

2022 Annual Report

HopeTown School



5755

Introduction

The Annual Report for 2022 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.

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Message from the principal

During 2022 Hopetown School continued to address 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 with effective strategies in place, they can achieve desired outcomes.

It is a pleasure to reflect on and report on those positive outcomes and the successes of the school's academic and wellbeing programs across 2022.

Hopetown has tracked well on our Strategic Improvement Plan. Optimal academic growth and attainment and positive wellbeing outcomes have been targeted.

The students are not the only ones involved with learning. Staff are building their knowledge and capacity to build student growth and attainment not only with academic outcomes but also with wellbeing - especially the ability to develop and maintain positive connections.

Successes are being acknowledged and celebrated on a regular basis.

We continued to reinforce the positive behaviours that we want to see our students display. Our new "Townie" reward system was successfully introduced enabling students to negotiate a variety of outcomes as they achieved their individualised academic, social/emotional and behavioural goals.

Learning and Support remained a priority during 2022. The CAVE supported the literacy and numeracy growth of targeted students. The intensive support was accessed in their homeroom class, withdrawal to The CAVE or via self-referral to programs offered during break times. The CAVE remains an integral part of the school where students are given opportunity to and have reached academic potential.

The Hopetown parent /carer group met 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. Programs facilitated in house and via external agencies provided additional support and a deeper understanding of the processes involved in achieving positive outcomes at school, at home and in the community.

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

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 Ngarra AECG. The school's Family Occupation and Education Index (FOEI = 198) 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/carer 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 have provided specialty learning areas such as a Learning and Support Hub, a Wellbeing Hub and an Art Studio. The 'Cottage' provides a therapeutic space for para professionals to operate from.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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 and effective classroom practice.
- Effective student feedback.

Resources allocated to this strategic direction

SSP quality teaching support: \$60,768.28

SSP supplementary funding: \$117,474.40

Socio-economic background: \$11,230.00

QTSS release: \$19,996.25

AP Curriculum & Instruction: \$30,000.00

Professional learning: \$4,600.00

Summary of progress

This strategic direction focused on improving student engagement, impacting literacy and numeracy outcomes. Whole-school professional learning with a focus on explicit instruction and effective assessment and feedback strategies. Teachers were supported through individual mentoring to improve outcomes by effectively using data to support programming for individual students. Students identified as requiring additional literacy and numeracy supports were provided these through intensive individual programs within the CAVE (Creative and Variable Education) Program.

Through C&I support which included one on one schedule meetings that were supported by casual teachers covering classes to allow for authentic collaborations. Buddy class collaboration included co-planning, co-teaching, expert teaching, peer observations with professional discussions to inform best practice. Professional learning on explicit instruction and assessment, with follow-up individual and stage mentoring sessions were scheduled enabling ongoing support and feedback. Improved assessment practices enabled learning gaps to be identified, programs adapted and flagged students to be supported in The CAVE.

This has resulted in improved explicit instruction across the school. Data indicates an upward trend in student engagement and positive academic growth. Individual student needs were identified and supported within The CAVE's innovative program, ensured student participation and success. Staff practice reflected a deeper understanding of explicit teaching, which was evidenced through improved academic outcomes across all KLA's.

Next year we will continue to focus on a commitment with the whole school community that all students make learning progress.

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 demonstrate growth in a minimum of 1 progression in Literacy (Understanding Texts) and Numeracy progression (Additive Strategies) as indicated in PLAN 2.	<i>72% of students have demonstrated growth in a minimum of 1 progression level in literacy and numeracy. This data includes and is influenced by recently transitioned students to Hopetown as well as students with irregular patterns of attendance and engagement .</i>
60% of Yr 8 (2022) students using school determined measures, are on track to achieve Minimum Standard (band 5) in reading, numeracy and	<i>78% of students are on track to achieve minimum standards in reading, writing and numeracy.</i>

writing.	
<p>Collection of evidence demonstrating an upward trajectory from:</p> <ul style="list-style-type: none"> • Data Skills and Use: delivering into sustaining and growing • Student performance measures: delivering into sustaining and growing • Curriculum: sustaining and growing into excelling • Assessment: sustaining and growing into excelling 	<p>As measured by the SEF in Nov 2022, we are demonstrating:</p> <ul style="list-style-type: none"> • Data Skills and Use- sustaining and growing • Student performance measures- working within sustaining and growing and demonstrating elements of excelling. • Curriculum- consolidating sustaining and growing • Assessment- consolidating sustaining and growing

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: \$25,066.00
SSP supplementary funding: \$116,114.40
Professional learning: \$7,500.00
Socio-economic background: \$5,000.00
Student support officer (SSO): \$96,058.00
Location: \$324.00

Summary of progress

This strategic direction focused on embedding a school culture that enabled through ongoing professional learning, support and systems adjustment, the students, parent/carers and staff to identify and exceed social, emotional and academic expectation.

