

# HopeTown School Annual Report



2017



5755

## Introduction

The Annual Report for **2017** is provided to the community of **Hopetown** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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R/Principal

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## School background

### School vision statement

The collective purpose of the Hopetown School community is to ensure that every student becomes a successful *learner*, a confident and creative *individual* and an active, informed *citizen*\*. Hopetown endeavours to provide every student the opportunity to experience success and to optimise their development of social, emotional, academic and vocational competencies.

\**The Melbourne Declaration on Educational Goals for Young Australians*..

### School context

Hopetown is a School for Specific Purposes, supporting the needs of students (K–12) with Emotional Disturbance.

Established in 1986, Hopetown has expansive grounds in a quiet, semi-rural environment bordered by bushland. All students have diagnoses of mental health disabilities, and are enrolled at Hopetown because of their difficulties in coping in a mainstream school setting.

Most students have multiple diagnoses, present with challenging behaviours and are considered at risk of disengagement from learning. Accommodations and adjustments are made and reviewed as required.

The maximum student population is 56 students. Twenty-one students are in the primary unit and 35 in the secondary unit. Classes are comprised of 7 students with a teacher and School Learning Support Officer. Approximately one third of the students are in out-of-home care and 20% of the school's students are Aboriginal or Torres Strait Islander.

The primary purpose of a student's enrolment at Hopetown is to address the student's social and emotional difficulties. The focus of the school's Social and Emotional Learning (SEL) program is to develop Emotional Literacy dimensions of self-awareness, self-regulation, empathy, social skills and motivation. Within Hopetown's SEL framework is the promotion of positive habits of mind and foundations of organisation, persistence, getting along, confidence and resilience. (cf. *You Can Do It!*) The ethos of the school is for all stakeholders to be Safe, Responsible and Respectful members of the school community. The school's Family Occupation and Education Index (FOEI = 166) indicates significant socio-economic disadvantage within our school community. School attendance is encouraged and school suspensions are minimised in frequency and duration.

Staff experience a high incidence of challenging student behaviours and the maintenance of positive staff morale is an ongoing concern. Significant staff training in behaviour support, crisis management and student and staff wellbeing are regular occurrences. Hopetown's staff are collaborative, experienced, student-focused, empathic and committed to ongoing improvement in their practice. Hopetown's programing documentation and delivery is school strength as are the Individual Education Plans and Personalised Learning Pathways prepared for each student.

Innovative programs have been a feature of Hopetown for many years. These include Mindfulness lessons and practice, experiential programs for disengaged students, outdoor challenge programs, service learning, community access and an array of school camps.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

### ***The results of this process indicated that in the School Excellence Framework domain of Learning:***

**Learning culture**– Delivering. As evidenced in our Learning Culture analysis, and across the other elements of analysis Hopetown School demonstrates a **delivering** culture. As our students are at risk of disengagement from learning, the

school has implemented changes to programming and planning to more effectively meet student's needs. Students are taught to accept responsibility for their own behaviours and learning as appropriate to their level of ability and are encouraged to learn new skills to improve both their social/emotional and academic development. Staff training in Positive Partnerships resulted in collaboratively developed student learner profiles being incorporated into all IEPs. **To further develop current practice**, attendance rates will be more regularly monitored and action will be taken promptly to address the barriers to attendance with individual families. We will review and reappraise our senior year's program, consolidating community and educational pathway partnerships.

**Wellbeing – Delivering.** As evidenced in our Wellbeing analysis, and across the other elements of analysis Hopetown School demonstrates a **delivering** culture. Hopetown School addresses the fundamental social and emotional needs of the students by embedding Social and Emotional Learning (SEL) across the curriculum and creating a culture of positive, respectful relationships among students and staff, promoting student wellbeing and ensuring good conditions for student learning. **To embed Wellbeing**, Hopetown School will re-established a Learning and Support Team to drive welfare and wellbeing policy as well as inform staff professional learning needs. Whole school collaboration on trauma informed practices and their implementation will enhance our wellbeing programs and the school will also investigate ways of accessing further clinical support for students.

