



HALLS HEAD
COLLEGE



Learning for Life

Annual Report 2021

Our College

Halls Head College provides a comprehensive learning program for all students. We have developed a blueprint for academic excellence for our students and defined the philosophies and values that underpin it. Central to improvement is putting students first and, as we move into a new era, we need to ensure that changes result in improved classroom instruction and the quality of student learning.

Our Mission

Halls Head College nurtures lifelong learners who contribute positively to the community

We will do this by privileging:

Literacy, Numeracy, Intercultural Understanding, Critical and Creative Thinking, Personal and Social Capability, ICT Capability and Ethical Understanding.

Our Motto

Through our motto of **Learning for Life** we aim to provide an environment that values cultural differences, promotes a love of learning and empowers students to make a positive contribution to our world.

Our Values

All members of our College community are asked to share, model and promote our values of:

Care – Courage – Commitment

Our Focus Areas

Student Achievement and Progress

Leadership

Teaching Quality

Learning Environment

Relationships

Resources

STUDENT ACHIEVEMENT AND PROGRESS

2020 Achievements

- **Achieved our target of ATAR median of 70:-** Our students moved from a median of 61.2 in 2019 to 69.95 in 2020. This was the result of continued work around building in greater rigour and support for our students seeking University entrance. We had 5 students achieve an ATAR of over 90, four more than in 2019. Of the 16 students who applied to university, the ATAR median was 82.10 – one point below the State Median.

2021 TARGET: Increase and maintain ATAR median to 80 or higher.



- **Increased our WACE attainment from 76.16% to 80.77%:-** This comes close to our target of 'at or above like schools.' Like schools are at 85%. One of the areas we need to further improve is to raise our OLNA Achievement – at the end of 2020, the drive for this improvement was enacted with changes being made to the way OLNA is rolled out across the College:
 - Whole school focus with all Learning Areas (LAs) taking ownership for Literacy and Numeracy Development
 - Analysis of Year 10-12 OLNA data with spreadsheets developed which all staff can access detailing what specific area of need is required for student improvement
 - English and Mathematics teachers freed up from class to run intervention programs with students in small groups
 - English and Maths teachers to accompany their students to the OLNA testing site to ensure continuity and relieve student anxiety when completing these tests. Students who have been identified with high anxiety complete their tests in a smaller room to ensure students are not overwhelmed by too much noise.



Mayor Rhys Williams, presenting the Mayoral Awards to the 2020 Halls Head College ATAR students who had received a 90+ ATAR result.



- **Increased the number of Year 12 students completing a Certificate III or IV from 73.83% to 76.96%.** This has meant that students have improved their options for entering Universities with having to complete ATAR courses which are more in line with their aspirations for future employment.
- **Increased the number of students completing 4 or more Year 12 ATAR courses or a Certificate II or higher from 93.38% to 95.51%.**

2021 TARGET:

- Increase WACE Attainment rate to 90% or higher.



Year 11 SSTP student Tia, completing her Work Placement toward her Cert II in Automotive Vocational Preparation.



Year 11 student Lachlan, participating in Try-a-Trade and Work Readiness - Building and Construction.




NAPLAN to OLNA Achievement: Halls Head College had an increased percentage of students prequalifying with NAPLAN results, with over 90% of students achieving the standard in all three areas by the end of Year 12:

- 51.93 % increase for students achieving OLNA Numeracy by the end of Year 12.
- 44.23% increase for students achieving OLNA Reading by the end of Year 12.
- 58.98% increase for students achieving OLNA Writing by the end of Year 12.



Year 11 Marine Science students at Novara Foreshore. Students took the opportunity to delve into the stirred-up estuary water after winter swells to collect a variety of marine life samples. These samples were added to their marine tank in the College grounds for future analysis.



- **OLNA Numeracy Achievement:** - By the end of Year 12 we improved our standard of OLN achievement in Numeracy from 85% to 92%. 
- **OLNA Reading Achievement:** By the end of Year 12 our standard of OLN achievement in Reading went from 95% to 92%. We have implemented targeted strategies involving intervention within Learning Areas and whole school to address and improve this in 2021. 
- **OLNA Writing Achievement:** By the end of Year 12 our standard of OLN achievement in Writing went from 95% to 91%. We have implemented targeted strategies involving intervention within Learning Areas and whole school to address this and improve this in 2021. 

2021 TARGETS:

- All students achieve NAPLAN or OLN requirements prior to graduation.
- Lower school classes show an 80% or better for students achieving a C grade.



