



# Halls Head College Education Support Centre



**SCHOOL  
REPORT 2016**

## *Welcome from our Principal*

2016 was an exciting year at Halls Head College Education Support Centre. Whilst our school community faced some challenges, the year was filled with many purposeful and memorable events and activities. Our students enjoyed a balance of quality classroom based programs and opportunities to transfer their skills to real life experiences through community based learning. It was our second year as an Independent Public School and it was pleasing to witness the growing community connections as our staff and students embraced the opportunities to work productively with members of our local neighbourhood continually enhancing our school and student reputation. Our Ecoleaders program continues to strengthen our community partnerships as our coastal neighbours and the City of Mandurah see what a great job our students do looking after the beaches. The appreciation for our students' work was acknowledged at the end of 2016 when two local services groups donated the remaining funds needed for our replacement trailer. Our year 10 students were also outstanding ambassadors when they went out to work place learning in the Mandurah Community, receiving so much positive feedback. I would like to acknowledge the dedication of all students, parents and staff involved. I thank all of the businesses that so generously supported us in 2016. Our Great Race was another huge success with our students interacting positively with Mandurah locals during the community based, clue finding event that encompasses many sites and businesses of Mandurah. Having completed a successful third year now, with community grants and corporate sponsorship, this event is beginning to gain some serious momentum.

We continued as a Teacher Development School (Special Educational Needs) in 2016 and our Program Coordinator and team were able to share our expertise, delivering professional learning to 101 schools and 516 school staff across WA metro and country this year.

There were also several 'firsts' for our school in 2016. Our first ever choir was formed. We now have a bush tucker garden and story circle area constructed by our students and staff in a collaborative project with the Halls Head College Aboriginal student group and support from the local community. We also had students attend the "Odyssey Sensorium" which was an interactive, highly sensory theatre experience and we held our first Christmas market stall at Halls Head College's inaugural Christmas concert.

In 2016 our school maintained a varied cohort of students with a diversity of learning needs and some students with challenging behaviours. During this period, our school worked efficiently with external agencies to ensure the appropriate care and support was being provided to our students and our staff who were working with them. I would like to commend our staff for their ability to deliver quality teaching to students in what are sometimes difficult circumstances. As this report will demonstrate, the individual progress of so many of our students was very pleasing. According to data, various forms of feedback and our surveys, there is a lot of pride in the success of our small but largely passionate school community. I sincerely thank our dedicated and talented staff, our wonderful students and their families. Finally, I thank our School Board, the P&C and our community supporters. Working together has made 2016 another successful year at Halls Head College Education Support Centre.



## Our Vision

Halls Head College Education Support Centre is committed to developing lifelong learners who are confident and capable of achieving their full potential. We foster a cooperative and supportive learning environment that is inclusive and responsive to the needs of all students. We aim to develop independent learners who have a strong sense of self-worth and compassion for others. Our vision will be realised through an enduring partnership involving all members of the school community.

## School Profile

Halls Head College Education Support Centre was established in 2001. We became an Independent Public School in 2015. Our school enrolls year 7-10 students with an intellectual disability, autism or other high level support needs. We are a vibrant, caring and successful, small school. We provide a quality educational experience for all of our students, providing personal learning plans and pathways to ensure that each student will progress purposefully towards their own potential.

The Education Support Centre is situated on the campus of Halls Head College. Our students all have a broad range of curriculum opportunities with shared access to the Halls Head College classes and facilities as well as access to our very own purpose built Life Skills Centre. Our Life Skills Centre has an inclusive kitchen, laundry facility, a shade house, vegetable and herb gardens, composting, a worm farm and a powered shed / workshop. There is also a simulated office and seniors room for our year 10 students.

Students come from the Mandurah area and its surrounding suburbs and from town sites as far north as Golden Bay, south to Waroona and east to Pinjarra. The school has an ICSEA of 962

In Semester Two 2016, our school had 50 students from year 7 -10. Our year 7 cohort was abnormally small with only seven students, whilst the other years were quite typical in size. We had 13 students in year 8, 14 in year 9 and 16 in year 10.

In 2016, the Principal, Deputy and Manager Corporate Services were supported by a Program Coordinator, 10 Teachers, 24 Education Assistants and 2 School Officers. A significant number of the above positions were part time in 2016 totalling a staff of 40.



## Our Business Plan

Our staff and school board have worked together guided by a process of rigorous school review and community consultation to develop this plan. We have three key focus areas.

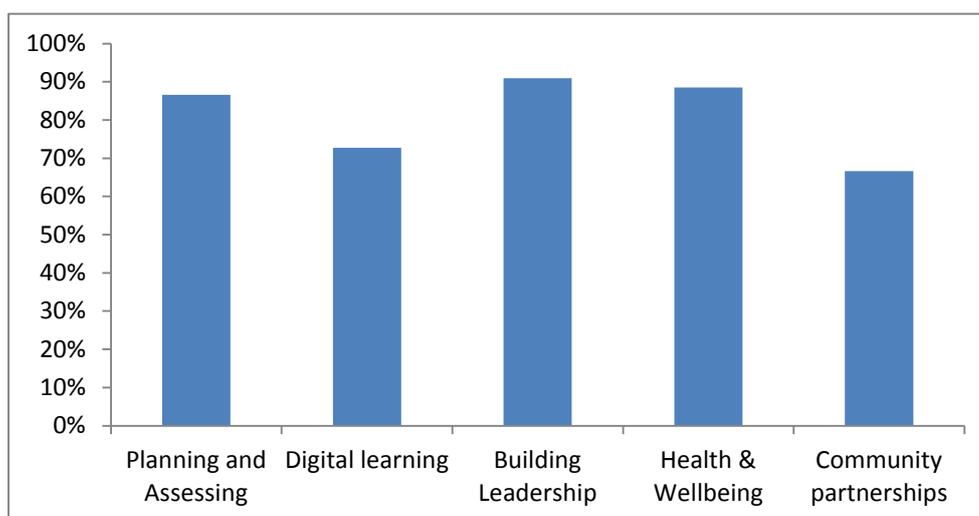
**Excellence in Teaching and Learning** is a priority for our school as we are passionate about providing purposeful and engaging learning activities whilst ensuring staff provide quality teaching for all students in a motivating and suitably resourced, learning environment. This priority area includes the three sub sections of; Planning, assessing and reporting, Digital learning, and Building leadership capacity.