**Curriculum and Learning – Delivering.** As evidenced in our Curriculum and Learning analysis, and across the other elements of analysis Hopetown School demonstrates a **delivering** culture. Curriculum provision meets community needs and expectations and provides equitable academic opportunities. Teachers differentiate curriculum delivery to meet the needs of individual students, and the school has an effective plan for student transitions in place. There is a range of extra-curricular offerings for student development. **To further develop**, curriculum provision can be enhanced by learning alliances with other schools and organisations. The school also hopes to further develop access to learning and support resources through the LMG.

**Assessment and Reporting – Sustaining and growing.** As evidenced in our Assessment and Reporting analysis, and across the other elements of analysis Hopetown School demonstrates a **sustaining and growing** culture. Individual student's needs, learning styles and goals are determined by data negotiated collaboratively with the student and parents/carers and incorporated in each student's Individual Education Plan (IEP) or Personalised Learning Pathway (PLP). Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Informal assessments, checklists and PLAN data also informs trends for programing and practices. **To further develop and enhance assessment and reporting**, students will use assessment and reporting processes to reflect on their learning, develop self-regulation skills and set relevant goals. Hopetown School will review formal and informal assessment tasks and staff will engage in professional learning to develop tasks which enhance student learning, student reflection and assist in the development of programs. The school is also exploring professional development opportunities in regards to diagnostic assessment tasks.

**Student Performance Measures – Working towards Delivering.** As evidenced in our Student Performance Measures analysis, and across the other elements of analysis Hopetown School demonstrates a **working towards delivering** culture. Students are showing expected growth on internal school performance measures. As a setting which fundamentally supports the social and emotional learning of students, our current performance measures reflect this learning. **Future plans include** strategic professional learning in PLAN and the Continuums to support teacher knowledge of expected growth to meet individual needs of students will enhance teacher's abilities to ensure value added results.

**The results of this process indicated that in the School Excellence Framework domain of Teaching:**

**Effective Classroom Practice – Delivering.** As evidenced in our Effective Classroom Practice analysis, and across the other elements of analysis Hopetown School demonstrates a **delivering** culture. Teachers routinely review previous content and preview the learning planned for students in class. Teachers are committed to implementing evidenced-based pedagogies, team meetings allow for collaborative reflection on practice and programs and how to positively engage students in their learning. **Future directions will ensure**, Hopetown School will develop a more systematic approach to planning, monitoring, evaluating, assessing and reporting on programs and practices. This will enable more evidence and data to inform the planning of professional learning and development.

**Data Skills Use – Working toward Delivering.** As evidenced in our Data Skills Use analysis, and across the other elements of analysis Hopetown School demonstrates a **working toward delivering** culture. School analysis of student performance data was provided to the community on a regular basis and feedback was encouraged and sought from the parents/carers. The school leadership team regularly uses data to inform key decisions. **To further develop**, Hopetown will engage in further professional learning to build teacher skills in the analysis, interpretation and use of student performance data. We aim to develop an accountability system that starts from the student level upwards, directly involving and influencing the teacher and principal level. This will have a major effect on the quality of teaching and learning holding teachers responsible for understanding changes in practice required to achieve improved school performance and to monitor the effectiveness of programs and practices.

**Collaborative Practice – Sustaining and Growing.** As evidenced in our Collaborative Practice analysis, and across the other elements of analysis and across the other elements of analysis, Hopetown School demonstrates a **sustaining and**

**growing** culture. Executive, staff, team and other meetings are used to review the curriculum and to revise teaching and learning programs as well as collaboratively develop learner profiles. Teachers provide and receive constructive feedback from peers and school leaders. **To develop this further**, Hopetown School will revisit collaborative protocols and will continue to strengthen its collaborative practices through wider school planning teams across both primary and secondary school.