Year 12 students Aiden, Monique and Eden



LEADERSHIP

2020 Achievements

STAFF achievements: Number and quality of leadership opportunities expanded throughout the college

- Opportunities for aspirants increased with the Teaching and Learning Framework Action groups and initiation of Leaders for Change.
- 2IC's established in Learning areas to broaden the opportunities for Leadership for staff
- Learning areas and Student Services have also embedded more leadership opportunities for capacity building within portfolio assignments, task management and curriculum development, building more aspirant opportunities and a collaborative culture across our college.
- Aspirant positions across the college allow staff to broaden perspectives and skill sets with short term fill positions for absent staff.
- Topical and Long term strategies collaboratively identified by leadership with groups developed to address.
- Online Performance and Development and one-one coaching has tailored and sharpened focus on setting professional and leadership targets.



STUDENT achievements: Expansion of the number of leadership roles for students occurred in 2020 however COVID restricted the opportunities provided to lead.

- Advent of Arts Leaders has built new opportunities.
- In Physical Education our students are regularly involved in Partner Primary sporting events, coaching and umpiring.
- We offer two traineeships in the Phys Ed Learning area for students wishing to pursue a career in this field.
- Alumni members keep returning voluntarily to help mentor and value add to our students' learning.
- Mentor Mates in Year 10 were trained and lead activities in Year 7 Advocacy classes, playing a key role also in our Year 6 Transition program.
- COVID-19 added issues to the number of assemblies or events could be run in 2020.
- There is greater scope to empower student leaders as influencers and to listen to student voice in a more targeted way.



Blake is one of our Alumni, recipient of our Leadership Award 2019, who keeps coming back to mentor our students.



2021 TARGETS:

- Leadership team and aspirant leaders demonstrate increasing proficiency of their professional practices with the AITSL Professional standards for Principals.
- Opportunities provided for student leadership within and across the College community are increased.

TEACHING QUALITY

2020 Achievements

- The Teaching and Learning Framework rolled out with 41 staff volunteering their time in order to make improvements to the quality of teaching which is delivered throughout the College. Five action groups were created:
 - Content and Learning
 - Teaching and Learning
 - Learning Experiences
 - Tone of Environment
 - Assessment and Reporting
- To date these groups have re-shaped the Attitude Behaviour and Effort (ABEs) for Lower School Reports to reflect the General Capabilities and College Vision, staff are now directing students to the 'Learning Intention' for each lesson with 'Checks for Understanding' identified on whiteboards for students to see. A common paragraph writing structure Topic/Explanation/Evidence/Link (TEEL) and note-making templates have been rolled out across the College for staff to implement with students.
- The Academic Extension Program has been redefined with clear protocols and procedures in place for student entry and removal and curriculum content has been analysed to ensure rigour and extension of the syllabus content. Assessment Policies – in line with Students Curriculum Standards Authority (SCSA) policies and expectations - have been refined for student and staff use. Common template letters for keeping parents informed of their child's progress have been developed and administered through SEQTA improving the communication between parent and teacher with recorded evidence. CONNECT was rolled out to all parents which allows them to monitor their child's progress and work in partnership with the College to improve their child's results.
- Performance Development/Management and Professional Learning now correlate in order to improve student outcomes. This process provides opportunities for teachers to receive regular feedback on their classroom practice and build staff capacity and /or enhance staff performance through the use of tools to evidence their progress such as the Australian Institute for Teaching and School Leadership Classroom Practice Continuum and analysis of Semester classroom data.
- All staff completed Trauma Informed Practice training – assisting them to understand more about individual contexts and make appropriate adjustments accordingly.

2021 TARGET:

- Performance Development data shows movement along the AITSL standards continuum towards Highly Accomplished.

LEARNING ENVIRONMENT

2020 Achievements

- A Wellbeing Coordinator role was privileged one day a week to prioritise this area.
- A full college audit was conducted around student wellbeing to identify any areas or gaps.
- Wellbeing committees for Staff and Students were formed and a three year plan drafted around this.
- A \$30,000 School's Plus Smart Giving Grant was secured to enable the first phase of our Wellbeing plan to roll out for 2021.
- Professional Learning derived from Staff Wellbeing Survey has identified key areas of focus - wellbeing, character strengths and positive relationships.
- HHC increased the number of Student Services staff who are First Aid trained, Youth Mental Health trained and Gatekeeper trained, further supporting our ability to respond to student health and wellbeing issues.
- The 2020 attendance rates state-wide are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. However further work has been completed to tighten attendance processes for 2021 to help move towards our new target.
- Accuracy of Attendance data increased with improved attendance record keeping college wide.
- The percentage of students HHC is actively making learning adjustments for and including in the NCCD has increased to 9% of the population, as we improve our processes of identification and support.

2021 TARGETS:

- Students achieving attendance rate of 90% or better to be equal or greater than the state average.
- Student and staff wellbeing, as measured by a range of data shows improvement.
- All staff can demonstrate the teaching and learning adjustments they are using to progress students at risk.



