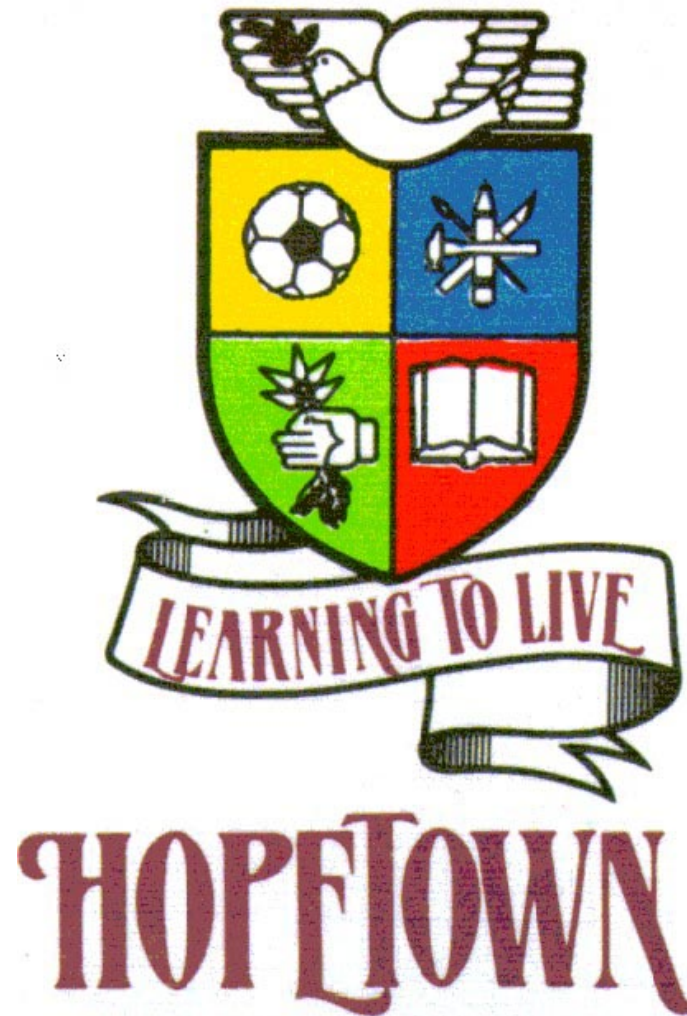


Strategic Improvement Plan 2021-2024

HopeTown School 5755



School vision and context

School vision statement

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

The school culture, community and learning environment is based on developing connections, empowering individuals to succeed and thrive with the expectations that they will become active citizens and socially and emotionally literate members of society.

Hopetown School endeavours to provide a therapeutic environment with a multi-disciplinary approach to individual need. The primary purpose of enrolment at Hopetown is to reengage students with the curriculum by supporting emotional, cognitive, physical, spiritual and social wellbeing.

School context

Hopetown is a School for Specific Purposes, supporting the needs of students (Yr 3-12) with mental health disorders and often other diagnoses, who are at risk of disengaging from school. Established in 1986, Hopetown acknowledges and respects the Darkinjung people who are the traditional owner of the rich wetlands and beautiful natural bush on which the school stands. We pay respect to the elders both past and present, and actively support our emerging leaders of today.

The maximum student population is 56 students, with current enrolment standing at 52. There are 11 teaching staff ranging from new graduates to more experienced staff, with 15 ancillary and support staff working as a team to provide students with an engaging, relevant and authentic individual educational programs. Emotional literacy is actively promoted and sits alongside mainstream and life skill curricula. School's staff put students at the centre of their decision making, are collaborative, empathetic and committed to ongoing improvement in their practice. Classes have a maximum of 7 students, each with a teacher and School Learning Support Officer. Approximately 30% of the students are in out-of-home care and 20% of students acknowledge a cultural heritage including Aboriginal, Maori and Torres Strait Islander. The school works closely with Ngara AECG. The school's Family Occupation and Education Index (FOEI = 188) indicates significant socio-economic disadvantage within our school community. Hopetown receives School Based Allocation Resource (SBAR) funds to support Aboriginal and socio-economic backgrounds.

An active parent/carers support group enables a community voice. Meeting weekly with school staff, activities are planned and services sought to meet the needs of the parent/carers community. Newsletters, a school website, Facebook page and regular communication occurs between the school and all stakeholders. There are strong community partnerships with a range of local businesses who support work ready placements and employment opportunities for senior students.

