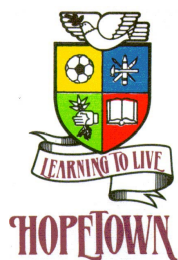


# HopeTown School

## 2019 Annual Report



5755

## Introduction

The Annual Report for 2019 is provided to the community of HopeTown School 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.

### School contact details

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### Message from the principal

2019 has been a year of great successes and achievements at Hopetown School with a special congratulations to our Year 12 students Joel and Bailey for completing their HSC. We have a number of senior students moving on this year into work opportunities, traineeships and alternate education centres and we wish them all every success in their future pathways. As always, we look forward to hearing how life post Hopetown is going for you.

Hopetown has offered an enormous range of learning opportunities throughout 2019. These have included excursions, incursions, collaborating with other schools, trialling new programs and assessments, raising money for charities, paying it forward, work experience, sports events and guest speakers to name a few. Everything we do is student focussed, addresses curriculum outcomes and supports achievement for our students.

Our amazing staff have accessed a range of innovative, evidenced based and current professional learning opportunities and have worked incredibly hard to also support other schools who have visited us to learn about Hopetown's forward thinking and specific teaching and learning programs.

Our families have worked with us and supported us all year to ensure together we get it right for their child. Many families have been involved in our Parent Group each Thursday and those who haven't been able to make it have been in close contact with Sue for the support she offers. This will continue in 2020.

Our local community partners have continued to support us through work experience opportunities for students, donations to support our Breakfast Club, school events and activities.

I take this opportunity to thank every person in the Hopetown School Community for their support throughout 2019. Working together as a team, we are able to make a difference every day for our students and their future aspirations.

Kirsty Reynolds

Principal

Hopetown School

### Message from the school community

We welcome members of our school community to engage with us at any time. Hopetown's active parent/carer group meets every Thursday onsite in the Community Room and are able to access a wide range of services, courses and activities. Sue, our Community Connection Officer, fills our packed termly calendars which can be found on the school website. All stakeholders in our school community are encouraged to regularly provide feedback to us and work with us on continuous improvement decision making. We thank the staff for their hard work, input into our children and for providing an environment for our children to flourish. The opportunities provided both inside and outside the classroom shows the understanding the school has of each individual student and address their individual needs. Thank you!

## Message from the students

'Student voice is a committee of students, someone who gives other peoples idea's out, make decisions on what you would like at school, working together, to persevere with making positive change, give opinions of what needs to be changed in the school that teachers wouldn't otherwise know!'

Hopetown's Student Voice team went from strength to strength in 2019. Research has shown that the whole school community benefits when students get involved in planning and decision-making and when all participants, students, staff and community work together on issues they choose and value. Regular meetings has allowed students to share ideas, promote activities and events, celebrate successes and make positive change.

Our Student Voice representatives have run assemblies and celebrations, organised charity events and worked with our Wellbeing team on activities for our Wellbeing Month in October. Students at Hopetown feel connected to the school for many individual reasons. This year our outgoing Yr 12 students reflected on their time at school.

"As a proud student of 8 years here at Hopetown I am happy to say and I'm sure the staff are too, that I am finally graduating Year 12. On behalf of all of the students we owe a huge thank you and appreciate the following people for another fantastic year. To our teachers, thank you for all of the time you have spent in preparing lessons and for sharing your knowledge with us. Yes, we know it is your job to do it, but what you do for us goes beyond your job roles. You are willing to take us on as students and accept us for who we are. You have always taken the time to explain lessons clearly and have been patient to explain it again and again, when we aren't paying attention. You ensure that you embarrass yourself to make our lessons interesting and fun, especially Ms Grounsell and her Pythagoras dance, and teach us life lessons that are meaningful in shaping our futures. You have high expectations and set goals for us to achieve and continue to motivate us through the good times and the bad".

## School background

### School vision statement

Hopetown School addresses the academic, social and emotional needs of all its students.

The school culture, community and learning environment is based on developing connections, empowering individuals to succeed and thrive with the expectation that they will become productive, socially and emotionally literate members of society.

