

2023 Annual Report

HopeTown School



5755

Introduction

The Annual Report for 2023 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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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 Ngará 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	2023 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 growth and performance	Sustaining and Growing
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	Excelling
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 student feedback effective classroom practice.

Resources allocated to this strategic direction

Socio-economic background
SSP supplementary funding
QTSS release
Professional learning
Per capita
AP Curriculum & Instruction
Beginning teacher support

Summary of progress

This strategic direction focused on improving student engagement - impacting positively on literacy and numeracy outcomes.

Whole-school professional learning with a focus on explicit instruction and effective assessment and feedback strategies, enabled individual students learning needs to be identified, base lined and tracked.

Students identified as requiring additional literacy and numeracy supports were provided these through intensive individual programs within the CAVE (Creative and Variable Education) Program.

Teachers were supported through individual mentoring to improve outcomes by effectively using data to support programming for individual students. As well, a focus on effective classroom practice enabled Classroom teachers and SLSO's to devise and implement pedagogical strategies to enhance learning outcomes for individual students.

Curriculum and Instruction (C&I) support, which included one on one scheduled meetings that were supported by casual teachers covering classes' allowed authentic collaborations. Buddy class collaboration included co-planning, co-teaching, expert teaching and peer observations with professional discussions to inform best practice.

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 - ensuring student participation and success. Staff practice reflected a deeper understanding of explicit teaching as well as individual student needs. This is 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	70.7% 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 .

Strategies) as indicated in PLAN 2.	
80% of Yr 8 (2022) students sitting HSC in 2026, are on track to achieve minimum standards in reading, writing and numeracy.	77.8 % of Yr 8 (2022) students using school determined measures, are on track to achieve Minimum Standard (band 5) in reading, numeracy and writing.
<p>Collection of evidence demonstrating,</p> <ul style="list-style-type: none"> • Data Skills and Use: working within or above sustaining and growing • Student performance measures (Student Growth and Performance) an upward trajectory within sustaining and growing • Curriculum: continued growth within excelling • Assessment: continued growth within excelling 	<p>As measured by the SEFv3 in Nov 2023, we are demonstrating:</p> <ul style="list-style-type: none"> • Data Skills and Use- Sustaining and Growing • Student performance measures (Growth and Performance) - Sustaining and Growing • Curriculum- sustaining and Growing • Assessment- 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
SSP supplementary funding
Socio-economic background
Professional learning
Student Support Officer
Location
Per capita
QTSS release

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. Investigating and enacting opportunities to reconnect students with education has positively impacted attendance and wellbeing.

Professional learning and follow up collaboration and feedback enabled staff to better understand the often-complex nature of the students at Hoptown. 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.

School culture reflected an understanding that student diagnoses is an explanation and not an excuse - social and emotional growth is an expectation evidenced alongside positive wellbeing outcomes.

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. Attendance data reflects positive connections as students have a purpose to be at school.

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.

Relocating and resourcing The CAVE and Studio enabled further programs to be initiated - impacting positively on wellbeing outcomes across the school.

Next year the multi-disciplinary wellbeing team will continue to evolve with the addition of programs designed to elicit positive outcomes..

A future focus on developing transitions and post school options has become evident. A planned approach will enable longer term goals to be strategized, give direction and ultimately contribute to positive post school well being outcomes.