Year 8 students returning from an Advocacy Assembly after participating in carnival style 'Getting to know you' activities.



RELATIONSHIPS AND PARTNERSHIPS

2020 Achievements

- The College has increased the number of external agencies that are offering mentoring opportunities to our students via Student Services.
- Formal partnerships were forged with Mandurah Magic Basketball and Netball WA.
- College Patrons Professor Lyn Beazley and Mayor Rhys Williams continued to show support.

2021 TARGETS:

- Parent/Student and Staff surveys acknowledges improved connection and satisfaction with the College.
- Maintain current partnerships and grow the number and calibre of external stakeholders where there is capacity to do so.

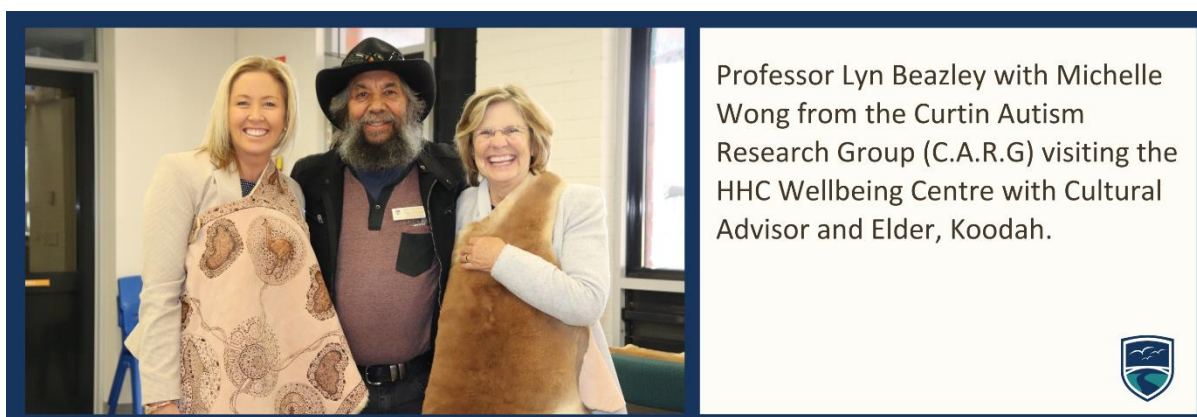
RESOURCES

2020 Achievements

- Operational Plans were reviewed with an increased lens placed on Budget and alignments to strategic resourcing. Results from the NSIT #4 - Targeted Use of School Resources Survey - showed an improvement overall from the Medium to High level over the last few years.
- Operational Plan discussions occur at each Learning Area and Area specific meetings throughout the year. These meetings provide all staff with the opportunity to discuss and feedback information about their respective progress on their Business Plan and Operational Plan Targets – with what is working well and future direction to take identified.
- The Workforce Management Plan continues to be an ongoing document that is reviewed by the Executive and Board annually to address any gaps. The significant shift for 2020 was in the realignment and additional resourcing at the Executive level with the introduction of an Associate Principal – Strategy and Performance and School Officer roles realigned to ensure key portfolio areas are adequately addressed at the strategic level. This significantly identified areas for improvement and refined practices.
- Counselling rooms completed to provide opportunities for external agencies to connect with students onsite, supporting student wellbeing. Progress was impacted by restrictions in external agencies' ability to attend during the Covid-19 pandemic.

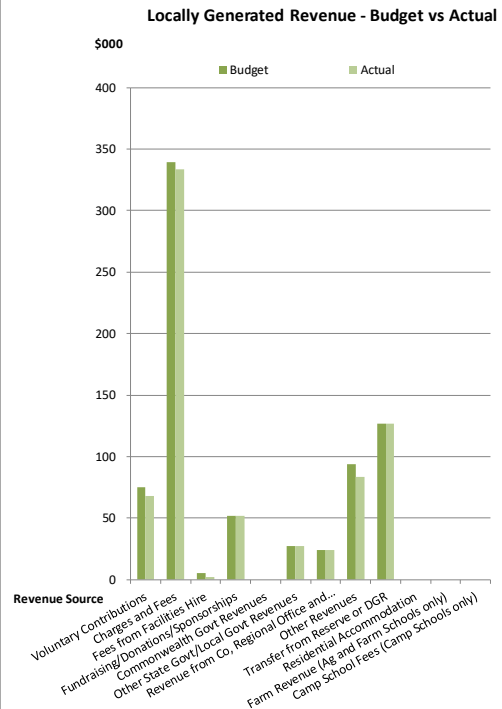
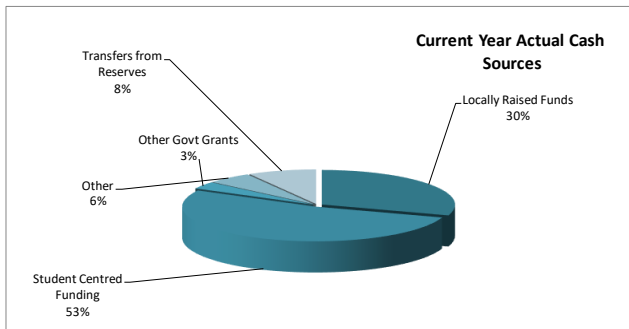
2021 TARGET:

- Strategic planning processes captures relevant data to ensure alignment of resourcing in accordance to College and departmental direction and priorities.