Hopetown School endeavours to provide a therapeutic environment with a multi-disciplinary approach to individual need. The primary purpose of enrolment at Hopetown is to reengage students with the curriculum by supporting emotional, cognitive, physical, spiritual and social wellbeing. Emotional literacy is actively promoted and sits alongside mainstream and life skill curricula.

### School context

Hopetown is a School for Specific Purposes, supporting the needs of students (Yr 3–12) with a primary diagnosis of Emotional Disturbance. Every student at Hopetown is known, valued and cared for. Established in 1986, Hopetown has expansive grounds in a quiet, semi-rural environment bordered by beautiful natural bushland. The school pays respects and acknowledges that it is on Darkinjung land.

The maximum student population is 56 students, with current enrolment standing at 52. There are 10 teaching staff ranging from new graduates to more experienced staff, with 15 ancillary and support staff working as a team to provide students with an engaging, positive and successful individual educational program.. Hopetown School's staff put students at the centre of their decision making, are collaborative, empathetic and committed to ongoing improvement in their practice. Classes have a maximum of 7 students, each with a teacher and School Learning Support Officer. Approximately one third of the students are in out-of-home care and 20% of students acknowledging Aboriginality or as Torres Strait Islander. The school's Family Occupation and Education Index (FOEI = 179) indicates significant socio-economic disadvantage within our school community. Hopetown receives School Based Allocation Resource (SBAR) funds for Aboriginal and socio-economic backgrounds as well as Flexible funding for Wellbeing Services.

While there is not a formalised P and C, a strong and active parent/carers support group enables a community voice. Newsletters, a school website and regular communication occurs between the school and all stakeholders. There is a strong community partnership with both Coastlink and Wyong Mens Shed.

Key initiatives include a range of therapeutic clinical support, Mindfulness, Outdoor Challenge programs, Agricultural programs, Service Learning and Work Crew, Community Access, PSSA involvement and an array of school camps.

## Self-assessment and school achievement

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## Strategic Direction 1

### Connect

#### Purpose

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.

#### Major SEFV2 links

- Learning – WELLBEING
- Teaching – EFFECTIVE CLASSROOM PRACTICE:
- Leading – SCHOOL PLANNING, REPORTING AND IMPLEMENTATION, EDUCATIONAL LEADERSHIP

#### Improvement Measures

By 2020, greater than 85% of parents/carers surveyed in the annual school phone survey reported they feel they are heard and valued for their contributions all or most of the time (Baseline 80% in 2017) and a greater than 85% increase in parents reporting an understanding of their child's progress report and achievement through stronger reporting and feedback practices (Baseline 77% in 2017)

Exceed the average scores for self regulation in the Southampton Emotional Literacy checklist from 49.5%(Baseline data 2018 Term 1).

By 2020, increase the difference in averages scores between School Mean and NSW Govt norm of Staff TTFM survey, Parent Involvement (Baseline 2017 school 7.0 , NSW Govt norm 6.8 )

#### Overall summary of progress

In 2019 our focus was to review and further develop our Social and Emotional Learning scope and sequence framework to include continue professional learning for staff through the Positive Partnerships program. We established a strong Student Voice across the school, extended our Equine Therapy program and relaunched our Mindfulness programs to include strategies in our student behaviour support plans.

#### Progress towards achieving improvement measures

**Process 1:** Implementation of a whole school approach to student wellbeing, mindfulness in which students can connect with their learning

Evaluation	Funds Expended (Resources)
Staff are consistent in the delivery of our Social and Emotional Learning (SEL) scope and sequence, with common lessons being shared and taught across the school; students are provided with more exposure to SEL content. Mindfulness is embedded in programs and explicit sessions are available to students at recess and lunch. Student Voice group meet more frequently and support decision making processes in a range of improvements. In 2019, 97% of parents/carers surveyed indicated they felt heard and valued for their contributions all or most of the time and 97% reported a greater understanding of tier child's progress and achievements.	Wellbeing Journals – Primary Teachers Handbook Wellbeing resources to support PDHPE curriculum <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

