

2020 Annual Report

HopeTown School



5755

Introduction

The Annual Report for 2020 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.

School contact details

HopeTown School
177 Pollock Ave
Wyong, 2259
www.hopetown-s.schools.nsw.edu.au
hopetown-s.school@det.nsw.edu.au
4353 2522

Message from the principal

2020, what a year!

Together we have faced enormous challenge - I can't tell you how proud I am of our Hopetown School Community and the support we have given to each other.

In a year of highs and lows we have navigated our way through strict COVID-19 restrictions that impacted our daily routines, work practices and the way we teach. We changed our learning programs so they could be accessed on a range of devices from both home and school, founded a strong partnership with Oz Harvest to support our families, worked closely online with colleagues to remain connected, and managed to maintain a consistent predictable school learning environment for our students.

2020 has also been the final year of our 2018-2020 School Plan and we have evaluated the work we have done in driving Hopetown School forward over the last 3 years. While it has been a year like no other, Hopetown students have been offered as many opportunities as possible to engage in learning including Google Classrooms, work placements, outdoor activities, excursions and TAFE courses. Staff have also embraced the world of professional learning through zoom, google meet and Teams platforms, remaining up to date with current research and teaching practices. Our parents too have engaged in training, with thanks to Toukley Neighbourhood Centre for hosting us this year.

I thank you all; staff, students, parents, carers, community members, business partners and colleagues for what you continue to bring to the Hopetown School Community team every day.

Kirsty Reynolds

Principal

Hopetown School

Message from the school community

The parents/carers at Hopetown had an opportunity to meet together each Wednesday throughout Term 1. COVID -19 restrictions meant we couldn't meet onsite after that but we managed to meet in cafes, do bush walks together, and a course at Toukley Neighbourhood Centre.

We completed a survey at the end of the year about our thoughts on the strengths of Hopetown School, areas for improvement and what we would like to see in the next school plan.

Overwhelmingly, the strengths included the staffs understanding of the individual needs of our children, the commitment

of staff to support each child, build positive relationships and value education for our children giving them providing them with a whole range of activities and experiences. Our ideas for the next school plan include the establishment of a healthy canteen, the re-establishment of after school events like our movie night and building on skills for life beyond Hopetown.

We would like to thank the school staff for all they do every day for our children, Hopetown is an amazing school and our children thrive.

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 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

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 school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

Improvement Measures

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)

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)

Exceed the average scores for self regulation in the Southampton Emotional Literacy checklist from 49.5% (Baseline data 2018 Term 1).

Overall summary of progress

In 2020, 94% 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 94% in parents reporting an understanding of their child's progress report and achievement through stronger reporting and feedback practices (Baseline 77% in 2017). In 2020, the average scores for self regulation in the Southampton Emotional Literacy checklist for students showed an increase from 49.5% (Baseline data 2018 Term 1). Hopetown families also showed great resilience in a disrupted year of learning and parental involvement and support during this difficult time was valued and very much appreciated. By 2020, we aimed to 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) and our results showed an increase to 7.8.

Progress towards achieving improvement measures

Process 1: Implementation of a whole school approach to student wellbeing, mindfulness in which students can connect with their learning

Evaluation	Funds Expended (Resources)
<p>Despite there being challenges throughout this year due to COVID-19, Hopetown was still able to successfully conduct whole school events to acknowledge positive mental health, including National Day of Action Against Bullying, RUOK Day, Mindfulness Week and Mental Health Month. These events were managed with careful consideration to safety requirements and limitations.</p> <p>Equine Therapy was able to recommence once restrictions were lifted, with a COVID safe family community event being held to celebrate student achievement.</p>	<p>Resources purchased for RUOK? day, National day of Action Against Bullying, Mental Health Month - October</p> <p>Equine Therapy - horse feed</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

Process 2: Supporting the development of pilot programs for therapeutic/clinical support (speech, OT, GP and psychological) for all students

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The Hopetown Wellbeing Team is now firmly established with all personnel clear on their individual roles and responsibilities, demonstrating commitment in supporting all students, staff and parent/carer community. The Hopetown school community have also developed an understanding of the role(s) staff on the Wellbeing team have and how they can individually and collectively support student wellbeing. The expectation of therapeutic clinicians as part of the Wellbeing Team remains.</p>	<p>Upgrade to furniture and decor in the newly created Wellbeing Hub.</p> <p>Resources for students in Wellbeing Hub</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$8000.00)

Process 3: Staff implement the latest research through targeted professional learning to enhance their understanding of student diagnosis and associated learning and support needs.

