

HopeTown School Annual Report



2018



5755

Introduction

The Annual Report for **2018** 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.

Kirsty Reynolds

R/Principal

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Message from the Principal

2018 was a year of change for Hopetown School as we launched into the first year of our new School Plan 2018–2020. We implemented a huge range of new learning programs and activities, upgraded classrooms, introduced new learning technologies and developed outdoor learning spaces. Hopetown both hosted and was involved in a number of community and joint school events, fundraised and supported local charities, networked and shared expertise with colleagues from local schools and welcomed a range of therapists (and Peter Rabbit) to work with us to further support our students. We are currently working on what will be reviewed, updated and introduced in 2019 as we continue to improve teaching and learning opportunities for the Hopetown School Community. I take this opportunity to say a heartfelt and very grateful thanks to everyone involved in supporting Hopetown School in 2018; engaged students, hardworking and innovative staff, supportive parents/carers, community members, community partners, local schools, agencies and services. It has been my absolute privilege to work with the school community, making a difference together, as a strong, collaborative and proactive team.

Kirsty Reynolds

R/Principal

Message from the school community

Hopetown's active parent group meets every Thursday. A wide range of courses and activities were organised in 2018 with packed termly calendars which can be found on the school website. Parents reflected on what was on offer in 2018:

"I have really enjoyed the Thursday group, a wonderful bunch of people that have all supported each other. I feel I have become a better parent with everything I have learnt in the workshops. It has empowered me to continue my own education too".

"I have found the support and compassion of our Thursday group wonderful. My son has had some very challenging behaviours and everyone has been wonderful in helping with coping skills and strategies and sharing experiences was great".

"I think one of the best things about Hopetown is the support for parents and kids alike. The staff go way beyond and support the boys with boundaries and respect, because of this, our boys are thriving. I cannot say enough good things about Hopetown".

Hopetown Parent Group

Message from the students

During 2018 Hopetown began the process of creating a student voice with the aim of promoting inclusivity and increasing student engagement. Research has shown that the whole school community benefits when students get involved in planning and decision-making and when all participants, students, staff and community work together on issues they choose and value. After meeting with the inaugural student voice leadership group about what it means to them, the following comments were recorded:

'Student voice is a committee of students, someone who gives other peoples idea's out, make decisions on what you would like at school, working together, to persevere with making positive change, give opinions of what needs to be changed in the school that teachers wouldn't otherwise know!'

Some of the 2018 student voice successes that the students identified were: better classrooms/cleaner and better organised with new furniture. The overriding consensus from the student body was that, it's now more fun to be at school! Well done to all those students for their input and direction in making Hopetown a better place to go to school and it is with much excitement we look forward to future student voice cohorts.

Hopetown Student Voice 2018

School background

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 expectation that they will become productive, 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. Emotional literacy is actively promoted and sits alongside mainstream and life skill curricula.

School context

Hopetown is a School for Specific Purposes, supporting the needs of students (Yr 3–12) with a primary diagnosis of Emotional Disturbance. Every student at Hopetown is known, valued and cared for. Established in 1986, Hopetown has expansive grounds in a quiet, semi-rural environment bordered by beautiful natural bushland. The school pays respects and acknowledges that it is on Darkinjung land.

The maximum student population is 56 students, with current enrolment standing at 52. There are 10 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, positive and successful individual educational program. Hopetown 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 one third of the students are in out-of-home care and 20% of students acknowledging Aboriginality or as Torres Strait Islander. The school's Family Occupation and Education Index (FOEI = 179) indicates significant socio-economic disadvantage within our school community. Hopetown receives School Based Allocation Resource (SBAR) funds for Aboriginal and socio-economic backgrounds as well as Flexible funding for Wellbeing Services.

While there is not a formalised P and C, a strong and active parent/carers support group enables a community voice. Newsletters, a school website and regular communication occurs between the school and all stakeholders. There is a strong community partnership with both Coastlink and Wyong Mens Shed.

Key initiatives include a range of therapeutic clinical support, Mindfulness, Outdoor Challenge programs, Agricultural programs, Service Learning and Work Crew, Community Access, PSSA involvement 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. This School Excellence Framework Self-assessment Survey (SEF S-aS) has been designed to support schools to capture the "point-in-time" judgement that has been informed by their ongoing self-assessment processes using the School Excellence Framework. The statements of excellence in the School Excellence Framework are central to guiding a school's reflection on each element. The on-balance judgement determined by the school is a reflection of the school's progress on the statements.

