizza
A/Deputy Director General, Schools

References

- 1 Check-in, Advocacy, Learning, Mindfulness
- 2 Pragmatic Organisation Dynamic Display
- 3 Australian Sign Language
- 4 Abilities Based Learning Education, Western Australia