**Learning and Development – Delivering.** As evidenced in our Learning and Development analysis, and across the other elements of analysis and across the other elements of analysis, Hopetown School demonstrates a **delivering** culture. The school leadership team demonstrated instructional leadership, promoting and modelling effective, evidence-based practice. The school identified and utilised expertise within its staff and developed professional resources. Professional learning has started to align with Professional Learning Plans, school plan and system requirements. Teachers are supported in seeking further accreditation and processes are in place to support beginning teachers. **To continue to grow**, systems will be put in place for teachers to actively share learning from targeted professional development with others and processes developed to evaluate professional learning which will include finding evidence of the impact of the professional learning on student outcomes.

**Professional Standards – Working toward delivering.** As evidenced in our Professional Standards analysis, and across the other elements of analysis and across the other elements of analysis, Hopetown School demonstrates a **working towards delivering** culture. All teachers are actively engaged in planning their own professional development to improve their performance and demonstrated responsibility, adaptability and ethical practice in working towards the school's goals. Teachers are currently supported by the executive team to manage and develop their own professional standards through individual PDP's and accreditation management. **To further develop**, Hopetown School will monitor and evaluate current practices and continue to support teachers to demonstrate currency of content knowledge and teaching practice, support the pursuit of accreditation at higher levels and continue to encourage work beyond the classroom to broader school programs.

**The results of this process indicated that in the School Excellence Framework domain of Leading:**

**Leadership – Delivering.** As evidenced in our Leadership analysis, and across the other elements of analysis and across the other elements of analysis, Hopetown School demonstrates a **delivering** culture. Staff have been assigned purposeful leadership roles based on their professional expertise. Links are sought and maintained with other schools, educational providers and organisations to support Hopetown School's programs. Parents and carers are provided with opportunities to engage in a wide range of school-related activities based around a social and emotional learning philosophy. **To enhance this leadership**, Hopetown School's strategy aims to promote succession planning, distributed leadership and organisational best practice. Student voice will be a future focus, providing further leadership opportunities for students both within the school and wider school community.

**School Planning, Implementation and Reporting – Delivering.** As evidenced in our School Planning, Implementation and Reporting analysis, and across the other elements of analysis and across the other elements of analysis, Hopetown School demonstrates a **delivering** culture. The school uses collaboration and reflection to promote and generate learning and innovation and support the development of the school vision, strategic directions and annual plans. The school leadership team communicates clearly about school priorities and practices and promotes relevant professional development for all staff. The school has engaged in reflection of the school plan, which has been regularly reviewed against the School Excellence Framework to focus on identified improvements. **To further develop**, the process for resources allocation, professional learning, performance monitoring and reporting needs to be made transparent for the school community.

**School Resources – Sustaining and Growing.** As evidenced in our School Resources analysis, and across the other elements of analysis and across the other elements of analysis, Hopetown School demonstrates a **sustaining and growing** culture. The school maintained productive relationships with external agencies such as universities, community organisations and professional clinicians to improve social, emotional and educational opportunities for Hopetown School students. School staffing ensures that full curriculum implementation and delivery requirements are met whilst resources are utilised to meet the broad range of students learning interests and needs. **To continue to grow**, Hopetown School's financial and physical resources and facilities will be maintained, within the constraints of the school budget, and the school will provide a safe environment that supports learning. Flexible learning spaces and sensory supports will be further investigated and resources allocated as appropriate.

**Management Practices and Processes– Sustaining and Growing.** As evidenced in our Management Practices and Processes analysis, and across the other elements of analysis and across the other elements of analysis, Hopetown School demonstrates a **sustaining and growing** culture. Staff, students, parents/carers and the broader school community were welcomed and engaged in the development of the vision, values and purpose for the school. There are opportunities for students and the community to provide constructive feedback on school practices and procedures and the school is responsive to such information through the Tell Them From Me surveys. **To continue to grow**, the leadership team will communicate clearly about school priorities and practices and our self-assessment processes will further assist the whole school community to refine the strategic priorities in our 2018–2020 school plan, leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Empathic, resilient, motivated individuals.

