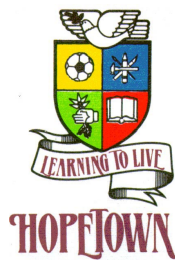


HopeTown School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Hopetown School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

The collective purpose of the Hopetown School community is to ensure that every student becomes a successful *learner*, a confident and creative *individual* and an active, informed *citizen**. Hopetown endeavours to provide every student the opportunity to experience success and to optimise their development of social, emotional, academic and vocational competencies.

**The Melbourne Declaration on Educational Goals for Young Australians*..

School context

Hopetown is a School for Specific Purposes, supporting the needs of students (K–12) with Emotional Disturbance.

Established in 1986, Hopetown has expansive grounds in a quiet, semi-rural environment bordered by bushland. All students have diagnoses of mental health disabilities, and are enrolled at Hopetown because of their difficulties in coping in a mainstream school setting.

Most students have multiple diagnoses, present with challenging behaviours and are considered at risk of disengagement from learning. Accommodations and adjustments are made and reviewed as required.

The maximum student population is 56 students. Twenty-one students are in the primary unit and 35 in the secondary unit. Classes are comprised of 7 students with a teacher and School Learning Support Officer. Approximately one third of the students are in out-of-home care and 20% of the school's students are Aboriginal or Torres Strait Islander.

The primary purpose of a student's enrolment at Hopetown is to address the student's social and emotional difficulties. The focus of the school's Social and Emotional Learning (SEL) program is to develop Emotional Literacy dimensions of self-awareness, self-regulation, empathy, social skills and motivation. Within Hopetown's SEL framework is the promotion of positive habits of mind and foundations of organisation, persistence, getting along, confidence and resilience. (cf. *You Can Do It!*) The ethos of the school is for all stakeholders to be Safe, Responsible and Respectful members of the school community. The school's Family Occupation and Education Index (FOEI = 166) indicates significant socio-economic disadvantage within our school community. School attendance is encouraged and school suspensions are minimised in frequency and duration.

Staff experience a high incidence of challenging student behaviours and the maintenance of positive staff morale is an ongoing concern. Significant staff training in behaviour support, crisis management and student and staff wellbeing are regular occurrences. Hopetown's staff are collaborative, experienced, student-focused, empathic and committed to ongoing improvement in their practice. Hopetown's programing documentation and delivery is school strength as are the Individual Education Plans and Personalised Learning Pathways prepared for each student.

Innovative programs have been a feature of Hopetown for many years. These include Mindfulness lessons and practice, experiential programs for disengaged students, outdoor challenge programs, service learning, community access and an array of school camps.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

All staff were able to reflect on Hopetown's progress and current status using the criteria and descriptors of the Framework. The school also carried out an informal review of policies, procedures and practices related to student and staff wellbeing, the feasibility of creating a truly therapeutic learning environment for students with Emotional Disturbance and the best use of available resources. Hopetown staff were kindly and effectively assisted by colleagues from the local office of the Department.

The process of self-assessment using the School Excellence Framework determined the following findings

In the domain of Learning, the school priorities were embedding Social and Emotional Learning (SEL) across the curriculum and creating a culture of positive, respectful relationships among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Individual student's needs, learning styles and goals were determined by data and negotiation with the student and parents/carers and incorporated in each student's Individual Education Plan (IEP) or Personalised Learning Pathway (PLP). Students were taught to accept responsibility for their own behaviours and learning as appropriate to their level of ability and were encouraged to learn new skills to improve both their social/emotional and academic development. As the students are at risk of disengagement from learning, extra-curricular learning opportunities were significant motivators and were strongly aligned with the school's vision, values and priorities.

In the domain of Teaching, the school leadership team demonstrated instructional leadership, promoting and modelling effective, evidence-based practice. School analysis of student performance data was provided to the community on a regular basis and feedback was encouraged and sought from the parents/carers. The school identified and utilised expertise within its staff and developed the professional resources within its staff. All teachers were actively engaged in planning their own professional development to improve their performance and demonstrated responsibility, adaptability and ethical practice in working towards the school's goals.