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 65%.	As of November 2023 78 % of students are attending more than 80% of the time.
All students have progressed by a minimum of 5 leveled indicators across Social and Emotional Learning Continuum framework.	58.3 % of students have progressed by a minimum of 3 level indicators from baseline across the Personal Social and Emotional Continuum.
There is an evidence that a School wide understanding across all themes of 'Wellbeing' in the Learning Domain of the School Excellence Framework (SEF v2) is consistent.	<p>Evidence suggests;</p> <p>Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Students feel empowered and can access staff members for guidance, support, and assistance.</p> <p>There is a school wide culture that supports student and staff wellbeing. Student voice is used to inform and refine practices and processes which are responsive and proactive in meeting academic and social/emotional and wellbeing needs.</p> <p>Student learning and support is prioritised, evidenced by Individual learning and wellbeing needs being identified and supported through evidence-informed approaches and programs.</p> <p>Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$123,824.40</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 student feedback 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"> • The CAVE (Creative and Variable Education). Strategic Directions 1 and 2. The CAVE was relocated and resourced providing teaching and Learning support to meet the Literacy, numeracy and well being needs of targeted students. • Staff release. Strategic Direction 1. CRT's could be supported and mentored with curriculum, instruction and practice via Executive support meetings and classroom observations. • 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>Relocating and resourcing The CAVE enabled the expansion of Learning and Support and Wellbeing programs. Student uptake has been positive. 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. During Semester 1, 37 students have accessed the CAVE 1560 times. This can be divided into - in class support, 419 times, one on one in CAVE support, 418 times and Recess/Lunch breaks, 723 times. 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>\$24,432.47</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</p>

<p>Aboriginal background</p> <p>\$24,432.47</p>	<p>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>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. <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. Aboriginal culture is embedded into programs across KLA's.</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 continue to meet regularly and be inclusive for all staff to engage in Aboriginal perspectives enhancing teaching and learning. The school will continue to investigate and develop the site as a canvas for culturally appropriate Language as well as an "8 Ways" themed walking track.</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 • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Enhancing Parent/carer connection through on site programs and projects <p>The allocation of this funding has resulted in the following impact: Survey reflects Parent/carer feel supported by the school. The Parent/carers/community garden evidences a need/purpose of working collaboratively to foster positive outcomes across the school community.</p> <p>After evaluation, the next steps to support our students will be: Investigate means of further developing Parent/carer connection to the school.</p>
<p>Professional learning</p> <p>\$17,808.48</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</p>

<p>Professional learning</p> <p>\$17,808.48</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data and Assessment and Effective student feedback effective classroom practice. • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The school will engage in PL re embedding Aboriginal culture into programs across KLA's • CRT's and SASS attend Connecting to Country PL • CRT's attend PL to explore The Berry Street Model. • Staff attend PDP goal developed Professional Learning. • staff attend mandatory training in order to maintain DoE compliance and currency. <p>The allocation of this funding has resulted in the following impact: CRT's practice and knowledge is enhanced through The Berry Street Education Model (BSEM) which is a practical approach to teaching and learning that enables students with complex, unmet learning needs to successfully improve self-regulation, growth and academic achievement. CRT's and SLSO's improved understanding of the significance of culture has led to shifts in Teaching and Learning practice and programming.</p> <p>After evaluation, the next steps to support our students will be: To collaboratively plan and undertake high impact professional learning that is aligned to developing connection, improving practice and teaching and learning programs in order to build capacities across the school community.</p>
<p>QTSS release</p> <p>\$4,142.88</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 student feedback effective classroom practice. • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff release for Individual Education Plan (IEP) development and review. <p>The allocation of this funding has resulted in the following impact: All students have a collaboratively developed IEP whereby goals are developed, strategies engaged and outcomes reviewed at appropriate intervals.</p> <p>After evaluation, the next steps to support our students will be: Maintain and enhance a school culture where students and their parent/carers have a voice in the development of their academic and social/emotional goals.</p>
<p>COVID ILSP</p> <p>\$39,822.77</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 2023.</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>