Evaluation	Funds Expended (Resources)
<p>All staff have received professional learning across a range of focus areas to support them in working with families and students. Hopetown School Community has a better understanding of mental health disorders, diagnoses and strategies/adjustments that can be made to support students.</p>	<p>Staff PL training and casual relief for research</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$1000.00)

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

Improvement Measures

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)

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.

Overall summary of progress

Due to COVID-19 restrictions and the resulting changes to Department of Education systems and processes, NAPLAN did not go ahead in 2020. As a result unfortunately we are unable to report on this data.

Progress towards achieving improvement measures

Process 1: Staff access high quality professional development in evidenced based practices, current pedagogical practices and effective assessment processes.

Evaluation	Funds Expended (Resources)
It has been challenging to embed AVID strategies at Hopetown this year due to COVID-19 restrictions changing our opportunities for face to face teaching and learning. Teaching staff were unable to participate in the Professional Learning at Summer / Winter Institutes as they were cancelled. Once restrictions were eased, teaching staff participated in an AVID online learning session with Local Management Group schools. Unfortunately, this training was difficult to understand as there were technical issues and staff were unable to participate. Some staff that had previously attended AVID training embedded some strategies into their teaching and learning programs.	Class Teacher x 3 enrolments in Winter Institute - AVID Class Teacher x 2 enrolments in Summer Institute - AVID Funding Sources: <ul style="list-style-type: none">• Professional learning (\$5000.00)

Process 2: Equity funding is utilised to implement and embed well planned, flexible and future focused learning spaces and associated technologies.

Evaluation	Funds Expended (Resources)
Despite there being challenges throughout this year due to COVID-19, Hopetown staff successfully adapted to moving to teaching online. Teaching staff set up Google classrooms for their designated KLAs while restrictions were in place. All programs / communication were kept on the shared drive on Microsoft 365. SENTRAL was upgraded to the cloud and LST meetings were documented on SENTRAL.	Professional Learning for staff Funding Sources: <ul style="list-style-type: none">• Professional learning (\$1000.00)

Process 3: Staff are collaboratively supported by the executive team to develop, monitor and evaluate effective and innovative teaching and learning programs.

Evaluation	Funds Expended
------------	----------------

Progress towards achieving improvement measures

Evaluation	(Resources)
<p>All teaching and learning programs are annotated online via Microsoft 365. Scope and Sequences were developed for all KLAs across the school to ensure all curriculum content was covered in the teaching and learning cycle. During Term 1 and 2, English Learning Choices and Maths Groups were implemented across stages 4 and 5, but due to COVID -19 restrictions these were adjusted to reduce the amount of changes for students. Moderated English tasks were also introduced to stages 4 and 5, with results being monitored on the shared drive (Microsoft 365).</p>	<p>Class Teacher release for development of Scope and Sequence Stage 4 and 5.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2000.00)

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

Improvement Measures

Attendance data reflects an increase in engagement in learning and student wellbeing from 73% baseline data in 2017 to 90% in 2020.

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)

Overall summary of progress

In 2020, with the difficulties of COVID -19 restrictions, Hopetown School, remained open at all times for vulnerable students and their families. Even with this additional disruption, our attendance data reflects an increase in engagement in learning and student wellbeing from 73% baseline data in 2017 to 93.7% in 2020.

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.

Progress towards achieving improvement measures

Process 1: Embed a school wide collective responsibility demonstrating a high expectation of individuals developing and achieving current and long term goals.

Evaluation	Funds Expended (Resources)
<p>Review where Hopetown endeavours to be.</p> <p>Through consultative processes Individual Numeracy, Literacy and Social and Emotional Learning (SEL) goals have been developed and regularly reviewed. Academic and SEL testing reflects effective Teaching and Learning including appropriate adjustment levels, allowing students to achieve their SMART goals.</p> <p>The Performance and Development Plan (PDP) process has enabled staff to obtain and share quality Professional Learning in order to improve student outcome in identified areas.</p>	<p>Staff release for IEP meetings</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$3500.00)

Process 2: Program allowing successful access and connection with external agencies enabling school community to develop challenging lifelong skill sets in new environments.