In the domain of leading, staff have been assigned purposeful leadership roles based on their professional expertise. Links were sought and maintained with other schools, educational providers and organisations to support Hopetown's programs. The school solicited and addressed feedback on its performance and will continue this process in 2017. The school maintained productive relationships with external agencies such as universities, community organisations and professional clinicians to improve social, emotional and educational opportunities for Hopetown students. Staff, students, parents/carers and the broader school community were welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. Conversely, the school led information and support programs to benefit parents/carers and colleagues in other schools. Evidence-based analyses were the basis of the annual review of school performance. The school used collaboration and reflection to promote and generate learning and innovation and support the development of the school vision, strategic directions and annual plans. The school leadership team communicated clearly about school priorities and practices and promoted relevant professional development for all staff. There were opportunities for students and the community to provide constructive feedback on school practices and procedures and the school was responsive to such information. The new procedure of school planning which is supported by a new model of funding has enabled Hopetown to further some key initiatives as outlined in the following tables. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Empathic, resilient, motivated individuals.

Purpose

To nurture students as motivated individuals valuing self and demonstrating self-efficacy, resilience and internal control.

Overall summary of progress

Hopetown's school-wide adaptation of evidence-based mindfulness practices has continued to skill students and staff in their capacities for self-awareness, self-reflection, self-regulation, resilience and empathy. The training of staff in Trauma-Informed Practice in Schools has progressed with anticipated benefits for individual students and the culture of the whole school. Elements of trust, rapport, positive relationships, safety, security, confidence, self-worth and restorative practices have been determined to be essential for student motivation and engagement at Hopetown.

Progress has been made with much more to be achieved in the next few years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease in negative referrals on SENTRAL	School data shows that referrals for negative incidents at school have decreased slightly when compared to the previous year. In 2015 there were 1376 negative referrals and in 2016, 1323 negative referrals.	
• Students will reflect ongoing development of Emotional Literacy Dimensions.	All students are assessed for their competencies in the five dimensions of Emotional Literacy, namely, self-awareness, self-regulation, empathy, social skills and motivation. These dimensions are also a focus of lesson plans and programming.	
Student capacities for sustained focussed attention, self-awareness and self-regulation will be assessed and reflect growth.	School-wide data show improvements mostly in the domains of self-awareness and empathy.	Mindfulness training of whole staff \$5000 (RAM) Specialist wellbeing staff Mindfulness/ACT .4 FTE \$36000 (FWSF and RAM) Yoga instructor \$2000 (RAM)

Next Steps

- In 2017 all staff will be trained in a follow-up of mindfulness for teacher wellbeing (Mindfulness in Schools Project, UK. The school will seek and use an evidence-based assessment tool to monitor student capacities for sustained, focused attention, self-awareness and self-regulation.
- Nominated school executive and staff will continue professional development in Trauma-Informed Practice in Schools e.g. Australian Childhood Foundation Conference, Management of Actual or Potential Aggression (MAPA), Trauma-informed training.
- 0.4 FTE Mindfulness teacher to collaborate with school counsellors to consolidate students' progression from mindfulness skill acquisition to Acceptance and Commitment Therapy practices.
- A 0.2 FTE position will be created to promote connections and support among parents / carers, the school and wider community.

Strategic Direction 2

Students and staff are leaders of their learning.

Purpose

To develop a dynamic learning environment that empowers individuals to be flexible, adaptive, discerning learners and leaders.

Overall summary of progress

Hopetown's Individual Learning Plans (ITP) and Personalised Learning Pathways (PLP) formats were reviewed as a school-wide process and parent/carerer participation was actively sought.

Norta Norta and Aboriginal background funds were focused on selected primary students resulting in student work portfolios of quality and evidence of increased engagement in learning and cultural awareness. An inaugural Aboriginal Leadership camp was also a great success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff are actively engaged in their Performance and Development Framework.	All teaching staff completed the full process of preparing PDPs, observation, self-analysis and discussions.	
Increasing involvement of parent/carer sign-off on IEP, PLP and ITP planning meeting records.	Homeroom teachers were able to discuss students' Individual Education Plans (IEPs) with 100% of parents / carers. Most consultations were face-to-face and some were over the telephone for logistical reasons. Parent / carer attendance at Individual Transition Plan meetings was still disappointing with 15% of parents / carers unable to attend.	Teacher release time for meetings \$1500 (RAM)
Ongoing monitoring and plotting of students on the new literacy and numeracy continuum (PLAN or SENTRAL) will reflect student progress.	All primary students' assessed abilities in literacy and numeracy were plotted on the PLAN continuum. This has helped to accurately differentiate students' programs.	
Staff actively engage with and collaborate with the AECG and AEO.	Hopetown achieved a 100% representation at the local Aboriginal Education Consultative Group meetings for 2016.	