**Process 2:** Supporting the development of pilot programs for therapeutic/clinical support (speech, OT, GP and psychological) for all students

Evaluation	Funds Expended (Resources)
Our evaluation of equine therapy from students and staff indicates high engagement and development in self-confidence. Students indicated strategies in self-regulation were learnt through equine therapy, implemented	Horse feed <b>Funding Sources:</b>

## Progress towards achieving improvement measures

back into classroom.. Equine Therapy program to continue in 2020, with an added focus on student leadership and individual success. Meetings held to progress support for health clinics to be offered onsite at Hopetown. Parent surveys indicated a continued increase in parent involvement across all areas of school compared to 2018.

- Socio-economic background (\$500.00)

**Process 3:** Staff implement the latest research through targeted professional learning to enhance their understanding of student diagnosis and associated learning and support needs.

Evaluation	Funds Expended (Resources)
Positive Partnership training has ensured that staff have integrated strategies within their classrooms and the school environment. Regular communication and sharing of implemented strategies in staff meetings. New and casual staff may not have been provided with PP information/strategies to support students. To ensure the success of the training continues, Positive Partnerships training and strategies implemented to be included in staff discussion through staff meetings and teacher professional learning. Increased understanding has lead to increased student engagement and is reflected in a increase of average scores for self regulation in the Southampton Emotional Literacy checklist.	Casual release for Postive Partnership team  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• School Funds (\$1000.00)</li></ul>

## Strategic Direction 2

Succeed

### Purpose

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.

Major SEFV2 links

- Learning – CURRICULUM, ASSESSMENT
- Teaching – DATA SKILLS AND USE, PROFESSIONAL STANDARDS
- Leading – SCHOOL RESOURCES, EDUCATIONAL LEADERSHIP

### Improvement Measures

In line with the Premier's Priorities a 10% increase of students in the top two skill bands for Years 5, 7 and 9 in Reading and Numeracy (Baseline 2015–2017 0%, 4% and 0% for Reading and 7%, 0% and 0% for Numeracy, respectively)

An increase in the number of non exempt students that actively participate and are engaged in NAPLAN from 56.25% in 2017 to 100% in 2020.

### Overall summary of progress

In 2019, our focus was to continue to create and utilise flexible learning spaces across the school to support collaborative practices for both staff and students. We utilised assessment data to drive informed and innovative teaching and learning programs with a future focused lens which embedded technology and staff accessed high quality professional learning in current educational practices supported by the executive team.

### Progress towards achieving improvement measures

**Process 1:** Staff access high quality professional development in evidenced based practices, current pedagogical practices and effective assessment processes.

Evaluation	Funds Expended (Resources)
All eligible students participated in NAPLAN in 2019. Staff evaluate NAPLAN and assessment data using Plan 2.. An increase in the number of non-exempt students that actively participated and engaged in NAPLAN– from 56.25% in 2017 to 100% in 2019. First Year 12 students sitting a 3 hour HSC exam. Staff engaged in training around evidenced based practices and embed in teaching and learning programs.	Previous exam papers  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• School Funds (\$1000.00)</li></ul>

**Process 2:** Equity funding is utilised to implement and embed well planned, flexible and future focused learning spaces and associated technologies.

Evaluation	Funds Expended (Resources)
Flexible furniture has been allocated across the school based on teacher's preferred style of teaching and to encourage collaborative learning experiences. Most students accessed STEMshare kits either through class programs or as an elective on Friday afternoons. Updated smartboards installed in primary classes and The Hub.	Department of Education STEMshare kits  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• School Funds (\$15000.00)</li></ul>

**Process 3:** Staff are collaboratively supported by the executive team to develop, monitor and evaluate effective and innovative teaching and learning programs.

Evaluation	Funds Expended (Resources)
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### Progress towards achieving improvement measures

All teaching and learning programs moved to Microsoft 365 platform to support collaborative planning and improved access to shared resources. Teachers are using PLAN 2 to assess learning and identify areas for development and improvement. Professional learning opportunities include the Learning Progressions and AVID which improves the quality of their teaching and learning programs.