The **Health and Wellbeing** of our students and staff is another important priority for our school. All students face challenges as adolescents, and as a school community we genuinely embrace the concept of personalised learning for all. We consider carefully the whole child including the physical, social and emotional development. The wellbeing of our staff is also important as we support them to implement strategies that will ensure success for all.

Developing positive relationships and enduring **Community Partnerships** is central to our philosophy as a school. We prepare our students to develop the confidence and the connections that will enable them to become active and productive members of our local community at the end of their schooling. This plan outlines our strategic directions from 2015-2017. The targets and milestones in this plan will indicate our level of progress towards achieving outcomes for students in our three focus areas.

The following graph represents the percentage of milestones achieved from the focus areas of our school Business Plan by the end of 2016. We are two years into a three year plan and comfortably on target for achievement of our milestones and outcomes across all focus areas by end of 2017.

**School Milestone Progress 2016**



## Excellence in Teaching and Learning

*Teachers collaboratively develop personalised learning plans and provide engaging teaching and learning programs.*

### Planning, Assessing and Reporting

We are performing well in this area of our plan with 86.6% of our milestones and objectives achieved. Teachers are sharing and moderating more and a culture of classroom observation is being developed. Teachers are developing their own skills as team leaders and as curriculum leaders at a wider school level. Significant work took place on the creation of whole school Scope and Sequence guidelines for Science, English, Maths, Health, Physical Education and Humanities. In 2016, WA curriculum knowledge and application for planning, assessing and reporting improved as demonstrated through our teacher performance development cycle.

Our Literacy and Numeracy coordinators reviewed resources, provided training, improved our moderation processes and provided ongoing support to staff.

Teachers have all been trained and have used Abilities Based Learning and Education Support – Western Australia (ABLESWA). Final evaluation from our trial found that it was a very thorough assessment tool and useful for all students. However, it is extremely time consuming to administer and therefore we may suggest that teachers only use it for those students who we have found it clearly benefits most significantly in our context - that is those students working under year 1 academic levels.

### Personal Learning Plans

Each student had a personal learning plan (PLP) developed through a collaborative process with parents, teachers, students and relevant community agency personnel or therapists, to meet their specific needs. The RTP SEN planning tool has allowed our semester reporting processes to align with our PLP review process. Achievement of individual goals set during the PLP process is an important aspect of our school's annual assessment cycle. The implementation of the RTP SEN planning and reporting process by all teaching staff has improved clarity, communication and monitoring of achievement towards students individual goals especially in the literacy and numeracy areas.

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

	2015	2016
Literacy	77%	79 %
Numeracy	85%	78 %

### Curriculum Delivery

Seven learning areas comprising English, Maths, Science, Technology and Enterprise, Humanities, Physical Education and Arts were offered to our students in 2016. A strong emphasis was placed on Social Skills and Health as separate subjects although skills developed in these classes were incorporated across the curriculum. In 2016, students attended a range of specialist classes in Halls Head College. Physical Education was, for years seven, eight and nine, provided by Halls Head College staff. An ESC teacher delivered Physical Education for year 10 and for younger students who benefitted from more specialised or therapeutic approaches such as Riding for the Disabled and swimming programs. All of our year 7 students attended the year 7 in term swimming program, of which 6 students participated. All year 10 students were offered a suite of endorsed programs including ASDAN modules and Work Place Learning.

## NAPLAN results 2016

In 2016, 11 of our 25 students from year 7 and year 9 were exempt. We had 13 students participate in the NAPLAN assessment. 1 student had left the school. The results for NAPLAN 2015 showed that all students were under the benchmark for reading, writing and numeracy. These results were consistent with an intellectual disability assessment process, teacher judgments and school based assessments.

## Courses of Study and Endorsed Program Achievements

During 2016 we had a total of 11 year 10 students enrolled in a variety of Endorsed Programs being offered at HHCC ESC. The students selected their programs and courses based on interest, talents and needs and enrolled students completed their programs.

The Endorsed Programs delivered were;

ENDORSED PROGRAMS	Students Completed
<b>ASDAN Towards Independence</b>	
Independent Living	3
Sports Studies	1
Multi-Sensory Experiences	3
Work Awareness	4
World of Work	3
World of Work-Office	4
Developing Communication Skills	4
Developing Communications Skills – Sensory	1
Developing Numeracy Skills	4
<b>ASDAN Short Course</b>	
Personal, Social, Health and Ethical Skills-PSHE	3
<b>ECO Leaders</b>	4
<b>Authority Developed Work Place Learning-ADWPL</b>	6
<b>Keys for Life</b>	8



## Reporting to Parents

Whole school assessment and reporting procedures took place as follows:

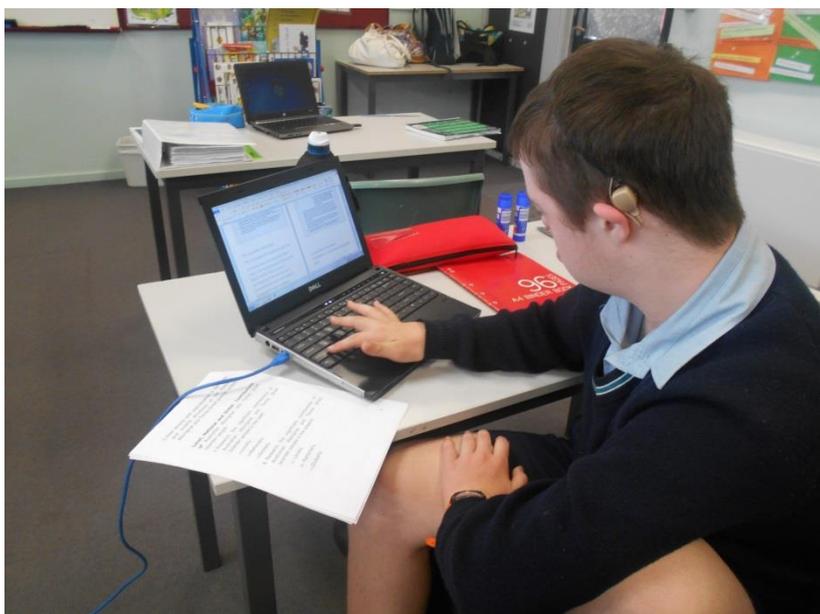
Term 1	Personalised Learning Plan (PLP) meetings for every student. Online Literacy and Testing (OLNA) testing for Year 10 students
Term 2	Special Educational Needs (SEN) full report on all learning areas and PLP goals. NAPLAN testing for Year 7 and Year 9 students
Term 3	PLP review meetings Disability Resourcing Review for year 8 students; including psychometric and adaptive behaviour assessment
Term 4	Full reporting on all learning areas PLP review

In addition to the above formalised procedures, reporting student progress to parents occurred in the following ways;

- Staff maintained on-going contact with parents through phone calls, emails and diary entries
- ESC assemblies 2 x per term
- School Newsletters and Facebook
- Parents were invited to award presentations and other combined schools events
- Individual meetings or case conferences with parents and community agency support were held throughout the year.

## Digital Learning

In 2016 the ICT Team, consisting of the ICT Coordinator and ICT Officer, coordinated training in the use and development of Electro Boards, iPads, Digital Portfolios and laptops. This ICT Officer role was reduced to the time allocation of two days per week in 2016, with the aim of being able to train up staff within the teams to utilise basic IT requirements in supporting students. This did not prove as successful as we hoped for a variety of reasons and there are still staff needing support to make the most of our digital learning resources. We plan to increase support time in 2017. A new survey tool has been developed that is linked to ICT Australian Curriculum General Capabilities and this will be rolled out to teaching staff at the beginning of 2017 to help us monitor growth of skills in this area. Cyber safety was an ongoing issue amongst students throughout the year in particular, with social media. Thanks to receiving a DOE grant of \$3982 to fund Cyber-safety training, a whole school “bCyberwise” training was delivered by the Life Education Team in Term 4 2016. There are remaining funds that are to be expended in the 2017 school year.



## Building Teaching & Leadership Capacity and Sustainability

Teachers continued a revised performance management process linked to Australian Institute for Teaching and School Leadership (AITSIL) standards. Our Teacher Development School status has afforded teachers further leadership opportunities and our teachers have linked into the Mandurah Students Support professional learning and become members of the Department of Education Connect online professional learning community. Our school committee and working groups encouraged all staff to be actively involved and assume leadership roles at many levels across the school. With ongoing support and training, teachers are developing their skills as team leaders and as curriculum leaders at a wider school level. Three members of our administration team accessed professional learning on classroom observations; one member participated in a leadership aspirant program and the principal completed the “leading for Impact-Advanced Leadership for IPS Principals” course.

## Professional Learning and Performance Development in 2016

Performance Development procedures are in place to be able to support teachers and education assistants to work towards their professional learning goals. The expenditure on staff professional learning in 2016 was \$14472 which included cash and salaries.

Staff participated in the following professional learning during the course of 2016:

- *Manual Handling*
- *Review of Performance Development procedures*
- *IPS Operational plans and procedures*
- *Peg Feeding training (for individual student)*
- *ICT (Book Creator, Troubleshooting ICT, How to manage photo's*
- *SECCA - Boundary Setting and Protective Behaviours*
- *Understanding Disability Resourcing*
- *Trauma presentation*
- *Teachers - Scope and Sequence across the school*
- *Preparing Written Job Applications for Education Assistants*
- *You Can Do it (Personal and Social Capabilities, Catastrophe scale, Attitude and behaviour for learning, the Resilient Educator*

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

- *Understanding Autism*
- *ASDAN*
- *First Aid*
- *Drug Awareness*
- *Surf Rescue*
- *Managing challenging behaviour*
- *Keys for Life SDERA*
- *Team Coaching*
- *Workforce Policy and Coordination*
- *Level 3 classroom teacher applications*
- *Aspiring to be a manager corporate services*
- *Creating genuine employment opportunities for people with disabilities*
- *Classroom Management Strategies (CMS)*
- *Positive Schools Conference*
- *Finance billings*
- *Conducting Classroom Observations*
- *Career in school leadership*
- *Leading for Impact - IPS principal leadership*
- *SCF Planning One Line Budget*
- *Building Optimal Wellbeing for School leaders*
- *Leading the online budget*
- *Schools resourcing Financial management*
- *Principal Network meetings*
- *Schools resourcing- tools for schools personnel and payroll*
- *Recruitment and selection panel training for Principals and delegates*
- *School Board training*

*We value the whole person and consider the social, emotional and physical wellbeing of our students and staff in measuring the success of our school.*

### **Social and Emotional Development**

In 2016, we continued to implement the You Can Do it program across the school. Skills classes were timetabled and taught not only specifically but also incidentally across all areas. Students worked towards the 5 'Keys to Success' - resilience, confidence, getting along, organisation and perseverance. The social skills area was a focus for professional learning for staff in 2016 and all staff were taught to reinforce the development of the 'Keys to Success'. We were pleased with the 2016 improvement in our students' social and emotional skills as measured by our 'You Can Do It' social and emotional rubric. We have been using this tool annually since 2014 to plot progress of students across their years at our school. In 2017 we will continue to support all staff to develop teaching and assessment skills in this area.