Next Steps

- Training in supervisor observation practices for Performance and Development will be a focus for 2017.
- In 2017 all homeroom staff will commence plotting student literacy and numeracy progress on PLAN.
- Increased school-to-home communication regarding transition planning will be evidenced by parent/ carer attendance at ITP meetings reaching a level of at least 90%.
- Increase in specialist staff to enhance ATSI student engagement in learning and cultural awareness. The increase will be 0.4 FTE from 0.2 FTE in 2016.

Strategic Direction 3

A community of socially responsible citizens.

Purpose

To encourage awareness of the individual as part of a wider society and create a culture of reciprocal and active concern for the wellbeing of others.

Overall summary of progress

Following an informal review conducted in 2015, productive, inclusive and equitable adjustments to Hopetown's policies and practices were still being determined and established in 2016.

The Quality Teaching dimension of quality learning environment includes elements such as engagement, social support, students' self-regulation and student direction. The students' diagnosed social and emotional difficulties present a significant but highly relevant challenge when responsible citizenship is the strategic direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Survey data will show an increase in the number of parents/carers responding to Hopetown's annual school culture, parent/carer satisfaction survey.	In 2015 84% of primary students' parents/carers responded, compared to 79% in 2016. 66% of secondary students' parents/carers responded in 2015 and 2016.	
Responses to the above survey will be 'Always' or 'Usually' indicating strong community satisfaction levels.	In 2016, 94% of survey respondents consistently indicated 'Always' or 'Usually'. This indicated a very high degree of satisfaction.	
Increasing numbers of leaving students will be successfully linked to a post-school support agency, training organisation or employer at the time of leaving Hopetown.	80% of leaving students were linked to support or employment agencies. This is similar to past years.	
Increased attendance data reflects student sense of belonging.	School attendance in 2015 was 83% compared to 84% in 2016.	

Next Steps

- In 2017 goal setting will be promoted and practiced across all years.
- Leadership, Identity, belonging and participation in the community will be themes to be explored by newly appointed specialist ATSI program staff.
- Parent/carer support and engagement will also be promoted.
- Staff forums on school-wide discipline and wellbeing will be conducted as a continuation of recommendations in the 2015 informal review. The focus will be on creating a safe, productive and therapeutic school environment.
- New opportunities for positive student contributions to the school community will be developed.
- Senior student programs will focus on leadership, motivation, resilience, citizenship and productive transitions into the broader community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Successful inaugural Gilgandra camp with plans to continue in future years incorporating reciprocal camps on the Central Coast. ATSI SLSO support highly successful and will be doubled in 2017.	Resource Allocation Model (RAM) Aboriginal background funding \$7,711 Norta Norta \$7,094
Socio-economic background	The enrichment of the curriculum (music, mindfulness, ICT) and assistance with transport and camps to enhance student motivation to attend school and explore new opportunities for success.	Resource Allocation Model (RAM) Low Socio-economic background funding \$79,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	56	56	46	52
Girls	0	0	0	0

Hopetown has always been proud of its student attendance record. Prior to enrolling at Hopetown, many students had histories of truancy, school avoidance, multiple suspensions, partial attendance or school-phobic behaviours.

The average attendance rate for all students enrolled in 2016 was 84% (secondary students 82%, primary students 82.2%). The attendance rate for the previous year (2015) was 83%.

As the year progressed, a number of older secondary students were at a significant risk of disengagement from learning and found it difficult to maintain regular attendance. School non-attendance is managed initially by close and timely communication between the school and parents/carers. Negotiated partial attendance programs and a range of alternative experiential programs are used to increase the attendance and engagement of specific students.

The Assisted School Travel Unit also supports families who have logistical difficulties in getting students to and from school.

Assistance from Home School Liaison Officers is requested and given when required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.67
Teacher Librarian	0.2
School Administration & Support Staff	9.82
Other Positions	0.3

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforces. Hopetown SSP has 8% of staff who identify

as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

Professional learning and teacher accreditation

Some of the professional learning completed by Hopetown School staff in 2016:

- Non-violent Crisis Intervention
- Management of Actual or Potential Aggression (MAPA) – Instructors course
- Introduction to Autism
- Child Protection
- CPR and anaphylaxis
- Managing Angry Adolescents Differently (MAAD)
- Re-navigating Angry and Guilty Emotions (RAGE)
- Remote First Aid
- Primary Leadership Network
- WHS compliance
- Writing access requests
- ADOBE
- School Communities Working Together – E learning
- Leadership for Proactive Behaviour Management
- Incident and Emergency Management training
- Developing risk management and behaviour support plans
- Building understanding of Aboriginal culture
- Apollo emergency management, safety and security – NSW Police Service
- Neurobiology of Complex Trauma
- LMBR budgeting tool
- SLSA Bronze Medallion requalification
- Numeracy and Literacy Continuums
- Differentiation
- Mental Health in schools
- Strategies for Managing Trauma
- Australian Childhood Foundation Conference
- Mindfulness for Staff Wellbeing
- Redbank Behaviour Conference
- 8 Ways Pedagogy
- Excel Foundation
- Mindfulness Based Stress Reduction (MBSR)
- Positive Behaviour Management
- .b Mindfulness teacher training (Mindfulness in Schools Project, UK)
- Acceptance and Commitment Therapy
- Performance and Development Framework
- Trauma-Informed Care and Practice
- Various professional network meetings

- Australian Childhood Foundation – Strategies for Managing Abuse Related Trauma (SMART)

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	409 853.22
Global funds	11 552.97
Tied funds	0.00
School & community sources	0.00
Interest	469.41
Trust receipts	0.00
Canteen	0.00
Total income	421 875.60
Expenditure	
Teaching & learning	
Key learning areas	114.55
Excursions	0.00
Extracurricular dissections	0.00
Library	0.00
Training & development	0.00
Tied funds	0.00
Short term relief	0.00
Administration & office	421 761.05
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	421 875.60
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 16 May 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	617 833.22
(2a) Appropriation	583 453.73
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	31 366.20
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 013.29
Expenses	-233 476.32
Recurrent Expenses	-233 476.32
(3a) Employee Related	-94 031.56
(3b) Operating Expenses	-139 444.76
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	384 356.90
Balance Carried Forward	384 356.90

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Hopetown SSP operated under two financial systems, OASIS and SAP/SALM in 2016. This Annual Report includes both financial statements.

	2016 Actual (\$)
Base Total	411 801.82
Base Per Capita	5 351.86
Base Location	324.00
Other Base	406 125.96
Equity Total	104 909.33
Equity Aboriginal	14 804.45
Equity Socio economic	90 104.89
Equity Language	0.00
Equity Disability	0.00
Targeted Total	1 473 799.01
Other Total	3 269.00
Grand Total	1 993 779.17

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, teacher satisfaction

Parents and carers have been able to enjoy regular reciprocal communication with the school, to participate in decision making and to discuss reports and assessments related to respective students.

In 2016 the school sought the opinions of parents/carers, students and teachers about the school. The parent carer survey was conducted in Term 4 in 2015. The questions were based on School Map questions about learning, teaching and culture.

Parent/carer responses are presented as follows;

Responses parents/carers were asked to choose from for each question were: 'Always' (A), 'Usually' (U), 'Sometimes', 'Rarely'. Numbers in the table indicate the percentage of respondents. The first number under each question is the percentage who answered 'Always' the second number, 'Usually'.

I feel Hopetown is the appropriate school for my child at this stage. A–85% and U –15%

Hopetown ensures that everyone at the school is treated fairly. A–85% and U –15%

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Hopetown ensures that everyone at the school is

treated fairly. A–85% and U –15%

I feel that my opinions are listened to and valued. A–83% and U –17%

Teachers provide activities that are interesting and appropriate to a student's individual needs and learning abilities. A–91% and U –9%

The way teachers manage the class helps my child to learn. A–83% and U –17%

Hopetown provides clear information about student achievement. A–85% and U –15%

I believe that Hopetown has a positive school culture. A–93% and U –7%

I feel that Hopetown staff accept and support my child. A–83% and U –17%

Hopetown encourages students to achieve their best. A–91% and U –9%

Student achievements are recognised and rewarded at Hopetown. A–93% and U –7%

Hopetown's discipline of students is fair. A–89% and U –11%

I think Hopetown communicates effectively with parents/carers A–83% and U –17%

Hopetown communicates effectively with students. A–83% and U –17%

My child's classroom is an interesting place in which to learn. A–85% and U –15%

Hopetown's staff understand my child's social and emotional needs. A–87% and U –13%

Hopetown provides a variety of activities to improve my child's engagement in school and learning. A–93% and U –7%

Hopetown is always looking for ways to improve what it does. A–91% and U –9%

Apart from the survey above, other opportunities for parent and carer involvement in 2016 included the following.