**Funding Sources:**

- School Funds Professional Learning (\$10000.00)

## Strategic Direction 3

Thrive

### Purpose

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.

Major SEFV2 links

- Learning – LEARNING CULTURE, ASSESSMENT
- Teaching –EFFECTIVE CLASSROOM PRACTICE, DATA SKILLS AND USE, PROFESSIONAL STANDARDS
- Leading – EDUCATIONAL LEADERSHIP, SCHOOL RESOURCES, MANAGEMENT PRACTICES AND PROCESSES

### Improvement Measures

Attendance data reflects an increase in engagement in learning and student wellbeing from 73% baseline data in 2017 to 90% in 2020.

At point of exit post destination school-based survey data reflects an increased number of students being successfully enrolled in TVET courses or participating in School Work Ready programs, linked to a post school support agency, training organisation or employer (From 60% in 2017 to 100% in 2020)

### Overall summary of progress

In 2019 our focus was to review and update our Individual Education Plans format aligning with the Sentral system at Hopetown. Students have appropriate individualised Learning and Support Plans (IEP, ITP and PLP's) outlining Social and Emotional Learning and academic testing results, achieved goals and goals reflecting future direction. Another major focus of Hopetown in 2019 was our Employment Readiness initiative for senior students, designed to enhance their chances of gaining employment in the future. In-school activities have included study about how to obtain and keep a job, generating resumes and cover letters. Students have also engaged in offsite training including the WHS White Card course and a nationally accredited Barista training program.

### Progress towards achieving improvement measures

**Process 1:** Embed a school wide collective responsibility demonstrating a high expectation of individuals developing and achieving current and long term goals.

Evaluation	Funds Expended (Resources)
Termly review of Individual Education Plans reflects specific individual outcomes using learning progressions and Hopetown's Social and Emotional Learning framework. Progress and goal achievements are documented and celebrated enabling school wide satisfaction as indicated in student and parent survey. This is reflected in an increase in attendance and engagement in programs from 77% in 2018 to 93.9% in 2019.	See key initiatives for all resourcing.

**Process 2:** Program allowing successful access and connection with external agencies enabling school community to develop challenging lifelong skill sets in new environments.

Evaluation	Funds Expended (Resources)
Transition/Work Ready program enables empowered students. All students involved report learning fundamental work skills for developing a healthy work ethos. Weekly participation logs signed off by the student, parent/carer and classroom teacher indicate a collaborative approach and commitment toward the program. Evaluations indicate that eligible students who have accessed work readiness opportunities are connected into post school employment / training. In 2019, 100% of students leaving Hopetown were linked to post	See key initiatives for all resourcing.

## Progress towards achieving improvement measures

school options including employment and further education settings.

**Process 3:** Develop a school wide culture that acknowledges the value of meaningful community service as a step towards enhancing individuals academic, social and emotional development..