The results of this process indicated that in the School Excellence Framework domain of Learning, the school's on-balance judgement for this element is sustaining and growing.

Learning Culture:

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with a typical enrolment. Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Wellbeing:

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Curriculum:

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs describe what all students are expected to know, understand and do. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Assessment:

Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. Assessment is planned and undertaken regularly in all classes and data is systematically collected. Students know when and why assessment is undertaken. There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

Reporting: The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

The results of this process indicated that in the School Excellence Framework domain of Teaching, the school's on-balance judgement for this element is delivering.

Effective Classroom Practice: Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Data skills and use: Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Professional standards: Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

Learning and development: Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

The results of this process indicated that in the School Excellence Framework domain of Leading, the school's on-balance judgement for this element is delivering.

Educational leadership: The leadership team ensures that implementation of syllabuses and associated assessment

and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address under performance. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

School planning, implementation and reporting: The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

School Resources: The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery. The school plans for community use of school facilities. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Management practices and processes: The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Connect

Purpose

To provide a safe and supportive school environment enabling students, parent carers, staff and community to develop positive connections and focus on skills necessary to foster social, emotional and academic growth and development.

Major SEFV2 links

- Learning – WELLBEING
- Teaching – EFFECTIVE CLASSROOM PRACTICE:
- Leading – SCHOOL PLANNING, REPORTING AND IMPLEMENTATION, EDUCATIONAL LEADERSHIP

Overall summary of progress

In 2018, our focus was on connection, providing a safe and supportive school environment enabling students, parent/carers, staff and community to develop positive connections and focus on skills necessary to foster social, emotional and academic growth and development. We utilised funding to support the development of pilot programs for therapeutic/clinical support which included speech, OT and psychological assessments and supports for students. By monitoring attendance rates more closely through the Learning and Support Team and following Department of Education procedures and processes, Hopetown was better able to support parents with barriers to attendance. In addition, a whole school collaboration on trauma informed practices and their explicit implementation enhanced our wellbeing programs. Students reported a stronger sense of belonging and displayed increased self awareness and ability to self regulate in a safe, supported environment. This year, we also established Student Voice with every class voting for a Student Voice representative with all members proactive in their role. All students recognise the role of Student Voice at Hopetown.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, greater than 85% of parents/carers surveyed in the annual school phone survey reported they feel they are heard and valued for their contributions all or most of the time (Baseline 80% in 2017) and a greater than 85% increase in parents reporting an understanding of their child's progress report and achievement through stronger reporting and feedback practices (Baseline 77% in 2017)	See key initiatives for all resourcing	In 2018, 94% of parents/carers surveyed indicated they felt heard and valued for their contributions all or most of the time and 91% reported a greater understanding of their child's progress and achievements.
Exceed the average scores for self regulation in the Southampton Emotional Literacy checklist from 49.5%(Baseline data 2018 Term 1).	See key initiatives for all resourcing	The average scores for self regulation in the Southampton Emotional Literacy checklist increased from 49.5% to 52.5%.
By 2020, increase the difference in averages scores between School Mean and NSW Govt norm of Staff TTFM survey, Parent Involvement (Baseline 2017 school 7.0 , NSW Govt norm 6.8)	See key initiatives for all resourcing	There was an increase in parent involvement across the school compared to 2017.

Next Steps

In 2019 our focus is to review and further develop our Social and Emotional Learning scope and sequence framework which will include continued professional learning for staff through the Positive Partnerships program, a strong Student Voice established across the school, an extension to our Equine Therapy program and the introduction of Mindfulness strategies to student behaviour support plans.

Strategic Direction 2

Succeed

Purpose

To develop a dynamic learning environment that utilises current pedagogy, individualised within future focused learning spaces enabling students, parent carers, staff and community to be empowered to succeed.