### Purpose

To nurture students as motivated individuals valuing self and demonstrating self-efficacy, resilience and internal control.

### Overall summary of progress

In 2017 all staff were trained in a follow-up of mindfulness for teacher wellbeing (Mindfulness in Schools Project, UK). The school sought and used an evidence-based assessment tool to monitor student capacities for sustained, focused attention, self-awareness and self-regulation. Nominated school executive and staff continued professional development in Trauma-Informed Practice in Schools e.g. Australian Childhood Foundation Conference, Management of Actual or Potential Aggression (MAPA), Trauma-informed training. Our Mindfulness teacher collaborated with school counsellors to consolidate students' progression from mindfulness skill acquisition to Acceptance and Commitment Therapy practices. A 1 day per week Community Liaison Officer position was created to promote connections and support among parents / carers, the school and wider community. This was a hugely successful project run with support from the Family Referral Service.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in negative referrals on SENTRAL		School data shows that referrals for negative incidents at school have decreased significantly when compared to the previous year. In 2016 there were 1323 negative referrals and in 2017, 632 negative referrals.
Students will reflect ongoing development of Emotional Literacy Dimensions.	Specialist wellbeing staff Mindfulness/ACT .4 FTE \$33,067	All students are assessed for their competencies in the five dimensions of Emotional Literacy; self-awareness, self-regulation, empathy, social skills and motivation. These dimensions are also a focus of lesson plans and programming.
Student capacities for sustained focussed attention, self-awareness and self-regulation will be assessed and reflect growth.	Specialist wellbeing staff Mindfulness/ACT .4 FTE \$33,067	School-wide data continues to show improvements mostly in the domains of self-awareness and empathy.

### Next Steps

In 2018, our focus is on connection, to provide a safe and supportive school environment enabling students, parent carers, staff and community to develop positive connections and focus on skills necessary to foster social, emotional and academic growth and development. This will include:

- Student focused funding will support the development of pilot programs for therapeutic/clinical support (speech, OT, GP and psychological) for students.
- Monitoring attendance rates more closely through the Learning and Support Team and following Department of Education procedures and process to support parents with barriers to attendance.
- a whole school collaboration on trauma informed practices and their explicit implementation to enhance our wellbeing programs.

## Strategic Direction 2

Students and staff are leaders of their learning.

### Purpose

To develop a dynamic learning environment that empowers individuals to be flexible, adaptive, discerning learners and leaders.

### Overall summary of progress

Training in supervisor observation practices for Performance and Development was a focus for 2017. These were completed and feedback given. In 2017 primary staff commenced plotting student literacy and numeracy progress on PLAN. Tell Them from Me surveys indicated an increased school-to-home communication regarding transition planning which was evidenced by parent/ carer attendance at ITP meetings reaching a level of at least 90% and the increase in specialist staff to enhance ATSI student engagement in learning and cultural awareness resulted in a successful program promoting connecting to culture.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff are actively engaged in their Performance and Development Framework.		All staff PDPs were evaluated, completed and documents given to supervisor and Principal.. WWCC clearances were also completed.
Increasing involvement of parent/carer sign-off on IEP, PLP and ITP planning meeting records.	Teacher release time for meetings: 1 day per class teacher \$3000 (RAM)	Class teachers were able to discuss students' Individual Education Plans (IEPs) with 100% of parents / carers. Most consultations were face-to-face and some were over the telephone for logistical reasons.  95% of Parents / carers attended Individual Transition Plan meetings for those looking at post school options
Ongoing monitoring and plotting of students on the new literacy and numeracy continuum (PLAN or SENTRAL) will reflect student progress.		All primary students' assessed abilities in literacy and numeracy were plotted on the PLAN continuum.
Staff actively engage with and collaborate with the AECG and AEO.		Hopetown achieved a 100% representation at the Ngara Aboriginal Education Consultative Group meetings in 2017.

