

# 2021 Annual Report

## HopeTown School



5755

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

---

HopeTown School  
177 Pollock Ave  
Wyong, 2259  
[www.hopetown-s.schools.nsw.edu.au](http://www.hopetown-s.schools.nsw.edu.au)  
[hopetown-s.school@det.nsw.edu.au](mailto:hopetown-s.school@det.nsw.edu.au)  
4353 2522

## Message from the principal

---

Once again Hopetown's community have successfully navigated their way through a year impacted by the challenges set down by what seemed to be a never-ending pandemic.

The positive school culture and its community and learning environment based on developing connections, high expectations and empowering individuals to succeed and thrive has underpinned 2021's many successes.

Hopetown underwent External Validation, giving opportunity to assess and reflect on its practices and initiatives. From this we were able to see how to and did put into place ways of achieving increased positive academic and social/emotional outcomes for our students.

The CAVE remains an integral part of the school where students are given opportunity to and have reached academic potential.

Upgrades to our aging buildings opened up new teaching/learning spaces as well as areas where students can access "wrap around" supports to enhance their wellbeing.

Students benefited from staff accessing current evidence based professional learning in order to develop their own teaching practices.

The Hopetown parent /carer group met off site on a regular basis. That connection along with open and regular communication continued to foster and exemplify the importance of community in maintaining a consistent and predictable approach to learning.

We thank staff, students, parents, carers and community for their contributions as Hopetown strives to reach excellence in teaching, student learning and wellbeing.

2021 Principal - Kirsty Reynolds

2022 Relieving Principal - Vince Malone

## Message from the school community

---

Throughout 2021 Hopetown has continued to support the Parents and Carers of students with the P&C morning teas. Officially the P&C group meet once a week on-site in the Community Room for coffee, biscuits, and support. During the 2021 COVID restrictions the staff had to improvise, and the meetings moved offsite to local cafés, bushwalking tracks and even the Wyong Community Centre. Later in the year, the lockdown made things slightly more difficult, so the P&C group moved online. Three times a week parents and carers would meet with staff to discuss strategies for staying

sane during lockdown, air grievances and have a much-needed laugh.

The Hopetown Parents and Carers Groups provides a place for people in a similar situation to bond, share and grow stronger together. Additionally, Irene the SLSO that runs the program organises fun and engaging activities, such as cooking classes, games, and barista lessens. Aaron the schools SSO also attends the group to assist parents with access to support services and discussions around parenting strategies. Parent/carers that attend, overwhelmingly attest its worth and recommend and encourage others to be involved.

## School vision

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 expectations that they will become active citizens and 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.

## School context

Hopetown is a School for Specific Purposes, supporting the needs of students (Yr 3-12) with mental health disorders and often other diagnoses, who are at risk of disengaging from school. Established in 1986, Hopetown acknowledges and respects the Darkinjung people who are the traditional owner of the rich wetlands and beautiful natural bush on which the school stands. We pay respect to the elders both past and present, and actively support our emerging leaders of today.

The maximum student population is 56 students, with current enrolment standing at 52. There are 11 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, relevant and authentic individual educational programs. Emotional literacy is actively promoted and sits alongside mainstream and life skill curricula. 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 30% of the students are in out-of-home care and 20% of students acknowledge a cultural heritage including Aboriginal, Maori and Torres Strait Islander. The school works closely with Ngara AECG. The school's Family Occupation and Education Index (FOEI = 188) indicates significant socio-economic disadvantage within our school community. Hopetown receives School Based Allocation Resource (SBAR) funds to support Aboriginal and socio-economic backgrounds.

An active parent/carers support group enables a community voice. Meeting weekly with school staff, activities are planned and services sought to meet the needs of the parent/carers community. Newsletters, a school website, Facebook page and regular communication occurs between the school and all stakeholders. There are strong community partnerships with a range of local businesses who support work ready placements and employment opportunities for senior students.

Key school initiatives include Equine Therapy, Music Mentoring, Mini Men's Shed, fund raising for Charity, Breakfast Club, and a variety of senior pathway options post school. Excursions, extra curricular activities and school camps provide opportunities for students to build positive relationships and develop real world life skills. Major upgrades to the school site in 2021 have provided specialty learning areas as well as a community hub where parent/carers can meet in a supportive environment.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To develop a dynamic learning environment that utilises current pedagogy, evidence based, innovative practices and specialist learning spaces to enable students to reach optimal growth and attainment.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data and Assessment

### Resources allocated to this strategic direction

**Professional learning:** \$5,100.00

**SSP Supplement:** \$117,119.00

**Socio-economic background:** \$37,984.00

**Literacy and numeracy:** \$2,009.65

**QTSS release:** \$3,924.13

### Summary of progress

Through Professional Learning classroom teachers were able to access and utilise high impact teaching and learning strategies as well as data analysis skills to develop and track student growth in literacy (Understanding Texts) and numeracy (additive strategies). All students were assessed - with individual data recorded and tracked on PLAN 2.