Key school initiatives include Equine Therapy, Music Mentoring, Mini Men's Shed, fund raising for Charity, Breakfast Club, and a variety of senior pathway options post school. Excursions, extra curricular activities and school camps provide opportunities for students to build positive relationships and develop real world life skills. Major upgrades to the school site in 2020 has provided specialty learning areas such as a Learning and Support Hub, a Wellbeing Hub and an Art Studio.

Strategic Direction 1: Student growth and attainment

Purpose

To develop a dynamic learning environment that utilises current pedagogy, evidence based, innovative practices and specialist learning spaces to enable students to reach optimal growth and attainment.

Improvement measures

Target year: 2024

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

Target year: 2024

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

Target year: 2024

The school is working within or beyond sustaining and growing in 'Data skills and use' and 'Student performance measures' and within excelling in 'Curriculum' and 'Assessment' as measured by the School Excellence Framework (SEF v2).

Initiatives

Data and Assessment

Deliver professional learning in collection and analysis of data/evidence to ensure literacy, and numeracy are understood.

Staff to begin analysing data and using it to improve teaching and learning. Embed the practice as evidenced through achievement of individual education plan goals and PLAN 2 progression.

- Strengthened **assessment practices** will allow us to clearly identify gaps in learning. Students come to us with big gaps in their learning often due to disengagement and previous suspension history.
- Clearer analysis of **data** allows us to target areas to make the growth shift happen. To identify key areas to target in reading, numeracy and writing with clear goals for skills needed post Hopetown.
- PL on evidenced practices required to support teachers in effective classroom **practice** and engagement, engaging teaching and learning programs and innovative ideas. Alternate/experiential programs are strongly supported.
- Clearer **feedback** to students on their growth and progress.
- Reporting format to be reworked and Sentral to be used as a **reporting** tool going forward.

Success criteria for this strategic direction

Staff engage in professional learning on the Learning Progressions to identify individual student learning needs - and identify baseline.

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

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Evaluation plan for this strategic direction

Have we developed a dynamic learning environment that utilises current pedagogy, evidence based, innovative practices and specialist learning spaces to enable students to reach optimal growth and attainment?

The following data will be analysed in the determination:

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

Regular reviews of data sources provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussions around the SEF v2 elements and themes and analysis of evidence around the themes. Term by term review and triangulation of data sources including qualitative and quantitative to corroborate conclusions.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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

Strategic Direction 2: Wellbeing

Purpose

To embed a safe, holistic, inclusive and respectful school culture enabling students, parents/carers, staff and the wider school community to develop positive connections and to feel valued, heard and supported.

Improvement measures

Target year: 2024

Increase the proportion of students attending school more than 80% of the time by more than 20% by 2024.

Target year: 2024

100% of students demonstrate growth from their baseline across the domains of Hopetown's SEL framework (ACARA) by a minimum of 10 indicators.

Target year: 2024

All themes in the 'Wellbeing' element are embedded at excelling as measured by the School Excellence Framework (SEF v2)

Initiatives

Wellbeing

Students arriving for placements with multiple and increasingly complex diagnosis and challenging behaviour concerns.

Suspension data and restraints data shows increasing downward trend indicating current programs are supporting students.

- Review of all wellbeing programs and initiatives with findings/enhancements implemented.
- Assessments for impact of programs need to be strengthened across the school and we are looking for a better way to assess our SEL data.
- Our Learning and Support meeting minutes reflect students with high support needs students as well as those requiring monitoring. 100% of students have been referred to LST over the last 3 years. A new system to support the higher needs students and their families will be introduced.
- Student feedback indicates most students feel valued within the school and have at least 1 trusted adult they can approach in times of need, however student voice and agency will be reviewed and further developed.
- Strengthening of partnerships with outside agencies will continue to support a wrap around for students and families.
- Further development of a multidisciplinary Wellbeing team to add additional staff will make a significant difference to supports/programs accessible for students. Funds spent on engagement of psychologist for social groups skills/mindfulness.

Success criteria for this strategic direction

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

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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

Evaluation plan for this strategic direction

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

The following data will be analysed in the determination:

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

Regular reviews of data sources provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussions around the SEF v2 elements and themes and analysis of evidence around the themes. Term by term review and triangulation of data sources including qualitative and quantitative to corroborate conclusions.

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

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