### **Whole School Student and Staff Well being**

Teachers closely supported and monitored the pastoral care of students. In addition to academic skills, students were supported with their social skills in class and at break times. Positive behaviours were encouraged and reinforced through 'You Can Do It' keys, class reward systems, certificates at assemblies, Workplace Learning Student of the Week awards and ongoing personal feedback. Student and parent feedback through surveys indicates that students feel safe and happy at school – the average scores on survey items *"I like being at my school"* and *"I feel safe at my school"* have increased since our 2014 surveys from 3.9 to 4.0. These are pleasing results given the complexities of the school environment and it indicates the high level of care staff have for the students to be safe and happy at school. In 2016 we have had more availability for student counselling from our school psychologist. We have worked closely with supporting agencies to support students on and off site. We have had therapists and counsellors from local agencies come to see students at school and we appointed a Chaplain in Term 4.

The school has monitored staff health and wellbeing in response to student mental health issues and a significant number of students requiring complex case management throughout the year. An informal Health and Wellbeing survey of staff took place as a follow up to the whole of staff survey conducted in 2015. The school has continued to address the findings of the survey by supporting staff wellbeing in several ways. The school has encouraged the formation of a strong social committee who have regular meetings. The 2016 committee organised walking groups, a stretching afternoon, mid-term morning teas and a very successful Yoga Day run on a School Development Day, followed by weekly after school yoga classes. We also encouraged Teachers to develop further their skills as team leaders of the Education Assistants in their classes and another staff member attended a 5 day OHS course.

In 2016, the staff survey conducted in Term 4 asked staff *"What worked well at the school to support your health and wellbeing?"* Staff commonly reported that Yoga and other staff wellbeing activities, an open administration team, opportunity to debrief and supportive teams and colleagues worked well for them in 2016.



## Attendance Figures

	School	State
2014	84.3%	86.9%
2015	81.8%	87.9%
2016	80.8%	87.7%

We noted a further drop in our 2016 whole school attendance rates. Whilst our team based approach to the pastoral care of our students addresses school attendance in a holistic sense, and our school based attendance officer continues our rigorous approach to more serious attendance matters, these figures do reflect the enrolment of several students with a history of severe school refusal or other behaviour and engagement issues. In 2014 only 10.9% of our students were in the severe at-risk category, in 2015, there were 14.1 % and in 2016 that number grew to 14.8%. Being such a small school this makes a big difference to overall attendance figures. The percentage numbers of regular attenders in our school has actually improved from 47.2% in 2014 to 50% in 2016.

## Transition

In 2016 we continued with our annual transition program which has two phases.

The first part is our incoming students transitioning from primary school, predominantly from our partner primary schools Meadow Springs Education Support Centre and Riverside Learning Centre. In 2016 we had nine students from Riverside Learning Centre, five students from Meadow Springs Education Support Centre, one student from Pinjarra Primary School and one student from Manjimup Primary School. The transition involved our Transition Coordinator visiting the primary schools and conducting observations of students and then organising visits to Halls Head to become familiar with their new environment and staff. The expected number for 2017 (16 Year 7 students), was significantly higher than the year before (seven year 7 students.)

The second part involves our Year 10 transition to John Tonkin College Education Support Centre (JTC ESC). Again, this involved staff from the JTC ESC coming over to visit at Halls Head to conduct observations of students and getting to know them. Students also went over to the JTC ESC for transition visits to get to know the staff and become familiar with the school. From our Year 10 cohort of 16 students, 14 students transitioned to JTC ESC, 1 gained full time employment and 1 enrolled in another school out of the area (this happened part way through term 4 and the student completed year 10 at the new school).



*We value positive relationships, connections and enduring partnerships with our local community.*

## Eco Leaders

Our Ecoleader team have continued to make an impact along our beaches and bushland by participating in clean ups, revegetation programs and general maintenance to keep the city free from litter and graffiti. The tree enterprise program continued to successfully grow trees and build nesting boxes to sell to local governments. This self-funding mechanism ensures Eco Leader program sustainability. Students have also continued to plant out a number of their trees for the City of Mandurah in coast and bushland areas. This year students joined the City staff in a major rehabilitation of Tim's Thicket, (a well-used and popular fishing beach under pressure from erosion and litter).



The year had other highlights including a visit from the Mandurah Coast Care Coordinating Committee. Students were given the opportunity to meet the chairperson, various staff from the City of Mandurah and other coast care representatives. Students took the group on a guided tour of the grounds and nursery explaining their role in maintaining 2000 trees and the process needed to build nesting boxes. The group were impressed with our facility and the ownership and enthusiasm of our students who took immense pride in having their work recognised.

As testament to the success and community support for the program our dream of having our own trailer again has arrived. Through generous donations from the Dawesville RSL, Bendigo Bank, Mandurah Freemasons and the City of Mandurah we have raised enough and have placed an order for the trailer to arrive early in 2017.

The Ecoleaders were also invited to a barbeque, hosted by local residents who have seen our students at work and felt the need to thank them. This has become an annual event and once again added more support to a valuable community supported program.