- Parent/carer participation in student emotional literacy surveys (*Emotional Literacy – Assessment and Intervention*, Southampton Psychology Service, 2003; primary and secondary editions).
- Personal and active participation in Individual Transition Planning (ITP) meetings.
- Parents/carers of ATSI students being consulted about and signing off on Personalised Learning Pathways

- Daily or weekly communication books, emails, text or telephone calls home by the homeroom teachers,
- Parent/carer attendance at Presentation Day and sporting events, during which parent/carers interact with and provide feedback to staff
- Parent/carer consultation with school administrators and staff regarding assistance with counselling, visits to clinicians, external support agencies, student special transport, reintegration to mainstream schooling, vocational training and transition.
- Parent/carer participation in school counsellor led 'parent group' sessions including mindfulness practice, social events and information sharing.

Policy requirements

Aboriginal education

Hopetown received specific funding to support Aboriginal students under the Resource Allocation Model (RAM). The funds enabled the implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014, a Partnership Agreement between the Department of Education and Communities and the Aboriginal Education Consultative Group Incorporated (AECG).

All Aboriginal students at Hopetown SSP have Personalised Learning Pathways which have been negotiated with each student, their parents/carers and teaching staff. PLPs are an integral part of the students' Individualised Education Plans.

Hopetown is an active participant in the Wyong Aboriginal Education Consultative Group (Ngara AECG) with staff attending all meetings in 2016. Staff also received training in *8 Ways Pedagogy*.

A minimum of two weeks in Term Three was dedicated to school-wide Aboriginal studies across the curriculum and all school activities. This concentrated immersion in Aboriginal culture involved excursions, formal lessons, the acquisition and use of a range of audio/visual resources, experiential learning and opportunities for artistic expression.

At different times in the year, programs in Key Learning Areas allowed students to explore and learn about Aboriginal history and culture.

The study of both traditional and contemporary Aboriginal artists in a range of media (theatre, music, visual art) allowed students to gain an understanding of the link between culture and history.

The school's bush tucker garden was maintained and further developed as part of the school's work experience program.

Human Society and Its Environment (HSIE) focused on the identity of Australia as a nation. This involved an examination of the process of government and law including Aboriginal law and its relevance to past and

present Australian society.

Norta Norta funding also provided a tutor to assist and offer additional support for Aboriginal students identified in NAPLAN results.

Multicultural and anti-racism education

Programs in the following Key Learning Areas allowed students to explore and learn about multicultural issues.

Languages Other Than English (LOTE) – Anti-Racism, Cultural Diversity. Through the study of languages from other cultures, students made linguistic connections between diverse groups of people in Australian society and the languages they use. Languages studied included French and Aboriginal dialects. Studies included cultural issues such as diversity in culture, religion and lifestyle in Australian society. Concepts and contemporary examples of racism, anti-racism and discrimination were explored in this unit

Human Society and Its Environment – Citizenship and Society. Anti-racism, discrimination and Australia's multicultural society were explored when studying the development of Australia as a nation and issues of immigration in Australia's past and present.

The S.E.A.T project raised issues of multi-culturalism, co-operation, tolerance, conflict resolution, environmental responsibility and racial harmony.

Work Education studies included a unit on 'discrimination'.

Food Technology programs guided students in the exploration and celebration of cultural and culinary diversity.

Personal Development, Health and Physical Education (PDHPE) lessons included a focus on issues of intolerance and discrimination.

Social and Emotional Learning (SEL) is timetabled and taught in every class. They are based on Emotional Literacy domains of self-awareness, self-regulation, empathy, social skills and motivation. Values, multiculturalism and anti-racism were integrated in discrete units. Activities included students examining themselves, their values and beliefs and the impact they have on those around them. Students were provided skills to create an awareness of multicultural issues. Core values of respect and responsibility were promoted by:

- Hopetown's Social and Emotional Learning program which is delivered across the curriculum and also in discrete timetabled lessons as mentioned above.
- Explicit teaching of Hopetown's three expectations, namely; *Be Safe, Be Respectful, Be Responsible*,
- Community involvement projects as listed earlier in this report,
- Work Education looking at vocational rights and responsibilities ,

- Promoting the Getting Along component of the You Can Do It! Program,
- The introduction of *Yarn Up* which is a time set aside at the end of each day for secondary students to review and discuss issues such as gratitude, empathy, tolerance and other socially vital attitudes.