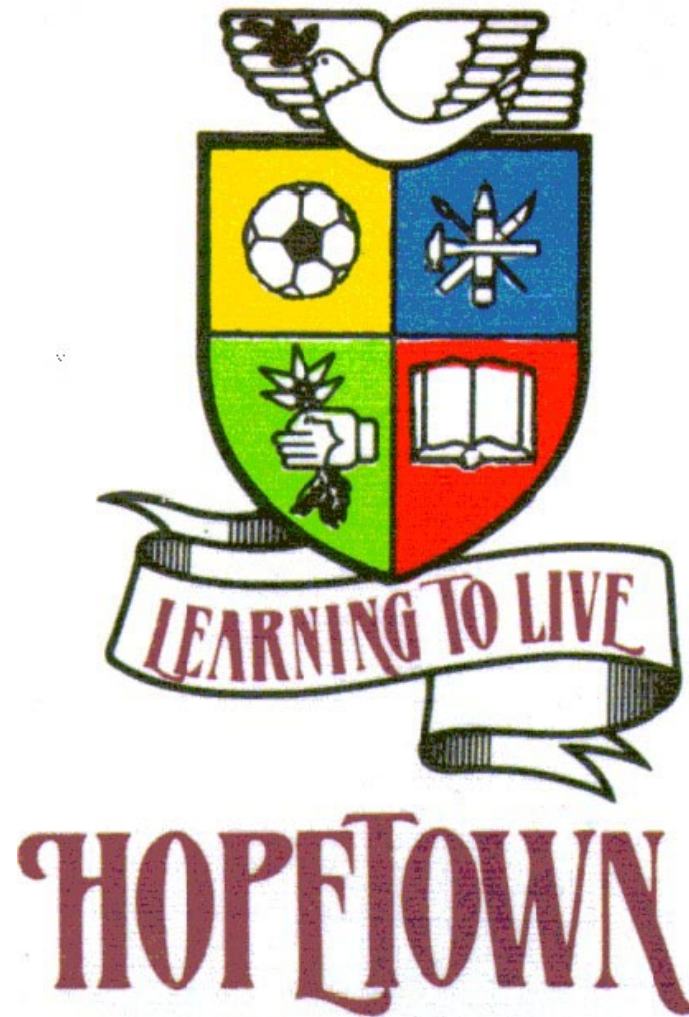


Strategic Improvement Plan 2022-2026

HopeTown School 5755



School vision and context

School vision statement

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

The school culture, community and learning environment is based on developing connections, empowering individuals to succeed and thrive with the 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 = 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/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 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.

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.

Improvement measures

Achieve by year: 2026

Expected growth - 100% of students demonstrate improvement with individual growth in 'Understanding Texts' Literacy Learning Progressions and 'Additive Strategies' Numeracy Learning Progression by a minimum of 2 progression markers as indicated in PLAN 2.

Achieve by year: 2026

HSC Achievement - 100% of Yr 12 students sitting HSC, will achieve minimum standards in reading, writing and numeracy.

Achieve by year: 2026

The school is working at excelling in '**Data skills and use**', '**Curriculum, Student Performance Measures** and '**Assessment**' as measured by the School Excellence Framework (SEF v2).

Initiatives

Data and Assessment and Effective student feedback effective classroom practice.

Deliver professional learning in collection and analysis of data to ensure student learning is being tracked and that the evidence is used to enhance teaching, learning and positive student outcomes.

- Deliver professional learning to strengthen **assessment practices** and build the capacity of teachers to effectively **use feedback to monitor and track student growth**.
- Deliver professional learning to ensure clear analysis of **data** to make the growth shift happen.
- To devise and implement systems to support teachers and SLSO's in effective **classroom practice**.

Success criteria for this strategic direction

Staff engagement in professional learning focused on classroom practice has enabled individual student learning needs to be identified, base lined and tracked.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. Positive student outcomes are indicative of effective Teaching and Learning Programs delivered in Homeroom classes and The Cave.

Evaluation plan for this strategic direction

Have we developed 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?

How has high impact professional learning created shifts in staff knowledge and practice resulting in positive academic outcomes for students.

The following data will be analysed in the determination:

- Learning Progressions
- HSC Minimum Standard
- NAPLAN
- Check In Assessments
- Plan 2
- Student work samples
- Student feedback
- Surveys

Regular reviews of data sources provide clarity around whether we are on track for achieving the intended

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

improvement measures. Regular professional discussions around the SEF v2 elements and themes and analysis of evidence around the themes. Term by term review and triangulation of data sources including qualitative and quantitative to corroborate conclusions.

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.

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.

Improvement measures

Attendance >90%

Achieve by year: 2023

Increase the proportion of students attending more than 80% of the time from 49.9% in 2021 to more than 65%.

Achieve by year: 2024

100% of students demonstrate growth from their baseline across the domains of Hopetown's SEL framework (ACARA) by a minimum of 8 indicators.

Achieve by year: 2026

Positive Academic and Social/Emotional outcomes (as well as "Value-add"), are evidenced by a strategic and well planned approach to develop whole school wellbeing processes as reflected by increasing excellence as measured within the Learning Domain of the School Excellence Framework (SEF v2)

Initiatives

Wellbeing

Staff understanding of the complexity of student need requires ongoing professional learning and system adjustment..

- Investigate **opportunities to reconnect students** with education through holistic approaches to the academic and social and emotional wellbeing of students.
- To implement and **improve student attendance and engagement** through holistic approaches to the academic and social and emotional learning of students.
- Research and implement strategies that **support student and parent voice.**

Success criteria for this strategic direction

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Through high impact PL the school has increased capacity to implement evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

How has PL impacted staff capacities to understand the complex nature of, and plan for positive outcomes for Hopetown's students?

Have we embedded a safe, holistic, inclusive and respectful school culture that enables students, parents/carers, staff and the wider school community to develop positive connections and to feel valued, heard and supported?

The following data will be analysed in the determination:

- Plan 2
- Attendance
- SEL continuum
- Student Voice and agency
- Surveys
- Sentral incident reports
- Suspension records
- Post school pathways

Regular reviews of data sources provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussions around the SEF v2 elements and themes and analysis of

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

evidence around the themes. Term by term review and triangulation of data sources including qualitative and quantitative to corroborate conclusions.

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.