



Department of
Education

Shaping the future

Halls Head College

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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, as well as the Professional Performance Review of the Principal.

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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Halls Head College is located approximately 77 kilometres from the Perth business district, within the South Metropolitan Education Region.

The college has an Index of Community Socio-Educational Advantage of 977 (decile 6).

There are currently 1414 students enrolled at the college from Year 7 to Year 12 and it became an Independent Public School in 2015.

The college is supported by the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive college self-assessment.

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

- Staff were collaboratively involved in self-assessment through data collection, analysis and improvement planning.
- The Principal has built a culture of improvement where feedback about performance is connected and valued.
- A structured summary of the college's performance was provided based on judgements related to the Standard.
- A broad representation of enthusiastic staff, students and community members engaged in discussions with the review team, contributing positive reflections in support of the college. A tour of the college added to the authenticity of the information presented.
- The leadership team reported that the Public School Review process has extended their understanding of the college's performance and refined the improvement agenda.
- The leadership team leads staff to use the planned actions identified in the self-assessment to devote more attention to strategic and operational plans.

The following recommendations are made:

- Consider a more succinct Electronic School Assessment Tool submission that distils the selection of analysed evidence, judgement of achievement and identification of future improvement actions to those with the most impact on student achievement and progress. An effort versus impact analysis may benefit this process.
- When including documents with data samples, include short annotations that explain the connection to the judgement made, and future actions.

Public School Review

Relationships and partnerships

The focus of the college has been on building positive relationships between students, staff and families. The cultivation of effective partnerships with agencies, community groups and businesses has enhanced student learning experiences and promoted wellbeing.

Commendations

The review team validate the following:

- Collaboration between faculties, the Halls Head Education Support Centre, local sporting teams, businesses and agencies affords students opportunities to engage in a range of educational pathways.
- The impact of communication has been monitored to improve connection and provide multiple contemporary media options to relay key messages within the college and out to its community.
- An effective partnership with the Foundation for Indigenous Sustainable Health results in an environment that recognises the identity of Aboriginal students and simultaneously builds the cultural competence of staff.
- The value of having patrons for STEM¹ and community services is evidenced by the connection to businesses and training organisations directly impacting student pathways. Planning to extend this initiative to culture and sports is commendable.
- The School Board is a strong advocate for the college and provides effective governance.
- The contribution of the P&C towards projects is significant.

Recommendation

The review team support the following:

- Drill down into the data obtained through community and student feedback surveys to better understand responses and refine plans for improvement.

Learning environment

The school and community share a vision to strengthen the mental health and wellbeing of all staff and students. Programs and facilities such as the Wellbeing Centre, have been established to build resilience, cultural identity and engagement. Early success is evident in improved connection and positive behaviour.

Commendations

The review team validate the following:

- Developing a consistency of practice in Positive Behaviour Support (PBS) has been a priority and a clearly articulated, unequivocal response has made expectations clear to staff, parents and students.
- A team of year coordinators, student services managers and support personnel such as the chaplain, school nurse, youth worker, Aboriginal Islander education officer, psychologist, learning support coordinator and attendance officers are aligned to meeting the social and emotional needs of students.
- Teaching and learning adjustments are outlined in personalised plans, and shared between staff, ensuring greater success for students with learning challenges.
- The college has established learning environments that are innovative, engaging and appealing to students and staff. An example of this is the 'Big Picture Centre' which has been designed to accommodate a student driven, flexible learning style for selected students.

Recommendations

The review team support the following:

- Enhance attendance improvement processes and build student support through the Advocacy program.
- Focus on deeply embedding PBS with restorative practice and measure the impact of implemented strategies.

Leadership

The attention of the leadership team is centred on facilitating school improvement through consultation and collaboration to build staff empowerment. The team is prepared to be innovative in exploring options to address challenges relating to teacher professional growth, supply and retention.

Commendations

The review team validate the following:

- Leadership development is seen by the college as key to identifying and planning positive future actions in priority areas. A balance of accountability and support is provided.
- A layered distribution of leaders operates under clearly defined role and responsibility statements which are reviewed and refined. The recent audit of these roles in the student services area is an example of how impact on students is measured.
- The role of the literacy and numeracy coordinator provides staff with support to build their instructional capacity to meet the identified needs of students across faculties. This support is augmented by the expertise of Heads of Learning Areas who work with a second in charge and senior secondary staff, to build capacity in literacy and numeracy instruction.
- Strategic and operational planning includes aspirational targets related to relevant student performance. This planning is scaffolded to ensure staff efforts align with progress towards meeting the targets.