Evaluation	Funds Expended (Resources)
Review and report on fundraising activities, charities supported and engagement in community events indicate positive outcomes. Students have developed and are able to articulate knowledge on not only the charities involved but lives of people other than themselves. In 2019 our total raised for class based charities was \$1742.60. Staff professional learning and surveys as well as evaluation of programs reflects the importance of building student capacity in the social dimensions of school based SEL programs. Staff agree implications for the next phase of developing capacity centre around establishing a wider network for work crew engagement across local schools and community based services and initiating "pay it forward" concepts into class/school/home based programs.	see key initiatives for all resourcing.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Employment of School Learning Support officer to support programs.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$18 138.00)</li> </ul>	<p>The extensive redevelopment of our Aboriginal Cultural gardens over the last 3 years also includes story poles created by students to represent their totem links. These poles have been placed in the garden along the pathways to signify their journey at Hopetown and their sense of belonging and connection to the land on which Hopetown sits. Aboriginal Education team work together to meet the specific social, cultural and learning needs of our students, reflect on PLP's and promote high expectations for Aboriginal students. Hopetown's Cultural Group established to develop our emerging leaders, to give them a voice in decision making and to enhance cultural connection. Students have learnt to cook bush tucker and have sampled emu, crocodile and kangaroo and developed a recipe for an end of year BBQ for families and friends. A cultural day excursion to explore some of the sacred sites in The Brisbane Waters National Park connected our students to local country and as a result, they have been collaboratively designing a shirt for Hopetown staff and students to wear as part of the school and work uniform.</p>
<b>Socio-economic background</b>	<p>Employment of additional Class Teacher to release Executive staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$114 505.00)</li> </ul>	<p>Continued alignment of the executive positions to the school's strategic directions, creating an additional teaching position enables the team to plan and work collaboratively across the primary and high school setting, share expertise, knowledge, skills, experience and best practice. The staff is a strong cohesive team which engages in reflective practice and acknowledge and highlight the strengths of each other in regular feedback opportunities. This was key in improving teaching and learning at Hopetown and has had the greatest impact on student outcomes.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	52	53	47	48
Girls	0	0	0	0

The average attendance rate for all students enrolled was 93.9% Prior to enrolling at Hopetown many students had a history of disengagement from school, school avoidance, multiple suspensions, truancy and /or partial attendance.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

At point of exit in Yrs 10, 11 or 12, Hopetown conducts a post destination survey with students. In 2019, all students exiting Hopetown were successfully engaged with School Work Ready programs, enrollment in alternate and further education settings, engaged with employment agencies and in trainee or apprenticeships.

### Year 12 students attaining HSC or equivalent vocational education qualification

100% of Yr 12 students achieved their HSC in 2019 and have continued with further education studies.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.01
Teacher Librarian	0.2
School Administration and Support Staff	10.42
Other Positions	0.2

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2019, 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 \$15,014 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. Weekly staff meeting sessions were delivered on curriculum and assessment planning, technology, policy updates, school planning processes, student wellbeing, staff wellbeing, catering for individual learning styles and applying adjustments for learning.

The major professional learning initiatives for staff were:

- Positive Partnerships
- AVID – Advancement Via Individual Determination
- ED/BD Schools of Specific Purpose (SSP) State Conference
- Making Space for Learning – the Australian Childhood Foundation
- Connecting to Country

Staff also attended a range of network meetings including: Google Educators Group, Learning and Support Coordinators,. 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 AVID and ConnectEd conferences and also attended the Secondary Principals Council and Central Coast Primary Principal Council network meetings each term. Both the School Administration Manager and School Administration Officer had significant training in SAP and HR systems.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	303,706
<b>Revenue</b>	2,648,384
Appropriation	2,617,363
Sale of Goods and Services	227
Grants and contributions	28,970
Investment income	1,824
<b>Expenses</b>	-2,417,316
Employee related	-2,142,703
Operating expenses	-274,613
<b>Surplus / deficit for the year</b>	231,068

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,559,871
<b>Equity Total</b>	125,780
Equity - Aboriginal	17,904
Equity - Socio-economic	107,875
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	534,594
Base - Per Capita	25,116
Base - Location	324
Base - Other	509,154
<b>Other Total</b>	156,766
<b>Grand Total</b>	2,377,010

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.

## Parent/caregiver, student, teacher satisfaction

Parents and carers have been able to enjoy regular reciprocal communication with the school, to participate in decision making for the school plan and to discuss reports and assessments related to respective students. In 2019 the school sought the opinions of parents/carers, students and teachers about the school.

Our parent carer survey is conducted in Term 4 each year. Questions are based on School Map questions about learning, teaching and culture. The results (97%) indicated strong parental support for the learning programs that support students individual needs as well how achievements are recognised and rewarded (94%). Parents agreed (97%) that the school encourages all students to achieve their best and looks for ways to improve learning for students. They felt listened to and valued (94%) and that the communication between school and home was effective (97%). Other opportunities for parent and carer involvement in 2019 included regular parent group meetings, every Thursday, with the support of a Community Liaison Officer. Support from service providers and agencies, guest speakers, trips out and school based activities throughout the year, Harmony Day lunch, NAIDOC day celebrations and sports carnivals. Parents and carers have contributed to the school planning process and been involved in panel processes for recruitment of new staff.