The Learning and support Hub - The Cave - provided 1:1 teaching and learning for those students requiring additional support. During semester two, 17 students accessed The Cave a total of 190 times. The Cave reported and evidenced that individual support enabled numeracy and literacy capacity to be benchmarked as a starting point to build students' academic growth and attainment. Examples of that include individual students.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% of students are plotted against the Literacy (Understanding Texts) and Numeracy (Additive Strategies) progressions as indicated in PLAN 2.	Term 4 2021 - 100% of students have been plotted on PLAN 2 against the Literacy and Numeracy Progressions.
Minimum Standard projection 100% of Yr 8 (2020) students attempt NAPLAN reading, writing and numeracy.	SCOUT data shows that 70% of current Yr 9 students (Yr 8 2020) attempted NAPLAN reading, writing and numeracy. in 2021.
Collection of evidence and data is regularly used school wide to identify student achievement and progress, measuring against the School Excellence Framework (SEF v2)	Teacher meeting and TPL schedule reflects professional learning opportunities and activities to gather and analyse student work samples, data and progress occurred through the year and demonstrated positive growth against the SEF v2.

## Strategic Direction 2: Wellbeing

### Purpose

To embed a safe, holistic, inclusive and respectful school culture enabling students, parents/carers, staff and the wider school community to develop positive connections and to feel valued, heard and supported.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing

### Resources allocated to this strategic direction

**Aboriginal background:** \$20,066.56

**SSP Supplement:** \$48,000.00

**Professional learning:** \$4,200.00

**Socio-economic background:** \$1,400.00

### Summary of progress

Social and Emotional Learning (SEL) continuums have been monitored, enabling student goals within Individual Education Plan to reflect the flagged Social/emotional skill of the student. Semester Two observations evidenced growth between one and sixteen basis points of skill development as seen in the SEL continuum..

Concerns re individual student attendance matters have been flagged and analysed at Learning Support and Wellbeing meetings. Strategies to improve attendance have been discussed and action plans put into place.

Whole school attendance data was collected and when analysed for the post COVID Lockdown period sat at around 71%.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students attending more than 80% of the time from 49.9% in 2020 to more than 55%.	Attendance was monitored on a daily basis and revealed that attendance was below expectations. COVID lockdowns and home based learning during 2021 had thwarted progress.
Staff and students are introduced to new Social and Emotional Learning (SEL) continuum framework and develop baseline for student Individual Education Plans.	The SEL Continuum and a timeline for implementation and review was explicitly explained to staff. 100% of students have a recorded baseline score. Staff monitor progress.
Collection of evidence and data is regularly used to further enhance the school wide culture within 'Wellbeing' as measured against the School Excellence Framework (SEFv2).	Data is collected and then analysed at weekly Learning and Support meetings and has been used to monitor progress through the SEF v2



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$107,384.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at HopeTown School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and Assessment</li> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• In combination with COVID ILSP funding, the CAVE (Creative and Variable Education) was established to support the Literacy and Numeracy growth of targeted students.</li> <li>• Socio-economic funding allowed students to benefit from technology support.</li> <li>• Establishment of multidisciplinary wellbeing team which meets weekly to action complex cases and manage wellbeing supports for students and families.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The Learning and Support teacher and SLSO were able to baseline then build student attainment with regards to their numeracy and literacy. Over the year, and considering COVID remote learning, in class and one on one in CAVE support was accessed 772 times. The CAVE room was also accessed many times for student wellbeing support.</p> <p>School data shows that student progress and achievement is greater than students at statistically similar schools on external measures in literacy and numeracy in year five, seven and nine. This is consistent with strong student progress and achievement on internal measures.</p> <p>All students have made progress, some with significant gains. Anecdotal evidence indicates this would not have happened in the usual classroom environment due to the distractions and interactions between students.</p> <p>The Wellbeing team has gone from strength to strength implementing programs and initiatives to support student wellbeing and positive mental health. As a result, this cohesive, driven and effective team has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Hopetown is committed to identifying and understanding the needs of all students and subsequently implementing effective teaching and learning programs. The CAVE combined with strategic wellbeing programs are fundamental in building student capacity and continue to enhance student growth and attainment. These programs will be continued to be funded and adequately resourced. Outstanding data tracking and individually nuanced teaching programs will continue to supported and promoted.</p>
<p>Aboriginal background</p> <p>\$20,066.56</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at HopeTown School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>



<p>Aboriginal background</p> <p>\$20,066.56</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Student Mentor and Music Program.</li> <li>• Staff Professional Learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Hopetown has identified and provided supports for Aboriginal students' wellbeing, numeracy, and literacy growth.</p> <p>The school has updated its PLP processes for indigenous students. Meaningful goals are developed and tracked in alignment with 8 Ways Pedagogy.</p> <p>Also, students have access to "The Studio's Aboriginal Student Mentor and Music Program. Attendance and anecdotal evidence suggests students are utilising the program and their wellbeing is being supported.</p> <p>Staff Professional Learning has further developed a school wide culture eliciting high expectations for Indigenous students. 10% of staff have completed Connecting to Country. Staff attendance at weekly Indigenous Culture Group meetings has increased.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will continue to support and fund Indigenous Programs. Staff have expressed a desire to and will be given opportunity to build capacity via attending Connecting to Country Professional Learning opportunities. The school aims to have 100% of staff attend Connecting To Country 2024.</p>
<p>Location</p> <p>\$324.00</p>	<p>The location funding allocation is provided to HopeTown School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• SLSO release for WHS management.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> WH&amp;S processes were monitored and acted upon ensuring a safe Hopetown site. A WHS committee meets regularly and reports weekly. The school is up to date with evacuations and lock down procedures. The Emergency Management Plan is current.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Student, staff and school community safety on site will remain a priority. Ongoing vigilance regarding infrastructure and systems will remain a priority.</p>
<p>Literacy and numeracy</p> <p>\$2,009.65</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at HopeTown School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, in the CAVE to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Individual students were able to be assessed in literacy and numeracy which allowed teaching and learning to focus on individual need eliciting positive growth</p>