“Kids Teaching Kids”, now a regular event for us, was engaging and fun for all involved. Students entertained and taught their peers about the ancient building techniques used by indigenous Australians and passed on a few nursery skills in how to mix soil and re-pot trees.

Our Ecoleader program remains a conduit for the community to view our students as valuable, reliable and worthy citizens who are ready to make an impact.

## Community Connections

A highlight of our community events was the “Great Race”. This was the third year that our staff organised this event and it was a great success with students travelling in teams around the Mandurah Foreshore. Students completed tasks and challenges that developed social and teambuilding skills whilst improving their awareness of local business and services in the Mandurah community. This year, due to pressure from past students we included John Tonkin College ESC in the Great Race. It was again a very positive public relations exercise for our school and a fun teambuilding and community interactive opportunity for the students.



Our school was successful in obtaining an Aboriginal cultural - Partnership, Acceptance, Learning, Sharing (PALS) grant to develop a bush tucker garden and story circle area. Our Aboriginal and non Aboriginal students worked together with local aboriginal community members and the Halls Head College Aboriginal student Leaders group to create a beautiful space.

Other community participation events included:

- Variety Club “Creative Car Cruise“ event grant cheque presentation for a modified tricycle.
- Literacy & Numeracy Week
- Alzheimer Group enjoyed a day with year ten students who entertained them with activities and games
- Students attended Riding for the Disabled.
- Harmony Day had our students join with mainstream peers in inclusive, multicultural activities.
- School board morning tea
- Welcome parents afternoon BBQ

Excursions also encouraged and advanced community connections whilst developing lifeskills for our students in 2016. Some of these included:

- Mandurah Community Museum
- Active House
- Swimming
- Scitech
- Elizabeth Quay
- Perth Zoo
- Local shops
- Oddysea Sensorium
- Fremantle Museum
- Thrombolites

## Workplace Learning Opportunities

Year 10 Students engaged in Workplace Learning (WPL) once a week during Terms 2 and 3, and some continued this program into Term 4.

All students were enrolled in ADWPL or ASDAN modules. Their placements were linked to individual talents and/or interests. Workplace Log Books, Skills Journals and/or Digital portfolios documented each student's engagement in their programs.



Our annual WPL Newsletter was published in Term 3 and distributed to employers in Term 4 and on 23<sup>rd</sup> November 2016, year 10 students hosted a WPL (Thank You to Employers) Morning Tea. School Board Members attended the event along with five representatives from the local employers who supported HHC ESC students throughout the year.

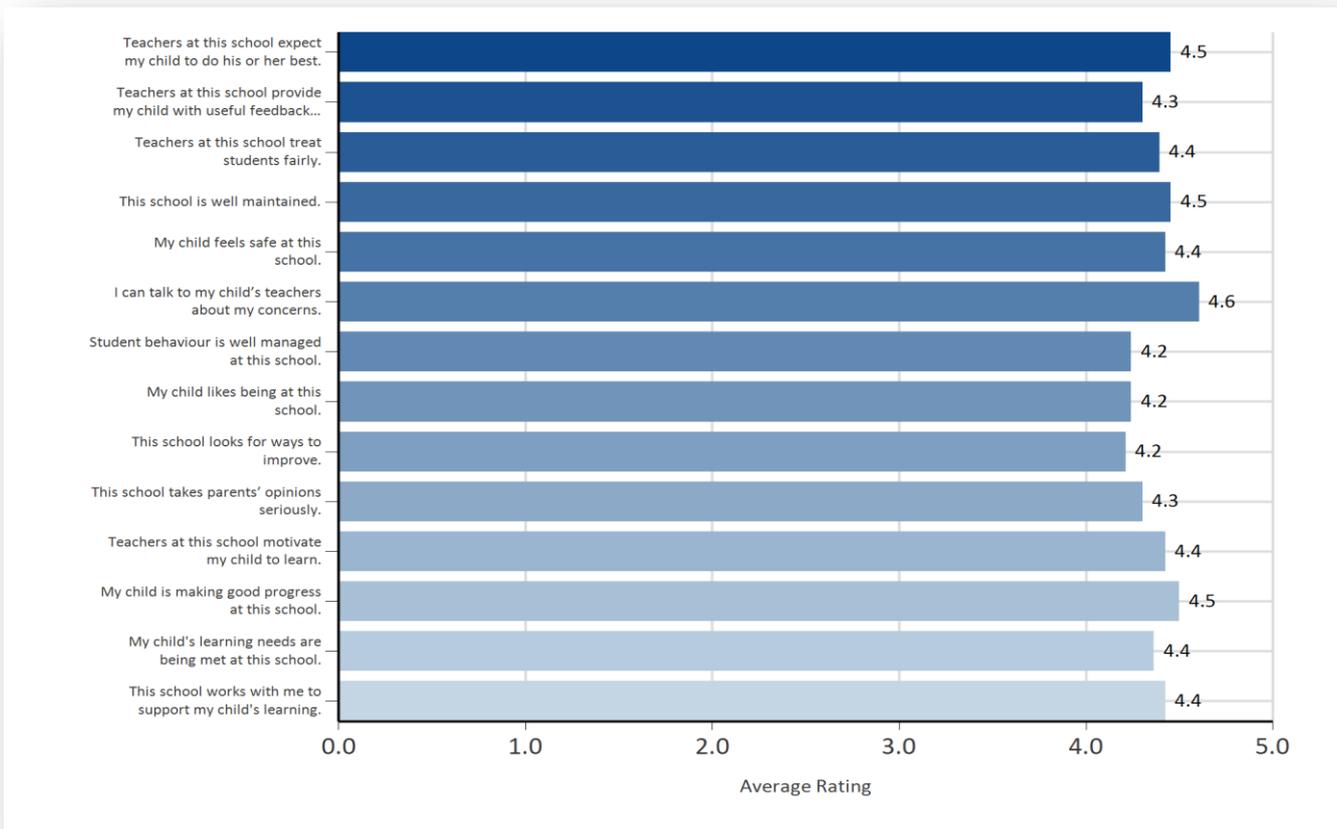


# Community Satisfaction

As part of ongoing self-assessment and review processes in 2016, HHC ESC surveyed different groups within our community. All results showed a predominantly high level of satisfaction with the way in which the school is being led - students are being supported to achieve, the community is involved and teachers are providing effective instruction in a safe learning environment. The scale of 1-5 was used to indicate agreement with a series of positive statements about the school, its programs and management. A score of 5 indicated “strongly agree” and 1 “strongly disagree”.