Student engagement is central towards successful learning, working with others, and functioning well in a social environment. Hopetown School continued to strengthen the role student voice has in ensuring that student input and engagement is supported and nurtured. This includes students' sense of belonging at school and that their schooling is valued. Along with Student Voice Representative feedback, the Tell Them From Me survey was also used to gather feedback from the students on their satisfaction of school. The information collected is used to support decision making for school improvement. When students were asked on what they were satisfied with at Hopetown School they felt that there was strong support in the building and maintaining of relationships. Students expressed that "staff care for us" and "are always willing to help us". Students enjoyed participating in whole school Mental Health month, enjoying the provided incursions, presentations and celebratory activities throughout the month. They also enjoyed being active participants in flexible learning programs, to support their level of literacy and numeracy development. They believed that this allowed for personal achievement and building up of their own self confidence.

In 2019, staff completed a Tell Them From Me 'Focus on Learning' survey to collect data on 'drivers of student learning' and 'classroom and school practices'. Results indicated a high level satisfaction from staff working with school leadership in maintaining a safe and orderly school environment and having support during stressful times. There also a high level of satisfaction in working collaboratively with other staff to support individual students, develop strategies to increase engagement and set high expectations for learning and behaviour. 100% of staff surveyed agreed staff morale was good and the school leaders clearly communicated the strategic vision and values of the school, leading improvement and change.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019, we established an Aboriginal Education team to lead teaching and support staff in working together to meet the specific social, cultural and learning needs of our students. Reflecting on PLP's and promoting high expectations for Aboriginal students, we developed structured and specific programs and practices that utilise evidenced based teaching strategies and include effective assessment opportunities. Programs such as a unit on Australian poetry highlights and celebrates Aboriginal histories, stories, culture and country, with Aboriginal content being developed across all KLA's.

We are committed to improving the educational and wellbeing needs of all students. In order to meet the specific needs of our Aboriginal and Torres Strait Islander student, we funded additional staff members to ensure that this cohort have access to fair, equitable, culturally inclusive and significant educational opportunities. Collaborating with these staff, Hopetown's Cultural Group was established to develop our emerging leaders, to give them a voice in decision making and to enhance cultural connection. Students have learnt to cook bush tucker and have sampled emu, crocodile and kangaroo with an aim to developing a recipe for an end of year BBQ for families and friends. A cultural day excursion to explore some of the sacred sites in The Brisbane Waters National Park connected our students to local country and as a result, they have been collaboratively designing a shirt for Hopetown staff and students to wear as part of the school and work uniform. Our Cultural Connection and Leadership camp to Gilgandra, and our Interschool NAIDOC day celebrations promoted social connection, encourages student wellbeing, identity, a sense of belonging and a commitment to lifelong learning and cultural respect.

Staff and students proudly represented the Hopetown School community at the Ngara Awards of Excellence each year, showcasing and celebrating the remarkable achievements and successes of Indigenous students from local schools recognised for sporting, leadership, academic and cultural excellence. Our positive connection with the local Aboriginal community is demonstrated through the welcome we receive each year and the support offered to Hopetown students. We are committed to building and strengthening effective partnerships with local schools, the Ngara AECG and Aboriginal community to ensure continual improvement of the specific social, cultural and learning outcomes for Hopetown students.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

A fully qualified teacher acts as Anti-Racism Coordinator (ARCO) and all staff role model and encourage students across the school to be accepting and supportive of other cultures and support students as needed.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Recognising the cultural diversity of school communities helps meet the educational and welfare needs of students and their families. It aids in the planning of teaching and learning activities. Hopetown School provides programs promoting anti-racism and community harmony, intercultural understanding and positive relationships between students from all

cultural backgrounds. Harmony Day was acknowledged and celebrated in 2019 with students involved in a range of activities to highlight differing cultures and diversity. 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. 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.