<p>Literacy and numeracy</p> <p>\$2,009.65</p>	<p>All students accessing the CAVE have made progress some with significant gains evident. Anecdotal evidence indicates this would not have happened in the usual classroom environment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Student assessment and tracking within the CAVE indicates positive progress. The CAVE funding will continue and its teaching resources enhanced.</p>
<p>QTSS release</p> <p>\$3,924.13</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at HopeTown School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• The CAVE utilises additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Targeted students and their homeroom teacher can not only be supported in the CAVE but also in their usual classroom setting. Students are transferring skills learnt in the CAVE across KLA's within their base classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Professional Learning and collaborative practice will allow staff to develop further Data and Assessment skills and to improve their teaching practices.</p>
<p>COVID ILSP</p> <p>\$40,316.59</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The release of a classroom teacher to provide The Cave program to support positive numeracy and literacy outcomes for targeted students occurred. Highly individualised instruction was implemented for every student on a regular and pre determined basis. Progress was shared with all staff at Learning Support Meetings. Classroom teachers benefitted from this intervention and made comment that the program was of huge benefit.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Data supports the success of The CAVE. Its funding will continue to be supported and enhanced by the addition of an Instructional Leader to develop staff capacity within data, assessment and measurement platforms - PLAN 2.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	47	48	42	47
Girls	0	0	0	0

Overall School attendance as reported in SCOUT was 65%

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## 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

Hopetown endeavours to provide students with effective strategies enabling them to successfully navigate life post school.

School transition - 4

TAFE/Study - 1

Employment - 2

Those students and their families regularly update the school re their progress and successes.

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

---

Hopetown saw two students complete their HSC in 2021. Both students engaged successfully with school-based learning opportunities, however, struggled significantly with home-based (COVID-19) learning options.

Student A completed a combined mainstream HSC program inclusive of English Studies, mathematics standard 1, work education and investigating science, while also completing a Certificate II in Animal Studies at Wyong Tafe. As part of his work education program, Student A engaged in a work placement at a local pizzeria, where he has continued to work in a casual role post-school.

Student B engaged in a mainstream/lifeSkills HSC program, completing courses inclusive of English Studies, mathematics standard 1, visual arts (lifeskills), investigating science (lifeskills) and work education. As part of the work education program, student B engaged in a work placement at a local mower shop with the prospect of obtaining an apprenticeship post-school. Student B successfully engaged in this work placement and has continued to work as a first-year apprentice with this business as post-school employment.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	5.81
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021, staff completed many and varied training and professional learning opportunities which gave currency to mandatory requirements as well as supporting the school's priorities and strategic directions as outlined in the School Improvement Plan. Once again, most professional learning was moved to an online platform as a result of COVID 19 protocols.

Teaching and SASS staff were able to increase knowledge to improve their own and whole school practice in areas such

as mental health, behaviour management, the use of data in assessment and curriculum, inclusive practices, school planning, policies and wellbeing.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	610,491
<b>Revenue</b>	3,138,696
Appropriation	3,135,937
Sale of Goods and Services	36
Grants and contributions	683
Investment income	240
Other revenue	1,800
<b>Expenses</b>	-3,247,053
Employee related	-2,820,801
Operating expenses	-426,252
<b>Surplus / deficit for the year</b>	-108,357
<b>Closing Balance</b>	502,134

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	127,461
Equity - Aboriginal	20,067
Equity - Socio-economic	107,394
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	2,226,482
Base - Per Capita	26,387
Base - Location	324
Base - Other	2,199,770
<b>Other Total</b>	486,518
<b>Grand Total</b>	2,840,460

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

Engagement with the whole school community is positive and there is an understanding of the important roles' community play in not only the student's academic success but also their social and emotional development. School expectations are communicated, and successes acknowledged.

There is an expectation that CRT's maintain regular contact with parent/carers and community. Survey completed by 80% of parent/carers indicated 90% agree that Hopetown always/usually communicates effectively with themselves and the students. Depending on accessibility and choice, various platforms and in person are utilised to enhance communication and elicit feedback. Parent/carers feel valued, connected with the school and feel actively a part of their child's education. Anecdotally, in many circumstances parent/carers are changing long held attitudes re their own and their child's school experiences.

# 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.

## Anti-Racism Policy

---

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

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.