### Next Steps

In 2018, our focus is to develop a dynamic learning environment that utilises current pedagogy, individualised within future focused learning spaces enabling students, parent carers, staff and community to be empowered to succeed. This will include:

- Well planned and future focused classrooms and learning spaces that engage and challenge all students to continue to learn and achieve individualised learning goals.
- Utilising well developed and evidence based approaches, programs and assessment to identify, regularly monitor and review individualised student learning needs.
- Reviewing assessment and reporting processes to reflect on student learning, self-regulation skills and set relevant goals with students.
- Monitoring and evaluating current practices and continue to support teachers to demonstrate currency of content knowledge and teaching practice, supporting the pursuit of accreditation at higher levels and continuing to encourage work beyond the classroom to broader school programs.

## Strategic Direction 3

A community of socially responsible citizens.

### Purpose

To encourage awareness of the individual as part of a wider society and create a culture of reciprocal and active concern for the wellbeing of others.

### Overall summary of progress

In 2017 goal setting was promoted and practiced across all years. Leadership, identity, belonging and participation in the community were themes successfully explored by newly appointed specialist ATSI program staff. Parent/carer support and engagement was promoted and opportunities for positive student contributions to the school community were developed. Staff forums on school-wide discipline and wellbeing were conducted as a continuation of recommendations in the 2015 informal review with a focus on creating a safe, productive and therapeutic school environment. The senior student programs focused on leadership, motivation, resilience, citizenship and productive transitions into the broader community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data will show an increase in the number of parents/carers responding to Hopetown's annual school culture, parent/carer satisfaction survey.		In 2017, 80% of parents responded to Hopetown's annual school culture survey.
Responses to the above survey will be 'Always' or 'Usually' indicating strong community satisfaction levels.		In 2017, 94% of survey respondents consistently indicated 'Always' or 'Usually'. This indicated a very high degree of satisfaction.
Increasing numbers of leaving students will be successfully linked to a post-school support agency, training organisation or employer at the time of leaving Hopetown.		Supportive links made with community partners, students, staff and wider school community feel supported, inter agency partnerships strengthened. In 2017, 80% of leaving students were linked to support or employment agencies. This is similar to past years.
Increased attendance data reflects student sense of belonging.		School attendance in 2017 was 73%.

### Next Steps

In 2018, our focus is to enable students, parent carers, staff and community to use learned skills and strategies to optimise the lifelong development of their social, emotional, academic and vocational competencies. This will include:

- Curriculum provision enhanced by learning alliances with other schools and organisations. The school also hopes to further develop access to learning and support resources through the LMG.
- Teachers utilising high quality learning experiences that contribute to the social, emotional and academic development of individuals whilst enhancing sense of civic responsibility and community connectedness.
- Development of a school wide culture that acknowledges the value of meaningful community service as a step towards enhancing individuals academic, social and emotional development..



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Resource Allocation Model ( RAM)  Aboriginal Background \$12,235	Engagement of an Aboriginal SLSO 0.4 FTE enabled the Aboriginal programs to be strengthened, including students working through collaboratively developed PLP's, a leadership camp supporting students' understanding of self, their ability to work cooperatively and the development of their leadership qualities.
<b>Socio-economic background</b>	Resource Allocation Model(RAM)  Socio-economic background \$98,636	The enrichment of the curriculum (music, mindfulness, ICT, outdoor education programs) and assistance with transport and camps to reduce the barriers to engagement and enhance student motivation to attend school and explore new opportunities for success.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	56	46	52	53
Girls	0	0	0	0

The average attendance rate for all students enrolled in 2017 was 73%. Prior to enrolling at Hopetown, many students had histories of truancy, school avoidance, multiple suspensions, partial attendance or school-phobic behaviours.