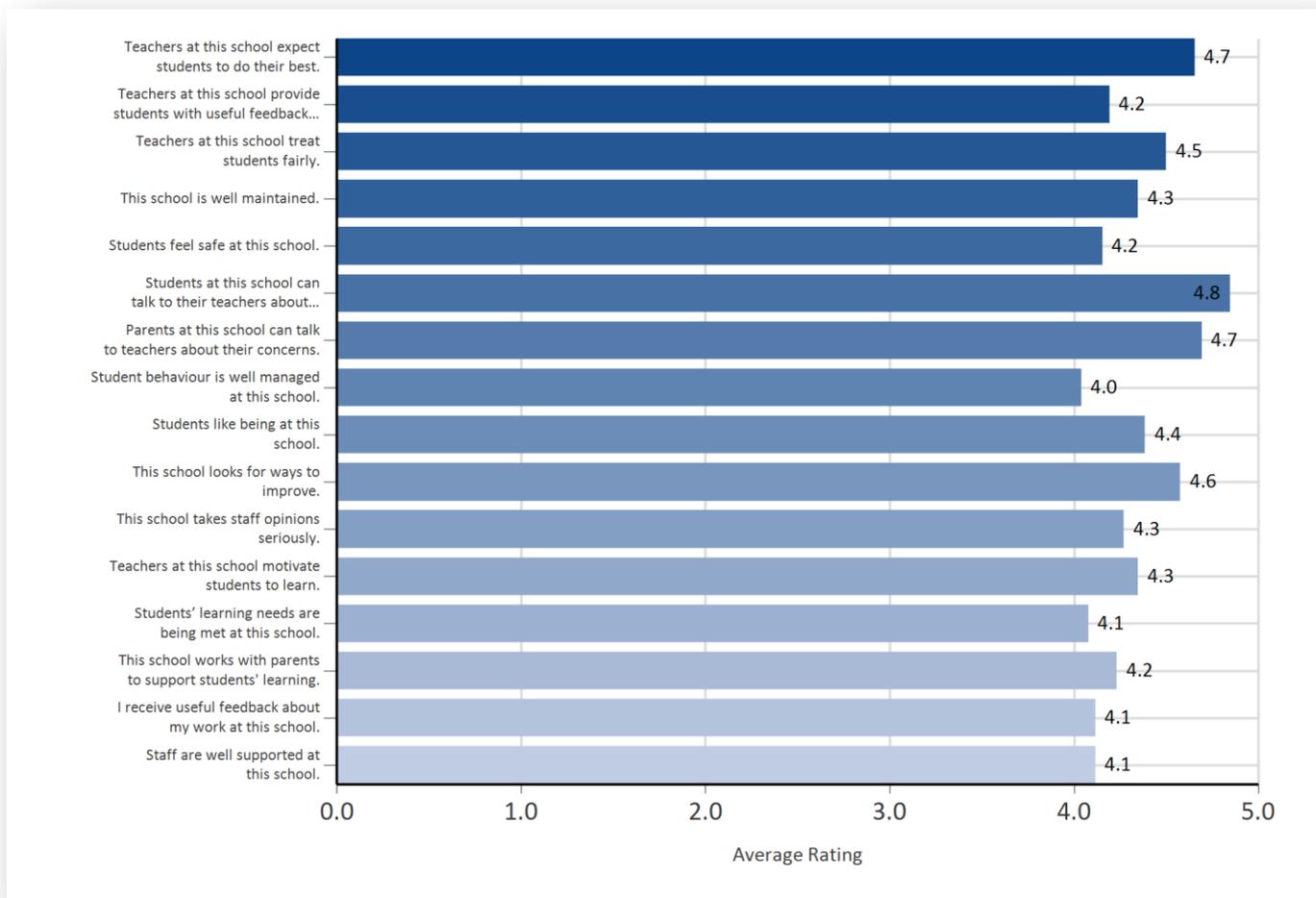
## Parent survey

Results from the parent survey showed all respondents agreed or strongly agreed with the positive statements. The lowest result was a score of 4.2 for the statements “Student behaviour is well managed at this school” and “My child likes being at this school. We will continue to work with a high focus on student and staff health and wellbeing and we hope to build further on this pleasing result. Our highest score of 4.6 was for the statement “I can talk to my child’s teachers about my concerns” which is a credit to the staff and their efforts to build effective working relationships with parents and carers.



## Staff Survey

Results from the staff survey were also predominantly very positive showing the lowest result was a score of 4.0 for the statement “Student behaviour is well managed at this school”. We will continue to work with a high focus on student and staff health and wellbeing and we hope to build further on this pleasing result. Our highest score of 4.8 was for the statement “Students at this school can talk to their teachers about their concerns”. This was followed by 4.7 for “Parents at the school can talk to teachers about their concerns”. Again this highlights the importance our staff place on forming positive relationships with the students and parents.