Our strong Social and Emotional Learning program (SEL) is timetabled and taught in every class. The SEL scope and sequence is underpinned by the 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.

### Other School Programs (optional)

Hopetown School offers students a range of additional and experiential programs which support emotional wellbeing and social skills. In 2019, Mindfulness, a range of therapy programs, 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. . Through lots of hands-on activities, and guided meditations 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".

**Pay it forward program :** Throughout this year students have been running our weekly cafe; with all money raised going to various charities. Students have proudly donated over \$1800 in total to these worthy causes: The SEAT project, Rural Fire Brigade, Coast Shelter, Beyond Blue, Backpack Beds Australia, Central Coast Kids in Need, Give me 5 for Kids, RSPCA and Shave for a Cure. The money donated to SEAT project provided chairs and educational toys for a very poor school in the Solomon Islands. Some of the children don't even have chairs at home. They are so very thankful to all at Hopetown!

**Music Therapy:** The school 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.

**Equine Therapy:** Running every Wednesday, this program provided the opportunity for students to work with large, living, reacting animals. The program creates an environment of constantly changing and evolving experiences, and opportunities to teach student participants safe and proper horse handling skills.

**Breakfast Club:** Every morning, this provides a positive check in with staff each morning, sets up a positive start to the day and aids staff in identifying students who may be in need of additional support. Students gather around the table to share stories and a meal. Students have perfected the art of cooking porridge and a little sprinkling of brown sugar and a splash of milk are the all-time favourite added extras. Friday's special of pancakes has definitely been a hit, with flipping actions been laughed at by all as pancakes became stuck to the side of the pan or folded in half. The boys often play a variety of card games as they chat and nibble away at their breakfast. It has provided another opportunity for students to engage in social conversations, learn cooking skills and discover new friendships over food.

**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. Students 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 means 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. On Friday 1st November, Hopetown School hosted a community fishing afternoon. This tournament style event was designed to strengthen ties with the local community and promote sustainable fishing practices. The event also highlighted the benefits of recreation fishing including its ability to increase students' patience, resilience and communication skills. Teams comprised of one adult and one student and took place over 90 minutes at various locations on Wyong River. Prizes for the biggest fish, smallest fish and overall point's winner were generously supplied by BCF Tuggerah. The afternoon proved to be a great success and was celebrated with a seafood feast afterwards back at Hopetown School.

**Agriculture /STEM Programs :** Our Ag program in 2019 raised yabbies! The yabby program proved to be a successful

yet challenging program in 2019! Significant research and preparation went into constructing the tank, ensuring it was an appropriate environment for the yabbies. Some of the challenges encountered included power being cut off to the greenhouse, which resulted in students using a solar panel and truck battery to power the pump in the tank. The water in the tank was filtered using nutrient film technique (NFT), a process that involves filtering water through the roots of plants. After introducing the yabbies to the tank, students regularly monitored the water levels (PH, nitrite, nitrate, ammonia) and also measured the length of the yabbies. This program was very successful at engaging students and learning how to problem solve during scientific investigations. The long-term goal is to breed the yabbies and use them as a sustainable food source within the school's food technology program.

The beehive located on Hopetown School grounds has provided a number of honey harvests with students being able to take honey home with them. Senior students have engaged in routine hive inspections, pest management procedures and harvesting honey throughout 2019.

In 2019, Year 5 & 6 students of Hopetown School in Wyong NSW have enjoyed their second S.E.A.T Project. After completing their SEAT build, investigating bamboo as a sustainable resource, building their own model bamboo homes, researching life in the Solomon Islands and gaining an insight into their lifestyle, students became interested in helping families and schools. Students be-friended a community in a village in the Malaita Province and fund-raised for their new Solomon Island friends including the sale of their decorated SEATs. Money raised was used to send directly to the school (as freight can be expensive) where basic needs (chairs, balls, blocks, learning charts) for the students could be purchased on home ground.