Professional learning and follow up collaboration and feedback enabled staff to better understand the often-complex nature of the students at Hopetown. Increased staff knowledge had an impact on teaching practice resulting in improved wellbeing outcomes and academic progress. Strategies to elicit effective and positive outcomes were reflected through achieved goals in student's Personal Learning Pathways and Individual Education Plans. Through professional learning, staff gained a better understanding of individual student's diagnosis, the impact of trauma as well as how to recognise and triage mental health first aid.

Developing the wellbeing team, including support staff, enabled a range of programs and activities to be activated which ultimately enhanced connections across the school community. The work of the wellbeing team gave students and their parent/carers buy-in and a sense of voice. Survey shows that the majority of students and parents /carers feel connected to the school and have an awareness of the purpose and outcome of the wellbeing programs offered.

Targeted attendance programs as well as the introduction of school wide Townie reward system, improved attendance and engagement which enhanced both wellbeing and academic outcomes.

Next year the multi-disciplinary wellbeing team will continue to evolve with the addition of programs designed to elicit positive outcomes. eg. The Lego Cooperative and Connection through Culture.

Strategies to further develop student as well as parent/carer voice will be investigated.

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 2021 to more than 60%.	As of November 1st 2022 66% of students are attending more than 80% of the time.
All students have progressed from baseline data by a minimum of 3 levelled indicators across Social and Emotional Learning Continuum	97% of students have progressed by a minimum of 3 level indicators from baseline across the Personal Social and Emotional Continuum.

<p>framework.</p>	
<p>There is evidence of a deeper understanding of consistent teacher judgement (including casual staff) within the themes of,</p> <ul style="list-style-type: none"> • 'A planned approach to wellbeing' <p>and</p> <ul style="list-style-type: none"> • 'Behaviour' <p>in the Learning Domain Wellbeing in the School Excellence Framework (SEF v2).</p>	<p>Evidence suggests;</p> <p>Staff involvement and voice in Wellbeing and Learning and Support meetings as well as the programs they initiate, indicates a growing and consistent understanding that all students given opportunity to connect and succeed will thrive and learn. Student's Individual Education Plans as well as Personalized Learning Pathways, outline social, emotional, behavioural and academic SMART goals that have been collaboratively formulated and ultimately achieved.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$125,296.02</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment and effective classroom practice. • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Effective Classroom Practice - Strategic Direction 1. <p>The CAVE (Creative and Variable Education) was staffed enabling intensive Literacy and Numeracy support for targeted students. The CAVE was resourced providing technology and teaching/learning resources suitable to meet the needs of those students.</p> <ul style="list-style-type: none"> • Connections. - Strategic Direction 2. <p>The multidisciplinary Well-being Team were able to meet and triage complex cases enabling supports for students and their families. to be actioned.</p> <ul style="list-style-type: none"> • Supporting Students - Strategic Directions 1 and 2. <p>Students academic, social/emotional and physical needs were able to be supported.</p> <p>Due to the unique setting of the school and the complexity of the students this includes, but not limited to;</p> <ul style="list-style-type: none"> - work placement uniforms and PPE - transport (excursions, to and from work, travel training) - health needs. - certificates to support transitions to work. e.g White card - clothing and food. - learning resources. <p>The allocation of this funding has resulted in the following impact:</p> <p>The CAVE'S Learning and Support staff were able to baseline then design and implement numeracy and literacy programs targeting individual students needs in order elicit positive academic growth and attainment. Extra curricular and Peer Support activities were also facilitated in the CAVE enabling students to gain skills in problem solving, effective communication, time management and organisation - all of which promote positive mental health and wellbeing. Data shows students are accepting of and are engaged with the CAVE's intensive support programs. 30 students have accessed the CAVE 1 545 times during the year. This program has proven to have had a significant positive impact on student's academic, social and emotional wellbeing.</p> <p>The Wellbeing team have been able to implement programs and initiatives that have supported students and their parent/carers. Surveys indicate that Home to school connections are recognised and appreciated. Supports give students opportunity to be included in experiences they have not previously been given.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Hopetown is committed to researching, designing and implementing effective teaching and learning programs to foster both positive academic and wellbeing growth and attainment. Continued support of the CAVE, as well as giving students opportunity and expectations to succeed will enhance capacity and their long term success.</p>
<p>Aboriginal background</p> <p>\$27,480.08</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>Aboriginal background</p> <p>\$27,480.08</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students including the development and implementation of Personalised Learning Plans. Students also have access to "The Studio's" Aboriginal Student mentor and Music program. • Community consultation and engagement to support the development of cultural competency. - enable cultural understanding for all students. Jonathon Wright attended the school to deliver Dhinewan Mentoring, Culture and Wellbeing program. <p>The allocation of this funding has resulted in the following impact: Whole school appreciation, knowledge and understanding of culture has deepened. Student and teacher voice has led to the Aboriginal and Torres Strait Islander flags being flown daily and Country being acknowledged by students on assembly each morning, which has demonstrated a deepened understanding and respect of Aboriginal Culture. 100% of Personalised Learning Plans have cultural and personal significance and are collaboratively developed. Anecdotal evidence suggests students are accessing "The Studio" where effective strategies can be yarned and their wellbeing can be supported.</p> <p>After evaluation, the next steps to support our students will be: Hopetown will continue to support, explore and fund Aboriginal programs. Staff will be encouraged to and be given opportunity to attend Professional Learning - Connecting to Country. The Aboriginal team will be developed, meet regularly and be inclusive for all staff to engage in Aboriginal perspectives enhancing teaching and learning. The school site will be a canvas for culturally appropriate Language as well as an "8 Ways" themed walking track. The school will engage in PL re embedding culture into programs across KLA's.</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • WHS Team release for Compliance audit and training. <p>The allocation of this funding has resulted in the following impact: WHS Team can maintain WHS Compliance/currency. Hopetown site is safe.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure site, practices and protocols have currency.</p>
<p>Professional learning</p> <p>\$17,463.21</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at HopeTown School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment and effective classroom practice.