Evaluation	Funds Expended (Resources)
<p>Student entry and exit as well as internal transitions across Hopetowns programs have been well planned and supported. Targeted Professional Learning increase staff capacity to plan, change historical practice and</p>	<p>Staff casual release for travel training with students.</p>

Progress towards achieving improvement measures

monitor student progress to better support positive student outcomes.

Targeted professional learning -
Career Advisor training

Funding Sources:

- Socio-economic background (\$2000.00)
- Professional learning (\$2000.00)

Process 3: Develop a school wide culture that acknowledges the value of meaningful community service as a step towards enhancing individuals academic, social and emotional development.

Evaluation

Funds Expended (Resources)

School Excellence Framework (SEFv2) shows that Hopetown is rating as a school where there is a strategic and planned approach to developing an excelling whole school wellbeing process that supports the wellbeing of all students so that they can Connect, Succeed and Thrive.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of Aboriginal Mentor SLISO FTE 1.0</p> <p>Purchase didgeridoos \$1000</p> <p>NAIDOC \$1000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$18 138.00) • Socio-economic background (\$2 000.00) 	<p>2020 brought us many challenges and hampered our ability to move forward with many programs. Staff training in Turning Policy in to Action was well received and informed Strategic Improvement Plan 2021 - 2024. Our new school shirts were designed and produced leading to a greater sense of belonging and connection for all students. Our 2020 NAIDOC celebrations included a collaborative art project on canvas panels - The Rainbow Serpent.</p>
Socio-economic background	<p>AP release to support Class Teachers</p> <p>Clevertouch Boards in 2 classrooms</p> <p>Clevertouch board in The Hub - multi learning space</p> <p>Smart TV to connect to laptop in 1 classroom</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$50 000.00) 	<p>AP Curriculum and Wellbeing release has allowed for supervision and specific mentoring of Class Teachers to improve student outcomes. Anecdotal feedback indicates staff feel well supported, students feel valued in a creative and innovative learning environment. Staff were well supported by executive to move to online learning when COVID-19 restrictions were put in place. Updated technology has resulted in improved engagement in all classes involved. Instructional Leader Behaviour position did not occur due to COVID-19 restrictions. Revisit this in 2021.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	53	47	48	42
Girls	0	0	0	0

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

At point of exit in Yrs 10, 11 or 12, Hopetown conducts a post destination survey with students. In 2020, all students exiting Hopetown were successfully engaged with School Work Ready programs, enrolment in alternate and further education settings, engagement with employment agencies or in trainee or apprenticeships.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	5.84
Teacher Librarian	0.2
School Administration and Support Staff	10.42
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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

In 2020, 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. Many professional Learning opportunities were cancelled, postponed or moved online due to COVID-19 restrictions. The school received \$14,943 for staff 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. Weekly staff meeting sessions were delivered on online learning platforms, behaviour management, curriculum and assessment planning, technology, policy updates, school planning processes, student and staff wellbeing, catering for individual learning styles and applying adjustments for learning. With an additional Staff Development Day at the beginning of Term 2, staff concentrated on moving programs to online platforms and learning about teaching remotely.

The major professional learning initiative for staff was:

- HSC Monitoring and Assessment - Tuggerah Office Strategic Support team

Staff also attended a range of online network meetings. The Principal attended Local Management Group, Secondary Principals Council and Central Coast Primary Principal Council online network meetings each term.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	534,774
Revenue	2,962,891
Appropriation	2,959,755
Sale of Goods and Services	398
Grants and contributions	2,118
Investment income	620
Expenses	-2,887,174
Employee related	-2,528,471
Operating expenses	-358,703
Surplus / deficit for the year	75,717
Closing Balance	610,491

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	132,643
Equity - Aboriginal	18,138
Equity - Socio-economic	114,505
Equity - Language	0
Equity - Disability	0
Base Total	2,190,554
Base - Per Capita	25,744
Base - Location	324
Base - Other	2,164,486
Other Total	518,135
Grand Total	2,841,332

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. In 2020 the school sought the opinions of parents/carers, students and teachers about the school. It was a difficult year for our community with COVID-19 restrictions preventing us connecting face to face on a regular basis.