As the year progressed, a number of older secondary students were at a significant risk of disengagement from learning and found it difficult to maintain regular attendance. School non-attendance is managed initially by close and timely communication between the school and parents/carers. Negotiated partial attendance programs and a range of alternative experiential programs are used to increase the attendance and engagement of specific students.

The Assisted School Travel Unit also supports families who have logistical difficulties in getting students to and from school.

Assistance from Home School Liaison Officers is requested and given when required.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	5.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	9.82
Other Positions	0.2

\*Full Time Equivalent

The Australian Education Regulation (2013) requires schools to report on Aboriginal composition of their workforces. Hopetown SSP has 8% of staff who identify as Aboriginal.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

### Professional learning and teacher accreditation

In 2017, there were five teachers maintaining their accreditation at Proficient with NESAs. Staff completed a number of training and professional learning opportunities which supported the school's priorities and strategic directions as detailed in the School Plan. The school received \$13,134 for teacher professional learning. Additional school funds from equity funding were used to provide further opportunities for teacher professional learning. All staff participated in mandatory CPR, Anaphylaxis, Code of Conduct and Child Protection modules. Staff meeting sessions were delivered on policy updates, external validation processes, student wellbeing, catering for individual learning styles and applying adjustments for learning.

The major professional learning initiatives for staff were:

- The Wellbeing Framework and Assessment Tool ( Learning and Wellbeing Team at Gosford Education Office).
- Trauma Informed Practice and Emotion Coaching, including the Primary Schools Mental Health Forum and expo 2017, Trauma Wise Care ( Howard Bath) From Mistrust to Trust ( Australian Childhood Foundation) and the Neurobiology of the Developing Brain. ( Dan Siegel), Growth Mindset: Dan Haesler, Managing Actual or Potential Aggression (MAPA)
- An Introduction to STEM (Science, Technology, English and Maths)
- Leadership: Covey's Seven Habits of Highly Effective People

Staff also attended a range of network meetings including the Primary Executive Leadership Team conference. A member of the APLAS team along with the Principal facilitated an OLT Australia course for staff on Understanding and Supporting Challenging Behaviour. The executive team benefited from mentoring by the Principal, School Leadership team and also networked with executive from SSP Behaviour schools from across the state. The Principal attended leadership conferences including the Secondary Principals Council and Central Coast Primary Principals Council.

Council network meetings each term.

Both the School Administration Manager and School Administration Officer had significant training in SAP and SALM.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	384,357
<b>Revenue</b>	2,201,103
Appropriation	2,161,069
Sale of Goods and Services	-600
Grants and Contributions	34,883
Gain and Loss	0
Other Revenue	0
Investment Income	5,751
<b>Expenses</b>	-2,458,545
Recurrent Expenses	-2,458,545
Employee Related	-2,261,803
Operating Expenses	-196,742
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-257,442
<b>Balance Carried Forward</b>	126,915

A full copy of the school's financial statement is tabled at the Annual General Meeting of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	430,114
Base Per Capita	16,359
Base Location	324
Other Base	413,432
<b>Equity Total</b>	121,028
Equity Aboriginal	12,235
Equity Socio economic	108,793
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	1,493,109
<b>Other Total</b>	38,765
<b>Grand Total</b>	2,083,016

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Parent/caregiver, student, teacher satisfaction

Parents and carers have been able to enjoy regular reciprocal communication with the school, to participate in decision making and to discuss reports and assessments related to respective students. In 2017 the school sought the opinions of parents/carers, students and teachers about the school. The parent carer survey was conducted in Term 4 in 2017. The questions were based on School Map questions about learning, teaching and culture. The results indicated strong parental support for the learning programs that support students individual needs (91% indicated 'Always') and as well how achievements are recognised and rewarded (86% indicated 'Always'). Parents agreed that the school encourages all students to achieve their best and looks for ways to improve learning for students (91% indicated 'Always') They felt their opinions and listened to and valued and the communication between school and home was effective.. Other opportunities for parent and carer involvement in 2017 included the following.