<p>Professional learning</p> <p>\$17,463.21</p>	<ul style="list-style-type: none"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release an AP as an Instructional Leader to unpack evidence based approaches and build staff capacity to strengthen Assessment Practices. • Staff attend PL to gain a deeper understanding of the complex nature of Hopetown's students. • Staff attend mandatory training in order to maintain DoE Compliance and Currency. <p>The allocation of this funding has resulted in the following impact: Staff deepen knowledge and understanding of the complex nature and diagnosis of Hopetown students. Currency with best practice in achieving positive academic and social/emotional outcomes is maintained and is reflected in individual students data and reporting.</p> <p>After evaluation, the next steps to support our students will be: In order to maintain currency, Staff continue to attend PL determined via school determined and individual PDP processes. The school explores and embeds the elements of High Impact Professional Learning.</p>
<p>QTSS release</p> <p>\$19,996.25</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at HopeTown School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment and effective classroom practice. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to develop staff capacity and to support classroom teacher (CRT) practice. • Additional staffing to support the implementation of high-quality intensive Learning for targeted students in the CAVE. <p>The allocation of this funding has resulted in the following impact: Increased CRT capacity to better monitor students uptake and understanding of lesson content. Improved practice and ongoing differentiation enabled lesson outcomes to be achieved with an individualised focus. Students who required support were assisted in class by support staff or referred to the CAVE.</p> <p>After evaluation, the next steps to support our students will be: Continue to support Teaching and Learning initiatives via the CAVE and Instructional leadership. Curriculum Instruction and teacher practice will broaden its focus across Numeracy and other KLA's.</p>
<p>COVID ILSP</p> <p>\$48,316.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Providing intensive, explicit instruction for students in literacy/numeracy. The CAVE (Creative and Variable Education) will provide timetabled support to targeted students both individually in the CAVE and in their Homeroom class setting. • All staff supported by AP Curriculum and Instruction with the aim of

<p>COVID ILSP</p> <p>\$48,316.00</p>	<p>developing skillsets and practice enabling progress of outcome monitoring, subsequent individualised differentiation and positive student progress and achievement.</p> <p>The allocation of this funding has resulted in the following impact: Document analysis of teaching programs evidenced that CRT's are implementing both formative and summative assessment strategies. Review and discussion of Assistant Principal Curriculum and Instruction (AP C&I) and peer observation and support (including teaching sprints) revealed increased capacity to foster positive learning outcomes for students. The CAVE data indicated growth shifts for identified students.</p> <p>After evaluation, the next steps to support our students will be: Ongoing AP C&I and peer support building on CRT and School Learning Support Officer (SLSO) capacity with regards to effective data based programming and classroom practice. Future focus to combine with Professional Learning (PL) / knowledge around students diagnosis and strategies to boost attainment and growth as reflected in staff Professional Development Plans (PDP) processes. Adequately resource and continue with The CAVE.</p>
<p>SSP quality teaching support</p> <p>\$60,768.28</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at HopeTown School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment and effective classroom practice. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release Assistant Principals (APs) to provide Instructional Leadership to staff to support student growth and attainment outcomes • Engage casual staff to release staff for peer observation and collaboration, PL and time off class with an Instructional Leader. <p>The allocation of this funding has resulted in the following impact: Staff survey evidenced an increased confidence with varying own practice in order to elicit positive outcomes for students. Teaching and Learning programs reflect a positive shift in staff practice and capacity.</p> <p>After evaluation, the next steps to support our students will be: Allocate funds to further develop staff practice and competencies across KLA's, with the next focus being improving student growth and attainment with Numeracy.</p>
<p>SSP supplementary funding</p> <p>\$233,588.80</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at HopeTown School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment and effective classroom practice. • Wellbeing <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • Release time to engage staff in professional learning. • Engagement of dedicated specialists - Psychologist - to address areas of specific student need • Engagement of Aboriginal Mentor. <p>The allocation of this funding has resulted in the following impact: School community engaged in opportunities to develop "connections" and work collaboratively in eliciting positive academic, social and emotional growth as measured by the Personal and Social Capabilities Continuum. Anecdotally, positive wellbeing has correlated with positive academic outcomes.</p>

