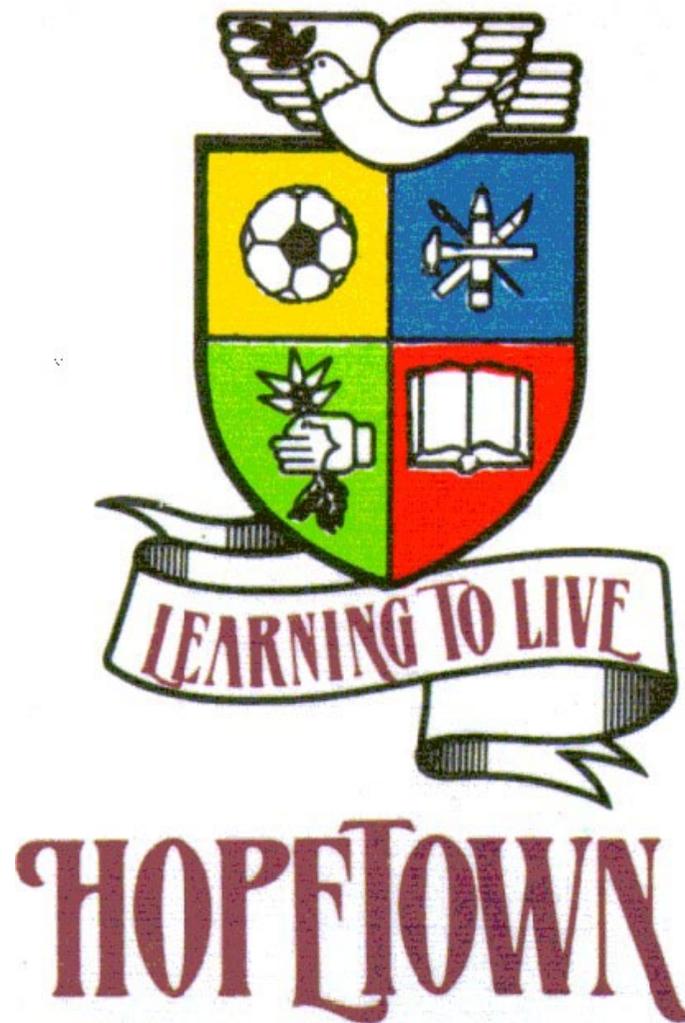


# School plan 2018-2020

HopeTown School 5755



# School background 2018–2020

## 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 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.

## School planning process

Consultation involved meetings with all staff, students, parents/carers, community partners and the Ngarra Local Aboriginal Education Consultative Group (AECG). This consultative process led to the collaborative development of the school's mission statement and the three Strategic Directions.

Through further consultation and planning meetings, the Strategic Directions leaders and teams were established for further analysis of data and to develop the three year plan. This included the development of the 5P's ( Purpose, People, Processes, Practices and Products). The plan is underpinned by the DoE Student Wellbeing Framework and Self Assessment Tool and DoE School Excellence Policy and Framework V2.

Data, policy and research which has informed the plan included:

- future directions of the External Validation process from 2017.
- Premiers Priorities: Improving Education Results 2017
- DoE Strategic Plan 2018–2022
- Internal assessments
- Tell the From Me surveys
- Parent surveys
- Attendance Data
- Exit interviews
- Behaviour data including Sentral and EBS4
- Professional Learning statistics
- Information from SMART data and SCOUT
- What Works Best documents from CESE

# School strategic directions 2018–2020

## 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

## 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

## 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

# 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)

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

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 )

## People

### Students

Understand the need to trust and accept the support offered, to take responsibility for their social, emotional and academic development, and reconnect with their learning

### Staff

Feel respected as valued members of the team and understand and promote the need for an engaging, therapeutic, non judgmental environment that optimises learning.

### Leaders

Are committed to promoting a whole school culture of therapeutic support, professional effectiveness and capacity building for continual improvement.

### Parents/Carers

Engage positively with the whole school community and understand the important roles they play in a student's social and emotional development and reflect the schools expectations.

### Community Partners

Partner schools, external agencies, clinicians and other partners value and engage in positive collaboration to support the whole school community.