<p>COVID ILSP \$39,822.77</p>	<ul style="list-style-type: none"> • The CAVE (Creative and Variable Education) provides timetabled support to targeted students both individually in the CAVE and in their Homeroom class setting. <p>Focused supports and strategies to improve</p> <ul style="list-style-type: none"> - numeracy - literacy - social/emotional - wellbeing ... outcomes <ul style="list-style-type: none"> • Extracurricular, wellbeing, peer support and mentoring programs facilitated viz the CAVE. <p>The allocation of this funding has resulted in the following impact: Analysis of school based and external data evidences that student attendance and engagement in The CAVE'S Learning and Support programs is eliciting positive numeracy, literacy, social/emotional and wellbeing outcomes. Extracurricular, wellbeing, peer support and mentoring programs facilitated via The CAVE are giving students opportunity to successfully practice a variety of skills to further enhance wellbeing and social/emotional development. Notably, a decrease in negative incidents reflects students improved resilience and them being able to utilize practiced negotiation and conflict resolution skills.</p> <p>After evaluation, the next steps to support our students will be: Allocation of funding to continue The CAVE'S learning and support programs. Developing school based systems allowing The CAVE's Learning and Support data to transfer across Key Learning Areas to inform baseline capacity and to inform individualised Teaching and Learning.</p>
<p>SSP supplementary funding \$233,588.81</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 student feedback effective classroom practice. • Wellbeing • Other funded activities <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. • Release time for CRT's and SLSO's to be supported by APC&I with regard to curriculum and practice. • Executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. • Staff release for collaboration, mentoring and PDP observations. <p>The allocation of this funding has resulted in the following impact: Staff survey evidences a school culture exists whereby collaboration and support enables curriculum and practice to maintain currency, giving students opportunity to achieve positive academic, social/emotional and well being growth. Data is base lined, programs are individualized and student growth and attainment is monitored.</p> <p>After evaluation, the next steps to support our students will be: Continue supporting staff to maintain currency with curriculum, instruction and student diagnosis in order to develop best teaching and learning practice that will elicit positive growth, attainment and well being outcomes.</p>
<p>Student Support Officer \$99,516.00</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</p>

Student Support Officer

\$99,516.00

including:

- Wellbeing
- Other funded activities

Overview of activities partially or fully funded with this Staffing - Other include:

- Engage a Student Support Officer (SSO) to support the school wide approach to wellbeing.
- SSO facilitated weekly parent/carer meetings enabling "yarns" and capacity building programs.

The allocation of this funding has resulted in the following impact:

The SSO has assisted students to develop social and emotional skills sets through targeted strength based programs and strategies that build resilience and coping skills.

Parent carers have opportunity to "yarn" in a non judgmental environment and evaluate experiences of what works best.

After evaluation, the next steps to support our students will be:

Hopetown will ensure the SSO, is resourced to deliver programs that will best support students and their parent/carers.

Expansion of the parent/carer group to allow partner LMG schools to benefit from an increasing range of facilitated capacity building sessions.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	42	47	41	44
Girls	0	0	0	0

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	5.81
Teacher Librarian	0.2
School Administration and Support Staff	11.42
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	498,767.81
Revenue	3,361,786.64
Appropriation	3,343,568.16
Sale of Goods and Services	518.15
Grants and contributions	12,333.70
Investment income	5,366.63
Expenses	-3,116,338.85
Employee related	-2,817,883.04
Operating expenses	-298,455.81
Surplus / deficit for the year	245,447.79
Closing Balance	744,215.60

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	148,257
Equity - Aboriginal	24,432
Equity - Socio-economic	123,824
Equity - Language	0
Equity - Disability	0
Base Total	2,337,763
Base - Per Capita	27,858
Base - Location	324
Base - Other	2,309,580
Other Total	611,555
Grand Total	3,097,574

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. Our parent/caregiver group has continued to meet each Tuesday and we thank them for their input, ideas, feedback and contributions to Hopetown in 2023.

Each year the school seeks the opinions of parents/carers, students and teachers about the school. In 2023, our parent survey results indicated 100% of parents/carers understood our student academic reports, with 84.2% feeling that staff had a good understanding of their child's individual needs. Our Townie program is a very positive reward program, with 78.9% of parents finding out about the program by talking with their child. 84.2% of parents and carers believing the program is suitable and appropriate for their child. 84.2% of parents and carers reported feeling connected to the wider Hopetown School community, that they were kept up to date about school events and activities and felt heard and supported by staff at Hopetown.

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.