Major SEFV2 links

- Learning – CURRICULUM, ASSESSMENT
- Teaching – DATA SKILLS AND USE, PROFESSIONAL STANDARDS
- Leading – SCHOOL RESOURCES, EDUCATIONAL LEADERSHIP

Overall summary of progress

In 2018, our focus was to develop a dynamic learning environment that utilised current pedagogy, individualised within future focused learning spaces enabling students, parent carers, staff and community to be empowered to succeed. This included well planned and future focused classrooms and learning spaces that engaged and challenged all students to continue to learn and achieve individualised learning goals. Utilising well developed and evidence based approaches, programs and assessment, individual learning needs were identified, regularly monitored and reviewed. We reviewed our assessment and reporting processes to better reflect student learning, self-regulation skills and set appropriate and relevant goals with students. The executive team monitored and evaluated current practices and continued to support teachers to demonstrate currency of content knowledge and teaching practice, supported the pursuit of accreditation at higher levels and continuing to encourage work beyond the classroom to broader school programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In line with the Premier's Priorities a 10% increase of students in the top two skill bands for Years 5, 7 and 9 in Reading and Numeracy (Baseline 2015–2017 0%, 4% and 0% for Reading and 7%, 0% and 0% for Numeracy, respectively)	Socio-economic funding for AP Curriculum support (\$10,000)	Whole school programming proforma reviewed and modified. Moderation of programs by executive in week 8 of each term. Literacy and Numeracy initiative implemented with team teaching to more effectively address individual student outcomes.
An increase in the number of non exempt students that actively participate and are engaged in NAPLAN from 56.25% in 2017 to 100% in 2020.	casual relief x 2 days to support CRT's (\$1000)	Assessment Schedule developed and distributed to staff. Students completed NAPLAN, and PAT assessment in reading and Maths. Participated in Best Start Yr 7 trial resulting in access to Best Start 2019 and PLAN 2. 86% of eligible students completed NAPLAN.

Next Steps

In 2019, our focus is to continue to create and utilise flexible learning spaces across the school, supporting collaborative practices for both staff and students, utilise strong assessment data to drive informed and innovative teaching and learning programs with a future focused lens which embeds technology. Staff will access high quality professional learning in current educational practices support by the executive team.

Strategic Direction 3

Thrive

Purpose

To enable students, parent carers, staff and community to use learned skills and strategies to optimise the lifelong development of their social, emotional, academic and vocational competencies.

Major SEFV2 links

- Learning – LEARNING CULTURE, ASSESSMENT
- Teaching –EFFECTIVE CLASSROOM PRACTICE, DATA SKILLS AND USE, PROFESSIONAL STANDARDS
- Leading – EDUCATIONAL LEADERSHIP, SCHOOL RESOURCES, MANAGEMENT PRACTICES AND PROCESSES

Overall summary of progress

In 2018, our focus was to enable students, parent carers, staff and community to use learned skills and strategies to optimise the lifelong development of their social, emotional, academic and vocational competencies. This included curriculum provision enhanced by learning alliances with other schools and organisations. The school also accessed learning and support resources through the LMG. Teachers utilised high quality learning experiences that contributed to the social, emotional and academic development of individuals whilst enhancing sense of civic responsibility and community connectedness. This year Westmead Children's Hospital, The Starlight Foundation, RSPCA and Children's Cancer benefited from our Hopetown class fundraising initiative and our strong work crew program supported local schools and community charities. The extremely positive feedback from schools on our work crew initiative., established strong school partnerships and gave students a sense of purpose other than self. The development of this school wide culture acknowledges the value of meaningful community service as a step towards enhancing individuals academic, social and emotional development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance data reflects an increase in engagement in learning and student wellbeing. from 73% baseline data in 2017 to 90% in 2020.	See key initiatives for all resourcing	Attendance data of 77% in 2018 reflects an increase in engagement in learning and student wellbeing.
At point of exit post destination school-based survey data reflects an increased number of students being successfully enrolled in TVET courses or participating in School Work Ready programs, linked to a post school support agency, training organisation or employer (From 60% in 2017 to 100% in 2020)	See key initiatives for all resourcing	Extremely positive feedback from schools on work crew initiative., establishing school partnerships and giving students a sense of purpose other than self. In 2018, 100% of students leaving Yr 10 were linked to post school options.