<p>SSP supplementary funding</p> <p>\$233,588.80</p>	<p>CRT's used assessment data to establish individual students' baseline with their learning so that teaching was differentiated enabling further learning progress to be monitored over time. PL has significantly impacted staff practice with regards to using collected data effectively to drive student learning.</p> <p>After evaluation, the next steps to support our students will be: Research and implement a range of Therapeutic and Para professional supports that could further enhance the wellbeing of students.. e.g. OT. Determine the feasibility of these working on site from 'The Cottage'. A continued school wide collective responsibility for student learning and success supported by collaboration and feedback.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at HopeTown School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Engage a Student Support Officer (SSO) to support the implementation of the school's whole-of-school approach to wellbeing. <p>The allocation of this funding has resulted in the following impact: The SSO has assisted students to develop social and emotional skills through targeted strengths-based programs and strategies that built resilience, coping skills and positive relationships. The SSO had a pivotal role in working collaboratively with external and other government agencies in the support of students and their families. Parent/carers have benefited by attending regular meet ups/yarns, as well as capacity building programs facilitated by the SSO.</p> <p>After evaluation, the next steps to support our students will be: Hopetown will ensure that the SSO is adequately resourced to attend and also facilitate Professional Learning and capacity building programs. A need to focus on preparing students for post school life has also been flagged.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at HopeTown School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment and effective classroom practice. <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Engage an Assistant Principal Curriculum and Instruction 0.2 FTE and 0.2 above establishment. • Engage a casual CRT for staff release to allow classroom CRTs to be mentored for curriculum instruction. <p>The allocation of this funding has resulted in the following impact: CRT 's were engaged in explicit instruction focused on their teaching practice. Teaching sprints allowed CRT's opportunities to practice focus skills.</p> <p>After evaluation, the next steps to support our students will be: Future focus to combine curriculum instruction with PL / knowledge around student diagnosis and strategies to boost attainment and growth as reflected in staff PDP processes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	48	42	47	41
Girls	0	0	0	0

Targeted attendance programs as well as the introduction of the school wide "Townie" reward system, improved attendance and engagement which enhanced both wellbeing and academic outcomes. Hoptown exceeded its 2022 attendance target with 66% of students attending more than 80% of the time.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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 and skills enabling them to successfully navigate post school options.

Employment - 5

TAFE/Study - 1

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

Year 12 students undertaking vocational or trade training

One of Hopetown's two Year 12 students undertook a TVET course.

Year 12 students attaining HSC or equivalent vocational education qualification

Hopetown saw two students complete their HSC in 2022. Both engaged successfully with school based learning opportunities.

Student A completed a combined mainstream/lifeskills pathway. Courses included HSC Music 1 and Food Technology, English studies, Mathematics Standard 1 and Community and Family Studies.

Student B completed a mainstream HSC. Courses included English Studies, Mathematics standard 1, HSC Music 1, Food Technology and TVET Electro-technology.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	5.95
Teacher Librarian	0.2
School Administration and Support Staff	11.42
Other Positions	0.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	502,134
Revenue	3,185,124
Appropriation	3,178,180
Sale of Goods and Services	164
Grants and contributions	5,105
Investment income	1,675
Expenses	-3,034,783
Employee related	-2,656,934
Operating expenses	-377,849
Surplus / deficit for the year	150,341
Closing Balance	652,476

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	153,038
Equity - Aboriginal	27,480
Equity - Socio-economic	125,558
Equity - Language	0
Equity - Disability	0
Base Total	2,273,665
Base - Per Capita	27,047
Base - Location	324
Base - Other	2,246,294
Other Total	643,808
Grand Total	3,070,511

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

A strategic direction focusing on Wellbeing provided opportunities to develop positive connections across the school community which fostered increased feedback and student / parent voice.. A range of programs and activities enabled all stakeholders to feel connected to Hopetown School. Students and Parent/carers had "buy in" and a sense of voice.

There is an expectation that CRT's maintain regular contact with parent/carers and community.

Survey shows that the majority feel connected to the school and have an awareness of the purpose and outcomes of the programs offered.

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.