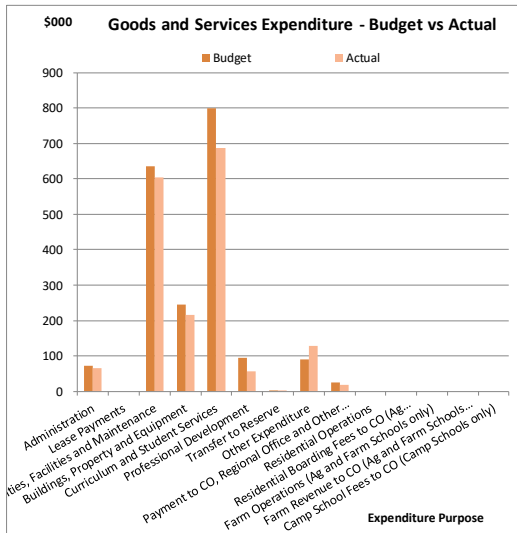
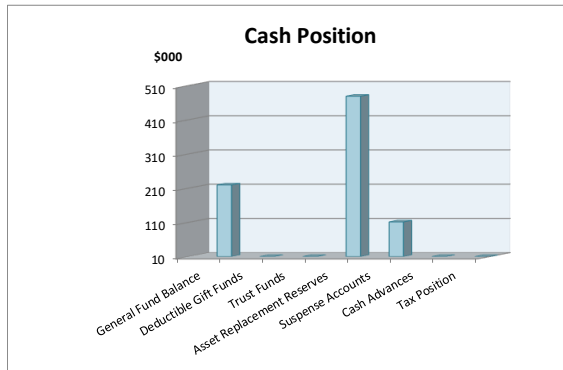


Halls Head College
Financial Summary as at
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 74,986.00	\$ 67,936.61
2	Charges and Fees	\$ 339,617.00	\$ 333,763.35
3	Fees from Facilities Hire	\$ 5,460.00	\$ 2,100.00
4	Fundraising/Donations/Sponsorships	\$ 51,690.00	\$ 51,690.24
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 27,389.00	\$ 27,389.45
7	Revenue from Co, Regional Office and Other Schools	\$ 23,802.33	\$ 23,802.30
8	Other Revenues	\$ 93,719.41	\$ 83,544.45
9	Transfer from Reserve or DGR	\$ 126,596.00	\$ 126,596.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 743,259.74	\$ 716,822.40
	Opening Balance	\$ 479,909.00	\$ 479,909.41
	Student Centred Funding	\$ 797,926.72	\$ 797,926.75
	Total Cash Funds Available	\$ 2,021,095.46	\$ 1,994,658.56
	Total Salary Allocation	\$ 15,156,330.00	\$ 15,156,330.00
	Total Funds Available	\$ 17,177,425.46	\$ 17,150,988.56



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 72,878.00	\$ 65,850.24
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 636,313.38	\$ 604,154.76
4	Buildings, Property and Equipment	\$ 244,619.00	\$ 216,895.20
5	Curriculum and Student Services	\$ 798,463.72	\$ 686,199.42
6	Professional Development	\$ 94,565.00	\$ 56,565.70
7	Transfer to Reserve	\$ 733.00	\$ 733.00
8	Other Expenditure	\$ 89,630.00	\$ 127,396.01
9	Payment to CO, Regional Office and Other Schools	\$ 24,657.00	\$ 17,522.86
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,961,859.10	\$ 1,775,317.19
	Total Forecast Salary Expenditure	\$ 14,699,564.00	\$ 14,699,564.00
	Total Expenditure	\$ 16,661,423.10	\$ 16,474,881.19
	Cash Budget Variance	\$ 59,236.36	



Cash Position as at:	
Bank Balance	\$ 800,964.02
Made up of:	
1 General Fund Balance	\$ 219,341.37
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 478,718.49
5 Suspense Accounts	\$ 111,213.16
6 Cash Advances	\$ (700.00)
7 Tax Position	\$ (7,609.00)
Total Bank Balance	\$ 800,964.02