Next Steps

In 2019 our focus is to review and update our Individual Education Plans format aligning with the Sentral system at Hopetown. Students will have appropriate individualised Learning and Support Plans (IEP, ITP and PLP's) outlining Social and Emotional Learning and academic testing results, achieved goals and goals reflecting future direction. Another major focus of Hopetown in 2019 is our Employment Readiness initiative for senior students, designed to enhance their chances of gaining employment in the future. In-school activities include study about how to obtain and keep a job, generating resumes and cover letters. Students will also engage in offsite training including the WHS White Card course and a nationally accredited Barista training program.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO Aboriginal Programs 0.4 FTE <ul style="list-style-type: none"> • Aboriginal background loading (\$24,624.00) • Aboriginal background loading (\$24 624.00) 	<p>Aboriginal Education programs have continued to be a strength for Hopetown School. Partnerships established with local schools have flourished and students have worked across schools in support of a range of programs.</p> <p>PLPs were developed and Family Trees researched. Connections were made with local services to support students and renovated bush gardens were opened with a community celebration. Hopetown's new mural has been placed in the secondary area for the community to view. The mural had been inspired by the 2018 NAIDOC theme "Because of her, we can" and includes portraits of prominent female Indigenous women. All students have contributed during their art lessons to the piece as well as the Hopetown parent/carer group. The artwork was also used as the centrepiece to the opening ceremony of our NAIDOC celebrations</p> <p>Our Cultural Connection camp was hosted by respected elder, Uncle Ralph, who is renowned for working with teenagers across NSW. Uncle Ralph provided many opportunities for our students to participate in quality learning experiences. These included several bushwalks, sheep shearing, yabby fishing, didgeridoo making, a visit to Wellington Caves and actively participated in a traditional smoking ceremony. Despite not having the comforts of home, the boys had a fantastic time, with regular displays of resilience, teamwork and peer support. It was a highly successful experience for everybody, with the theme of respect being demonstrated throughout the week – respect for themselves as individuals, respect for each other and respect for elders.</p>
Socio-economic background	Assistant Principal released to mentor and support CRT's (\$22,000) Music mentor FTE 0.2 (\$12,500) Extra SLSO support FTE 1.0 (\$66,000) Mindfulness Teacher FTE 0.1 (\$10,411) <ul style="list-style-type: none"> • Socio-economic background (\$0.00) 	<p>Executive team evaluated the new school structure and planned for 2019. Following the success of this model, and with budget considerations, a new timetable allowing executive staff to support and mentor class teachers will continue to be implemented in 2019.. Team teaching and reflection opportunities will allow executive staff to continue the review of teaching and learning programs which are innovative and engaging.</p> <p>Music mentor employed to support student learning.</p> <p>Extra SLSO support to provide additional support for students.</p> <p>Mindfulness teacher employed to support SEL programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	46	52	53	47
Girls	0	0	0	0

The average attendance rate for all students enrolled in 2018 was 77 %. Prior to enrolling at Hopetown, many students had histories of truancy, school avoidance, multiple suspensions, partial attendance or school-phobic behaviours.

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.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	100	0	100
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown			0

At point of exit in Yrs 10, 11 or 12, Hopetown conducts a post destination school-based survey to reflect on students being successfully enrolled in TVET courses or participating in School Work Ready programs, linked to a post school support agency, training organisation or employer.

Year 12 attaining HSC or equivalent

In 2018, 100% of Yr 12 students completed HSC and continued to be engaged with employment services.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.88
Teacher Librarian	0.2
School Administration and Support Staff	10.42
Other Positions	0.2

*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	100
Postgraduate degree	40

Professional learning and teacher accreditation

In 2018, there were 3 teachers maintaining their accreditation at Proficient with NESAs. Staff completed a number of training and professional learning opportunities which supported the school's priorities and strategic directions as detailed in the School Plan. The school received \$13,859 for teacher professional learning. Additional school funds from equity funding were used to provide further opportunities for teacher professional learning. All staff participated in mandatory CPR, Anaphylaxis, Code of Conduct and Child Protection modules. Staff meeting sessions were delivered on policy updates, external validation processes, student wellbeing, staff wellbeing, catering for individual learning styles and applying adjustments for learning.

The major professional learning initiatives for staff were:

- Term 3 Professional Learning Project working

with local partner schools.

- School Link 2018 Mental Health and Schools conference.
- Trauma Aware settings, social and emotional literacy, Introduction to Autism.
- Department of Education Learning Progressions
- Berry Street Education Model/Sanctuary in Context
- NSW DoE Anti Bullying Conference

Staff also attended a range of network meetings including, Brekkie with a Techie, Google Educators Group, Learning and Support Coordinators and the Primary Executive Leadership Team conference. The executive team benefited from mentoring by the Principal, School Leadership team and also networked with executive from SSP Behaviour schools from across the state. The Principal attended EduTech and ConnectEd conferences and also attended the Secondary Principals Council and Central Coast Primary Principal Council network meetings each term.