Recommendation

The review team support the following:

- Investigate an alternative mechanism to track progress of staff along the Australian Institute for Teaching School Leadership Standards to ensure that professional development continues to be aligned to system and college needs and priorities.

Use of resources

Maximising impact on student learning outcomes is the constant focus of the college as it seeks to identify areas of need and apply resources accordingly. Consultative, collaborative planning underpins this process of analysis, problem solving and budget allocation.

Commendations

The review team validate the following:

- The finance team has completed training to ensure all are clear on compliance requirements and a collective set of expectations has been developed. A staff financial handbook supports this effort.
- Processes for the management of faults are handled efficiently, prudently and are aligned to occupational safety and health requirements.
- A Finance Committee oversees the governance and financial management of the college and operates according to its constitution.
- The expectations of cost centre management and the expenditure of agreed budgets are clear and link to business planning targets and student characteristics funding.
- The roles, responsibilities and training of support staff have been developed to address the identified needs of students.

Recommendations

The review team support the following:

- Continue to allocate sufficient short and long term funds to build ICT² capacity that will meet the learning needs of all students in a financial climate where some parents are not able to provide a device.
- Enhance the focus on device safety for all students.

Teaching quality

Knowing that supporting student achievement is directly dependant on the quality of teaching, the college is firm in its intent to build the skills and knowledge of its staff. The challenge of supply in some learning areas, and retention of expert staff, is the focus of planning. Induction, instructional support and development processes are in place to align new staff to strategic and operational planning.

Commendations

The review team validate the following:

- The Halls Head College Teaching and Learning Framework aligns with School Curriculum and Standards Authority (SCSA) principles of teaching, learning and assessment and drives a mission to nurture lifelong learners.
- A Western Australian Certificate of Education (WACE) tracking process for senior secondary students, coordinated through student services and training pathways teams, ensures that a clear outline of expectations and progress is available to staff, students and parent/carers.
- Lower and upper school assessment policies and the WACE manual, which are regularly shared with staff and students, provide a clear framework aligned with the expectations of SCSA.
- Literacy and numeracy expectations across the college are being embedded with extensive work around 'Be Great with Eight' strategies.
- Rubrics demonstrating core values and general capabilities guide teachers to allocate lower school students' grades more consistently when reporting attitude, behaviour and effort to students and parents.

Recommendations

The review team support the following:

- Maintain a focus on measuring and evaluating the impact of instructional models on student achievement and progress by referencing the Quality Teaching Strategy and Teaching for Impact tools.
- Increase the numbers of Aboriginal students making good to high progress through a coordinated approach led by the program coordinator of inclusion. Link data analysis to strategic and operational planning.

Student achievement and progress

College staff display an intent to improve all measures of student achievement and progress evidenced by ambitious targets for NAPLAN³, OLNA⁴, WACE and ATAR⁵ performance. Sound planning is in place, and reviewed quarterly, to support staff and students. As targets are met, new goals are negotiated and communicated.

Commendations

The review team validate the following:

- Activities to ensure that grade allocation is accurately aligned to standard descriptors include peer moderation, learning area meetings, assessment rubrics and regular review of data to support and refine teacher judgements.
- A WACE achievement rate of 88.6% is above that of similar schools. Student tracking is embedded in calendars and supportive intervention intensifies the focus on meeting student qualification goals.
- Interventions to support students to achieve OLNA in 2021 and 2022 have significantly improved outcomes.

Recommendations

The review team support the following:

- Strengthen the connection between classroom and established operational and strategic plans to hone the focus on meeting, then beating all targets set in the business plan.
- Connect with the local network of secondary schools, to initiate collaboration that continues to build teacher capacity, promoting best practice in instruction, assessment and moderation relating to grade allocation.
- Encourage the incorporation of student feedback to allow staff to reflect on, adapt and refine coursework and instructional tactics to better meet the engagement and specific needs of students.

Reviewers	
Jennifer Graffin Director, Public School Review	Tracy Griffiths Principal, Hampton Senior High School Peer Reviewer

Endorsement

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

Your next school review is to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 Information and communications technology
- 3 National Assessment Program – Literacy and Numeracy
- 4 Online Literacy and Numeracy Assessment
- 5 Australian Tertiary Admission Rank