- Parent/carer participation in student emotional literacy surveys (*Emotional Literacy – Assessment and Intervention*, Southampton Psychology Service, 2003; primary and secondary editions).
- Personal and active participation in Individual Transition Planning (ITP) meetings.
- Parents/carers of ATSI students being consulted

about and signing off on Personalised Learning Pathways

- Daily or weekly communication books, emails, text or telephone calls home by the homeroom teachers,
- Parent/carer attendance at Presentation Day and sporting events, during which parent/carers interact with and provide feedback to staff
- Parent/carer consultation with school administrators and staff regarding assistance with counselling, visits to clinicians, external support agencies, student special transport, reintegration to mainstream schooling, vocational training and transition.
- Parent/carer participation in school counsellor led 'parent group' sessions including mindfulness practice, social events and information sharing.

Students from Hopetown School complete the Tell Them From Me surveys each year to provide feedback on student engagement. Results indicate the students value school outcomes, enjoy participating in outdoor education activities and feel a sense of belonging at school.

Staff reported support from the school leadership team in all areas of their daily work and as well as strong collaboration with colleagues. Results indicated effective behaviour support plans and teaching strategies help students engage in their learning and using data more effectively would be beneficial across the school setting. Technology will be a focus for the school in 2018 for staff to use data to track and monitor the growth and progress of student learning goals.

## Policy requirements

### Aboriginal education

Hopetown received specific funding to support Aboriginal students under the Resource Allocation Model (RAM). The funds enabled the implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014, a Partnership Agreement between the Department of Education and Communities and the Aboriginal Education Consultative Group Incorporated (AECG).

All Aboriginal students at Hopetown SSP have Personalised Learning Pathways which have been negotiated with each student, their parents/carers and teaching staff. PLPs are an integral part of the students' Individualised Education Plans.

Hopetown is an active participant in the Wyong Aboriginal Education Consultative Group (Ngara AECG) with staff attending all meetings in 2017.

A minimum of two weeks in Term 3 was dedicated to school-wide Aboriginal studies across the curriculum and all school activities. This concentrated immersion in Aboriginal culture involved excursions, formal lessons, the acquisition and use of a range of audio/visual resources, experiential learning and opportunities for

artistic expression. Hopetown hosted an interschool NAIDOC day celebration which showcased the strength of the programs supporting Aboriginal students and resulted in closer collaboration with local schools in supporting students across the Wyong area. Primary students were selected to sing in the LMG Koori Choir and performed at the Ngara Assembly of Excellence at Wyong High School.

At different times in the year, programs in Key Learning Areas allowed students to explore and learn about Aboriginal history and culture. The study of both traditional and contemporary Aboriginal artists in a range of media (theatre, music, visual art) allowed students to gain an understanding of the link between culture and history. The school's bush tucker garden was maintained and further developed as part of the school's work experience program during 2017. This will be a major project in 2018.

Hopetown Student Leadership Camp at Gilgandra reaped many rewards, with selected students engaging with Uncle Ralph and actively participating in numerous activities. The most pleasing outcome of this excursion was students' understanding of self, their ability to work cooperatively and the development of their leadership qualities. Students also collected raw materials not only for themselves to create genuine Aboriginal artefacts but additional materials for Primary students back at Hopetown School.

### Multicultural and anti-racism education

Programs in the following Key Learning Areas allowed students to explore and learn about multicultural issues.

*Languages Other Than English (LOTE)* – Anti-Racism, Cultural Diversity. Through the study of languages from other cultures, students made linguistic connections between diverse groups of people in Australian society and the languages they use. Languages studied included French and Aboriginal dialects. Studies included cultural issues such as diversity in culture, religion and lifestyle in Australian society. Concepts and contemporary examples of racism, anti-racism and discrimination were explored in this unit

*Human Society and Its Environment – Citizenship and Society.* Anti-racism, discrimination and Australia's multicultural society were explored when studying the development of Australia as a nation and issues of immigration in Australia's past and present.