Both the School Administration Manager and School Administration Officer had significant training in SAP and SALM.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	126,915
Revenue	2,780,270
Appropriation	2,720,478
Sale of Goods and Services	-500
Grants and Contributions	57,343
Gain and Loss	0
Other Revenue	0
Investment Income	2,949
Expenses	-2,603,479
Recurrent Expenses	-2,603,479
Employee Related	-2,284,637
Operating Expenses	-318,842
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	176,791
Balance Carried Forward	303,706

This summary financial information covers funds for operating costs to December 2018 and does not involve expenditure areas such as permanent salaries, minor and major building maintenance.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	524,927
Base Per Capita	20,698
Base Location	324
Other Base	503,905
Equity Total	137,450
Equity Aboriginal	23,163
Equity Socio economic	114,287
Equity Language	0
Equity Disability	0
Targeted Total	1,529,120
Other Total	48,577
Grand Total	2,240,073

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.

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.

School performance

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. In 2018 the school sought the opinions of parents/carers, students and teachers about the school. The parent carer survey was conducted in Term 4 in 2018. The questions were based on School Map questions about learning, teaching and culture. The results (97%) indicated strong parental support for the learning programs that support students individual needs as well how achievements are recognised and rewarded (94%). Parents agreed (97%) that the school encourages all students to achieve their best and looks

for ways to improve learning for students. They felt listened to and valued (94%) and that the communication between school and home was effective (97%).

Other opportunities for parent and carer involvement in 2018 included regular parent group meetings, every Thursday, with the support of a Community Liaison Officer. Support from service providers and agencies, guest speakers, trips out and school based activities throughout the year such as cooking with Nonna, shopping trips, the Outdoor Movie night, NAIDOC day celebrations, sports carnivals. Parents and carers have contributed to the school planning process and been involved in panel processes for recruitment of new staff.

During 2018, Hopetown began a process of creating a student voice with the aim of promoting inclusivity and increasing student engagement. Research has shown that the whole school community benefits when students get involved in planning and decision-making and when all participants, students, staff and community work together on issues they choose and value. Some of the 2018 student voice successes that the students identified were: better classrooms/cleaner and better organised with new furniture. The overriding consensus from the student body was that, it's now more fun to be at school! Well done to all those students for their input and direction in making Hopetown a better place to go to school and it is with much excitement we look forward to future student voice cohorts.

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 2018.

In 2018, Hopetown hosted a hugely successful interschool NAIDOC day celebration which showcased the strength of the programs supporting Aboriginal students and resulted in closer collaboration with local schools in supporting students across the Wyong area. The RYSS bus provided for a relaxing and creative space where students could chill out, play a variety of games and mix new beats in their DJ booth. Thanks to Uncle Ralph, students were educated on what Aboriginal life was like prior to settlement and the tools used by Aboriginal people to hunt and gather. Everyone

involved on the day contributed to a large-scale community mural to acknowledge, remember and pay their respects to the NAIDOC theme, Because of her we can.

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. In partnership with Sydney Botanical Gardens, the school's bush tucker garden was extensively redeveloped as part of the school's Aboriginal Education program during 2018. This was a major project and the gardens were officially opened with a smoking ceremony and special assembly attended by the whole school community and Ngara AECG.

Hopetown also held its third Annual Cultural Connection Camp this term where 4 students and 3 staff travelled 6 hours to Balladoran, not far from Gilgandra, Central New South Wales. The 5 day camp was hosted by respected elder, Uncle Ralph, who is renowned for working with teenagers across NSW. Uncle Ralph provided many opportunities for our students to participate in quality learning experiences. These included several bushwalks, sheep shearing, yabby fishing, didgeridoo making, a visit to Wellington Caves and actively participated in a traditional smoking ceremony. Despite not having the comforts of home, the boys had a fantastic time, with regular displays of resilience, teamwork and peer support. It was a highly successful experience for everybody, with the theme of respect being demonstrated throughout the week – respect for themselves as individuals, respect for each other and respect for elders.

Multicultural and anti-racism education

Recognising the cultural diversity of school communities helps meet the educational and welfare needs of students and their families. It aids in the planning of teaching and learning activities. Hopetown School provides programs promoting anti-racism and community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds.

Harmony Day was acknowledged and celebrated in 2018 with students involved in a range of activities to highlight differing cultures and diversity. 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. 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.