Our students were supported to complete their survey with the help of a reader where appropriate. Their survey responses were also predominantly very positive showing the lowest result was a score of 3.3 for the statement “Student behaviour is well managed at this school”. However, we were very pleased to see that students rated “I feel safe at school” and “I like being at school” both at average 4.0. Our highest scores of 4.4 and 4.3 were for the statements, “My school gives me opportunities to do interesting things” and “My teachers expect me to do my best”, respectively.

## Looking Forward



In addition to data referred to throughout this document, our school self-assessment process for 2016 included

- National school Improvement Tool
- Aboriginal cultural Standards Framework
- Student tracking Audit findings
- School committee reports
- Information collected via ongoing feedback from staff and the leadership team.

On the whole, our self-assessment process has found that we have committed and capable staff who are supporting are students to progress and achieve their individual goals. Most importantly our students feel safe and like being at school.

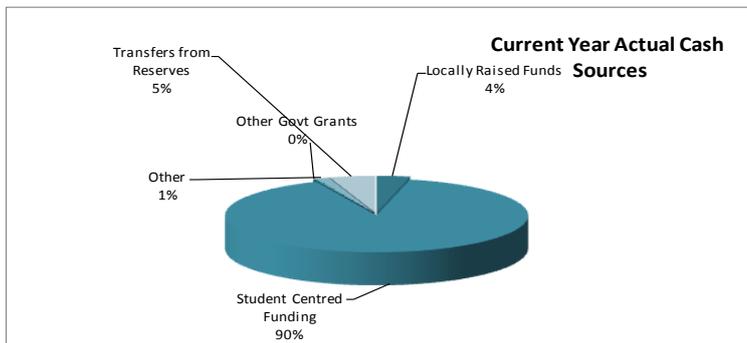
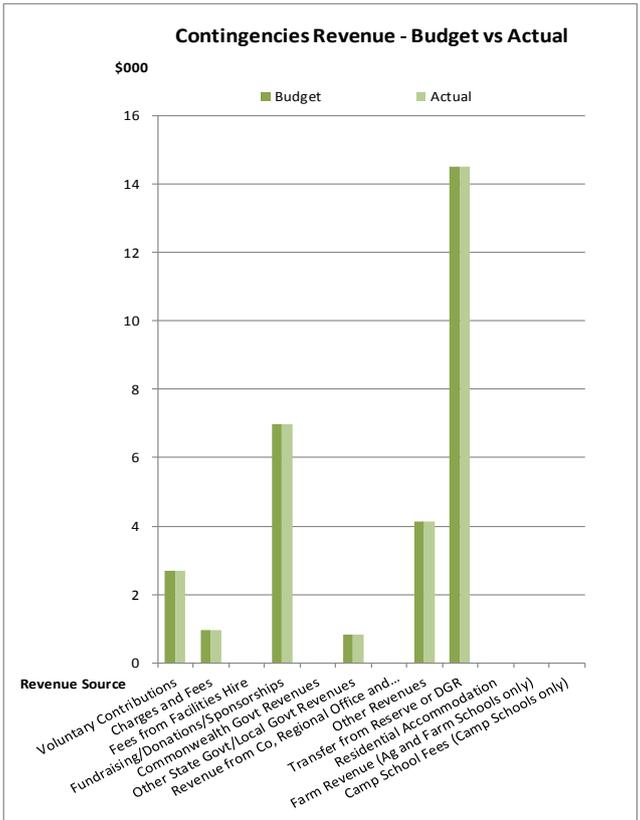
We are also a community of learners who are highly committed to continued school improvement. The following are some areas for improvement or consideration moving forward:

- Improving knowledge around useful and efficient data collection for staff
- Developing opportunities for student leaders
- Scope & sequence around Cyber Safety delivery
- Improve planning with Halls Head College Students Services re upcoming events so more collaboration around Aboriginal cultural opportunities and other activities that may be relevant for some of our students.
- Upgrading student attendance and behaviour recording software in line with Halls Head College
- Health and Wellbeing for staff still an area of focus
- Re visit and introduce a Positive Behaviour in School Policy & Guidelines to address student behaviour management concerns.

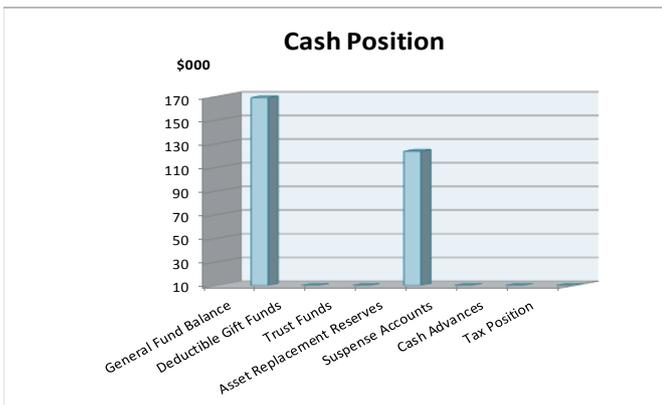
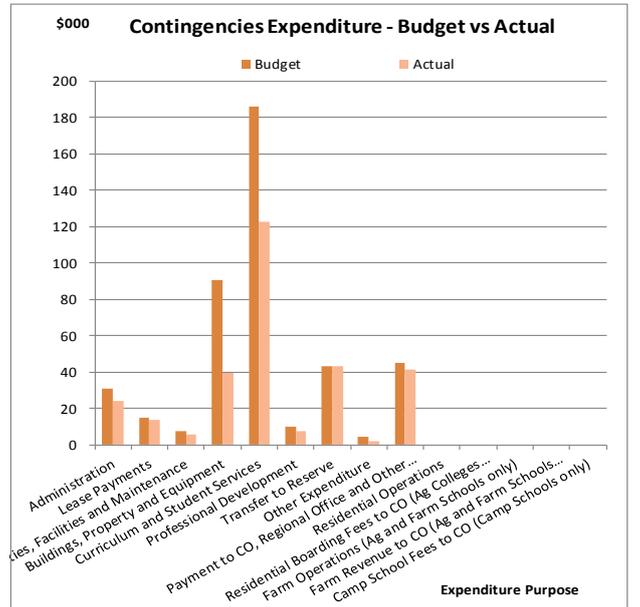