*Work Education* studies included a unit on 'discrimination'.

*Food Technology* programs guided students in the exploration and celebration of cultural and culinary diversity.

*Personal Development, Health and Physical Education (PDHPE)* lessons included a focus on issues of intolerance and discrimination.

*Social and Emotional Learning (SEL)* is timetabled and

taught in every class. They are based on Emotional Literacy domains of self-awareness, self-regulation, empathy, social skills and motivation. Values, multiculturalism and anti-racism were integrated in discrete units. Activities included students examining themselves, their values and beliefs and the impact they have on those around them. Students were provided skills to create an awareness of multicultural issues. Core values of respect and responsibility were promoted by:

- Hoptown's Social and Emotional Learning program which is delivered across the curriculum and also in discrete timetabled lessons as mentioned above.
- Explicit teaching of Hoptown's three expectations, namely; *Be Safe, Be Respectful, Be Responsible*,
- Work Education looking at vocational rights and responsibilities ,
- The introduction of *Yarn Up* which is a time set aside at the end of each day for students to review and discuss issues such as gratitude, empathy, tolerance and other socially vital attitudes.

## Other school programs

Hoptown School offers students a range of additional programs which support emotional wellbeing and social skills. In 2017, Mindfulness, Music Therapy, Outdoor Education and Agriculture were programs offered across the school..

### **Mindfulness:**

Students were able to actively engage in explicit Mindfulness sessions with a specialist teacher to support their emotional wellbeing journeys. Students were involved in a range of meditation practices exploring how to find more "balance" in their daily life and emotions. Activities included learning how to "balance" river stones –noticing how delicate that balance is and how quickly it can change and fall if not given attention, time and patience. Through lots of hands-on activities, students looked at how to pay attention to "balance" of emotions, learning how to recognise and name them and how they can be categorised into "zones".

### **Music Therapy:**

The school also supported a music enrichment/youth mentor program 1 day per week. The program was designed to enable individual students to be tutored in their creativity in music composition and performance as well as provide mentoring for selected students in a program designed in consultation with executive staff.

### **Outdoor Education Programs:**

Our outdoor education programs are seasonal. The time of year often dictates which programs operate. Term 1 offers the warmest water of the year so a number of students completed the Surf Life Saving Australia Surf Survival Program. Students learnt about

basic life support, marine first aid, emergency rescue techniques and how to interpret a variety of ocean and beach conditions. Student who successfully completed the program are then able to engage in school surfing activities. Term's 2 and 3 saw the Safe Boating Program operate. Students studied theoretical knowledge regarding boating before undertaking an examination for their NSW Junior Boat Licence. Our partnership with the NSW Marine Teachers Association meant 12 of our students obtained their licence free of charge. In class lessons were supported with on the water activities in the school's training vessel. During Term 4, students engaged in the school's fishing program. Students studied recreational and commercial fishing management practices. The highlight of this program included students catching fish for their first time in local waterways and an excursion to the Sydney Fish Markets.

### **Agriculture Program :**

To address a number of departmental initiatives (STEM), school agendas (improve engagement and attendance) and student needs (high interest activities to promote growth across a number of KLAs and prepare them for the world of work), we looked into the feasibility of a school agriculture program. Our students like real world outcomes and hands on learning experiences. The program required a start and finish date due to short student interest/attention spans and logistics issues regarding the care for animals over holiday periods. The introduction of broiler chickens for a "Farm to Plate" program was the most appealing. In Term 1 we put together the planning and infrastructure with the conversion of the old green house to meet commercial and departmental standards to run such a program. We introduced birds to the program in Term 2 but were unsuccessful in getting them to required weight. We did however implement some changes after a visit to a commercial chicken farm which saw us grow chickens to the full term of 52 days. After the chickens were processed by a professional facility, students prepared BBQ chicken for lunch .Success!