Our parent carer survey is conducted in Term 4 each year. Questions are based on School Map questions about learning, teaching and culture. The results (100%) indicated strong parental support for the learning programs that support students individual needs as well how achievements are recognised and rewarded (100%). Parents agreed (100%) 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 2020 included regular parent group meetings, every Thursday, with the support of a Community Liaison Officer. Unfortunately COVID-19 restrictions meant we could not meet on site, so meet up's externally, following social distancing guidelines were arranged. Toukley Neighbourhood Centre generously allowed us to run Engaging Adolescence from their premises allowing parents to get together and support each other during such difficult times. Parents and carers have also contributed to the school planning process and been involved in panel processes for recruitment of new staff.

Student engagement is central towards successful learning, working with others, and functioning well in a social environment. Hopetown School continued to strengthen the role student voice and agency plays in ensuring that student input and engagement is supported and nurtured. This includes students' sense of belonging at school and that their schooling is valued. While this has been a challenge in 2020 with many students learning from home for a period of time, we made sure all students were connected and supported. Along with Student Voice Representative feedback, the Tell Them From Me survey was also used to gather feedback from the students on their satisfaction of school. The information collected is used to support decision making for school improvement. When students were asked on what they were satisfied with at Hopetown School they felt that there was strong support in the building and maintaining of relationships. Students expressed that "staff care for us" and "are always willing to help us". Students enjoyed participating in whole school Mental Health month, enjoying the provided incursions, presentations and celebratory activities throughout the month, especially the Specstacular! They also enjoyed being active participants in flexible learning programs, to support their level of literacy and numeracy development. They believed that this allowed for personal achievement and building up of their self confidence.

In 2020, staff completed a Tell Them From Me 'Focus on Learning' survey to collect data on 'drivers of student learning' and 'classroom and school practices'. Results indicated a high level satisfaction from staff working with school leadership (=8.6, NSW Govt norm 7.1) in maintaining a safe and orderly school environment and having support during stressful times. There is also a high level of satisfaction in working collaboratively (= 8.5, NSW Govt norm 7.8) with other staff to support individual students, develop strategies to increase engagement and set high expectations for learning and behaviour. 100% of staff surveyed agreed staff morale was good and the school leaders clearly communicated the strategic vision and values of the school, leading improvement and change.

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.

Throughout the last 3 years, we have continued to review, refine and readjust our support for Aboriginal students and their families in our ever changing cohort. PLP's have been updated, NAIDOC acknowledged and celebrated, Aboriginal Perspective have been embedded into programs and we have employed an Aboriginal Student Mentor. Our Food Technology programs have used traditional ingredients, Aboriginal landmarks and significant sites are acknowledged when students are on country and traditional fishing methods are discussed in our Fishing program. Our new staff and student school uniforms were designed and produced throughout 2020 and increased a sense of connection and belonging for all who wear them. Our 2020 NAIDOC celebrations were restricted by COVID-19 procedures but a school based program went ahead and included a collaborative art project on canvas panels - The Rainbow Serpent. We missed our connection with our local Ngara AECG as we were not able to meet together as a group however, we were able to strengthen our links with local support services, in particular Yerin and other NDIS providers supporting our Aboriginal students and families.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

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 2020 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.

Other School Programs (optional)

Hopetown School offers students a range of additional and experiential programs which support emotional wellbeing and social skills. In 2020, despite COVID-19 restrictions, a range of programs were offered across the school.

Mindfulness: Students were able to actively engage in explicit Mindfulness sessions with a Psychologist from Central Coast Primary Health 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. Through lots of hands-on activities, and guided meditations 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".

Pay it forward program : Throughout the year students have been running our weekly cafe; with all money raised going to various charities. In 2020, Hopetown supported 8 charities and raised over \$2000, including sponsoring a koala rescued from the 2019 bushfires.

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.

Equine Therapy: Running every Wednesday in Term 1. 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 provides opportunities to teach student participants safe and proper horse handling skills.

Breakfast Club: Every morning, this provides a student check in with staff, sets up a positive start to the day and supports staff in identifying students who may be in need of additional support. Students gather around the table to share stories and a meal. 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. It has provided another opportunity for students to engage in social conversations, learn cooking skills and discover new friendships over food.

Outdoor Education Programs: Our outdoor education programs took a hit in 2020 due to COVID-19 restrictions. Whilst some went ahead it was difficult to offer these opportunities for students. We did manage to run a camp experience in the last few weeks of the year which was a fabulous finale for students and staff. Our Hopetown Honey project continued to thrive and we harvested around 5kgs of honey throughout 2020.