Our strong Social and Emotional Learning program (SEL) is timetabled and taught in every class. The SEL scope and sequence is underpinned by the 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.

A fully qualified teacher acts as Anti-Racism Coordinator (ARCO) and all staff encourage students across the school to be accepting and supportive of other cultures and support students as needed.

Other school programs

Hopetown School offers students a range of additional and experiential programs which support emotional wellbeing and social skills. In 2018, Mindfulness, a range of therapy programs, Outdoor Education and Agriculture were programs offered across the school..

Mindfulness: Students were able to actively engage in explicit Mindfulness sessions with a specialist teacher to support their emotional wellbeing journeys. Students were involved in a range of meditation practices exploring how to find more "balance" in their daily life and emotions. Activities included learning how to "balance" river stones –noticing how delicate that balance is and how quickly it can change and fall if not given attention, time and patience. Through lots of hands-on activities, students looked at how to pay attention to "balance" of emotions, learning how to recognise and name them and how they can be categorised into "zones".

Music Therapy: The school supported a music enrichment/youth mentor program 1 day per week. The program was designed to enable individual students to be tutored in their creativity in music composition and performance as well as provide mentoring for selected students in a program designed in consultation with executive staff.

Speech Therapy: All Areas Speech worked with Hopetown throughout the year to assess, identify and support students learning needs. Professional learning for staff in Sign Language was also provided.

Occupational Therapy: Hopetown engaged an Occupational Therapist to assess students to identify needs and work with teaching staff to develop programs to support students engagement in learning.

Equine Therapy: Running every Wednesday, this program provided the opportunity for students to work with large, living, reacting animals. The program creates an environment of constantly changing and evolving experiences, and opportunities to teach student participants safe and proper horse handling skills.

Yarn Up Primary: Yarn Up in the mornings has been a positive way to start our day. Students gather around the table to share stories and a meal. Students have perfected the art of cooking porridge and a little sprinkling of brown sugar and a splash of milk are the

all-time favourite added extras. Friday's special of pancakes has definitely been a hit, with flipping actions been laughed at by all as pancakes became stuck to the side of the pan or folded in half. The boys often play a variety of card games as they chat and nibble away at their breakfast. Breakfast Club has provided another opportunity for students to engage in social conversations, learn cooking skills and discover new friendships over food.

Yarn Up High School: Yarn Up in high school provides a positive check in with staff each morning, sets up a positive start to the day and aids staff in identifying students who may be in need of additional support.

Outdoor Education Programs:

Our outdoor education programs are seasonal. The time of year often dictates which programs operate. Term 1 offers the warmest water of the year so a number of students completed the Surf Life Saving Australia Surf Survival Program. Students learnt about basic life support, marine first aid, emergency rescue techniques and how to interpret a variety of ocean and beach conditions. Students who successfully completed the program are then able to engage in school surfing activities. Term's 2 and 3 saw the Safe Boating Program operate. Students studied theoretical knowledge regarding boating before undertaking an examination for their NSW Junior Boat Licence. Our partnership with the NSW Marine Teachers Association meant 12 of our students obtained their licence free of charge. In class lessons were supported with on the water activities in the school's training vessel. During Term 4, students engaged in the school's fishing program. Students studied recreational and commercial fishing management practices. The highlight of this program included students catching fish for their first time in local waterways and an excursion to the Sydney Fish Markets.

Agriculture /STEM Programs :

These programs continued in 2018, going from strength to strength with another successful round of 'Paddock to Plate' chickens and also a trout farming initiative. It was very exciting to start Term 2 as the students knew that the rainbow trout would be arriving and they experienced the challenge of setting up a housing tank and integrated filtration system. The boys were quite creative in their thinking and plotted a few different blueprints before settling on an agreed approach. After several visits to local aquariums and established fish farmers, we had the materials and confidence to make it happen! The students have learnt how to perform various water tests such as PH, Ammonia, Nitrate and Nitrite. These tests began before the trout arrived and continue almost daily to ensure optimal water conditions for the fish. Students have worked through volume and capacity in class to determine amount of water required in the tanks and flow rates. In 2018, senior students were excited to be involved in a beekeeping program. The beehive was located on Hopetown School grounds and is part of the expansion of the school's agriculture program. Activities which students will engage in include routine hive inspections, pest management procedures and harvesting honey.

The bee hive is coming along nicely with plenty of brood and honey present in the hive already.