## Halls Head College Education Support Centre Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 2,688.00	\$ 2,688.00
2	Charges and Fees	\$ 959.00	\$ 959.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 6,965.00	\$ 6,965.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 825.00	\$ 825.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 4,127.26	\$ 4,127.26
9	Transfer from Reserve or DGR	\$ 14,500.00	\$ 14,500.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 30,064.26</b>	<b>\$ 30,064.26</b>
	<b>Opening Balance</b>	<b>\$ 168,562.74</b>	<b>\$ 168,562.74</b>
	<b>Student Centred Funding</b>	<b>\$ 268,297.72</b>	<b>\$ 268,297.72</b>
	<b>Total Cash Funds Available</b>	<b>\$ 466,924.72</b>	<b>\$ 466,924.72</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 466,924.72</b>	<b>\$ 466,924.72</b>



	Expenditure	Budget	Actual
1	Administration	\$ 30,644.07	\$ 23,701.73
2	Lease Payments	\$ 14,500.00	\$ 13,787.33
3	Utilities, Facilities and Maintenance	\$ 7,557.30	\$ 5,450.27
4	Buildings, Property and Equipment	\$ 90,435.17	\$ 39,260.37
5	Curriculum and Student Services	\$ 185,583.34	\$ 122,767.73
6	Professional Development	\$ 10,000.00	\$ 7,391.32
7	Transfer to Reserve	\$ 42,795.00	\$ 42,795.00
8	Other Expenditure	\$ 4,529.70	\$ 1,825.51
9	Payment to CO, Regional Office and Other Schools	\$ 44,662.00	\$ 41,100.20
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 430,706.58</b>	<b>\$ 298,079.46</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 430,706.58</b>	<b>\$ 298,079.46</b>
	<b>Cash Budget Variance</b>	<b>\$ 36,218.14</b>	



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 291,361.33</b>
Made up of:	\$ -
1 General Fund Balance	\$ 168,845.26
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 123,478.73
5 Suspense Accounts	\$ 496.34
6 Cash Advances	\$ 270.00
7 Tax Position	\$ 1,189.00
<b>Total Bank Balance</b>	<b>\$ 291,361.33</b>

## School Board Chairperson Report

It has been a pleasure to continue to chair the Halls Head College ESC school board for 2016. It has been a productive and positive year for our school community and the board and I am impressed with the school's progress on the strategic plan objectives. We are steadily approaching our first school review after the second year as an Independent Public School and we are confident that the review will highlight the hard work of our staff and commitment of the leadership team over the years. Our success is a culmination of the steady leadership and ambition of the teaching staff. Without their dedication and creativity, our school would not be in the place that it is today.

In late 2016 the board and teachers conducted a review of our improvement agenda using the National School Improvement Tool. The review highlighted the attention that has been given to differentiated teaching, explicit improvement agenda and creating a learning culture. These outcomes reconfirm that teachers, leaders and board members are committed to continuous learning and improving our school. The results are also impressive given the significant challenges that we faced with a diverse student cohort in 2016. Despite our challenges we will continue to find new ways to create an inclusive learning experience for all students. The ethos of improvement is an ever-present aspect of our culture and will be essential as we approach the school review in mid - 2017.

At the end of the year I and an international researcher who was visiting the school, observed the Ecoleaders program 'in action' out in the local community. I am always amazed by our school's ability to innovate and create opportunities for learning that extend outside of the classroom. Mr Dixon's work leading the Ecoleaders program over many years is a fantastic example of this.

In 2016 we enjoyed a farewell function for Mrs Mary Sindle, one of our longest serving school community members, who worked at Halls Head ESC for many years as a teacher, including some as Principal and following her retirement from Teaching, as a board member. I thank Mary for her contributions over the years and her presence on the board will be greatly missed. On this special occasion I was warmly welcomed by the hospitality of our students as they prepared and served morning tea to our guests – yet another example of the unique opportunities for students at our school, which are only made possible by our amazing teachers and education assistants.

The board and I would also like to thank Tammy Loffler for her contribution to the school whilst Meryl Fick was on long service leave in 2016. As Manager Corporate Services, Tammy did a fantastic job in supporting the school and board in her time with us and we wish her the best in her future endeavours.

I am grateful for the opportunity to continue to chair the school board in 2017, and I would like to warmly welcome our new students and their families to our school community. We look forward to learning together and contributing to an enriching educational experience. Our strategic goals will remain the same in 2017 - Excellence in Teaching and Learning, Health and Wellbeing and Community Partnerships.

I am excited about what the future holds as we enter our third year as an Independent Public School, with new challenges and opportunities for our students, teachers and the wider community to work together. Our committed board, highly experienced leaders and innovative teachers ensure that all students receive the very best learning opportunities. I am proud of the progress that our school has made and look forward to new opportunities in 2017.

I would like to thank our Principal, Deb Fieldwick, the board, staff, parents, community members and students for their contribution to the school in 2016. Every person who is involved with our school plays a vital role in creating an innovative and vibrant learning culture. I never cease to be impressed by the school's results and achievements, and 2016 has been no exception. I look forward to the continued success our students, staff and school in 2017.

Warm Regards,

**Mr Nick Lim**

**School Board Chairperson**