## Processes

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

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

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

## Evaluation Plan

- staff, Parent/carer and community surveys (TTFM),
- analysis of SENTRAL data,
- analysis of clinical referral data,
- evaluation of consistent school processes and procedures,
- observations/photos/videos of learning environments and evaluations of teaching and learning programs.
- Staff meeting minutes and agendas
- Staff professional learning records
- School social media platforms
- Southampton Emotional Checklist

## Practices and Products

### Practices

- Consistency across whole school programs and practices ensures an engaging, responsive and positive school culture.
- Staff are actively accessing relevant professional learning to gain an understanding of student diagnosis, their behaviours and social and emotional growth.
- Hopetown School provides a safe, holistic learning environment that enables positive growth mindsets to maximise learning potential.

### Products

Staff, parents and students demonstrate positive respectful relationships, promoting wellbeing to ensure optimum conditions for learning across the whole school community.

Teaching and learning programs reflect individual student learning needs that are data driven and connect students to their learning.

Parents/carers and the wider school community feel connected to the school, work in collaboration and share a common vision.

Students, staff and the wider community work in partnership in positive collaboration to support Hopetown School and its community.

# 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.

## People

### Students

See learning as a personal responsibility and essential for social, emotional and academic development, and drive future learning directions.

### Staff

Understand the need to develop relevant, engaging, individualised teaching and learning programs that support the development of sounds literacy and numeracy skills.

### Leaders

Have the skills and capacity to support staff in maintaining currency with effective pedagogy so that every student makes ongoing improvement and measurable learning progress.

### Parents/Carers

Feel confident to support the school by maintaining communication with the school and sharing high expectations of students achieving individualised goals.

### Community Partners

Collaborate with partner schools, members of the Aboriginal community, external agencies, clinicians and other partners to value and support the school to improve student outcomes

## Processes

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

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

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

## Evaluation Plan

- Parent/carers and community surveys (TTFM),
- IEP goals data and attendance at meetings
- attendance at extra curricular activities
- student award systems, Dojo and Vivo
- Student reports
- SEL rubric data
- Evaluation of professional learning
- Internal assessment data
- Staff PDP's and reviews
- Evaluation of workplace planning ie new staffing structure
- Technology audit

## Practices and Products

### Practices

The school uses well developed and evidence based approaches, programs and assessment to identify, regularly monitor and review individualised student learning needs.

Professional learning and development aligns with the PDP process, improving teacher quality and meeting student learning outcomes.

Data is collected and analysed to monitor and refine a whole school approach to wellbeing and engagement to improve learning.

Classrooms and learning spaces are well planned and future focused so that all students are engaged, challenged to continue to learn and achieve individualised learning goals.

### Products

Staff have PDP's with goals linked to the Australian Teaching Standards which build and enhance their professional capacity.

Students show improvement in IEP goals linked to learning progressions

Staff attendance at AECG meeting and feedback is shared at staff meetings.

Parents/carers attend/take part in IEP meetings twice a year.

# 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)

## People

### Students

Students understand the need to accept and act on the support offered and the strategies and skills learned.

### Staff

Maintain high expectations and recognise the importance of wellbeing when delivering high quality individual learning experiences.

### Leaders

Understand the importance of and prioritise quality teaching and learning with maintaining a high expectation of lifelong academic, social and emotional growth and development.

### Community Partners

Feel confident and valued to engage and work in partnership to endorse and facilitate positive and long term wellbeing, enabling students as future socially responsible citizens

## Processes

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

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

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 Plan

- Parent/carer and community surveys (TTFM),
- attendance at Parent Groups/activities
- SENTRAL and EBS4 data
- IEP goals data
- NCCD adjustment evaluations
- Data analysis from specialist support staff ( speech, OT, psychology)
- Post school destination data
- Staff Professional Development Plans
- Annual School Report
- data analysis of social media platform ( website)
- School Plan implementation of milestones
- Evaluation of how the budget is linked to the school plan

## Practices and Products

### Practices

Teachers utilise high quality learning experiences that contribute to the social, emotional and academic development of individuals whilst enhancing sense of civic responsibility and community connectedness.

Students, teachers, executive and community partners contribute to the learning of others enabling skill sets to be broadened and successes to be acknowledged.

Data is collected to provide evidence, inform teaching and learning and track student progress.

### Products

Students have 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.

All staff continue to progress with their Performance and Development Planning.

Sustainable and successful work ready programs are resulting in high level engagement, achieved students outcomes, increased community involvement and positive post school options.

Students across all stages and their parents/carers have successfully engaged with opportunities offered to enhance the growing skill sets.

There is a strong connection between Hopetown School and the wider community.