

Hopetoun Primary School

Annual Report 2021



Hopetoun Primary School

1. Purpose:

Through a safe and caring environment, Hopetoun Primary School encourages all students to strive for excellence in all aspects of academic, social and emotional development in order to contribute to the community.

2. Vision:

HOPE By the Sea – Helpful, Organised, Persistent, Excellent

3. Values:

Helpful – We nurture a safe/inclusive environment that promotes helpfulness, care and compassion

Organised – We demonstrate respect for ourselves and take responsibility for our learning

Persistent – We are empowered to accept challenges and demonstrate a resilient ‘can-do’ mindset

Excellent – We are inspired to achieve excellence academically, socially and emotionally

4. Acknowledgement of Country

We respectfully acknowledge the past, present and emerging custodians of this land on which we meet, the Noongar people. It is a privilege to be standing on Noongar country. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

5. Principal Statement

It gives me great pleasure to present the Hopetoun Primary School Annual Report for 2021. Each year we prepare a report that summarises our school’s performance over the previous 12 months. In this report we provide performance indicators in academic and non-academic areas, outlining progress made toward the implementation of the key strategies of our school Strategic Plan, and achievement against our annual priorities and targets. This report also captures the highlights of the 2021 school year, and provides an insight into the future directions of the school. It is important that as a community we celebrate our successes and acknowledge the journey we have taken.

2021 presented various challenges at Hopetoun Primary School, with the ongoing COVID-19 pandemic impacting the State, and the circumstances leading to the change of Principals during the school year. It can be said that the strength of an organisations culture is truly tested through adversity. During these times, our staff, students and community remained vigilant, resilient and strong, coming together and continuing to rise above to ensure that our students are provided with the best possible education. On this point, I would like to thank all of our staff for their outstanding efforts in 2021, and acknowledge the exceptional contributions of our Substantive Principal, Penne Metcalf, and Term 3 Acting Principal, Debra Lamont, for their exemplary leadership during the 2021 school year.

As a school, we continued to focus on the key elements of our school vision and values. We continued to place students and their learning at the centre of our decision-making and we committed to making every student feel known, valued and cared for. It is through prioritising these, that we can work to ensure every student experiences success at Hopetoun Primary School. My 3 overarching expectations coming into this school in Term 4 were clear for all staff, students and families; our students are safe at school, happy at school, and succeeding at school. Our student,



staff and parent 2021 National School Opinion Surveys within this report overwhelmingly indicate that this is the case for our students; something we should all be proud of.

Within this annual report you will also find a range of reports, graphs, tables and photographs that demonstrate our school achievements during 2021. Whilst the annual report provides a wide range of information, it is a snapshot in time and should be viewed along with our newsletters, parent information sessions, individual classroom communication, website, Learning Journey, P&C meetings, and School Council meetings, as just one of many sources of information. Our communication has been exemplary and has ensured parents are fully aware of the teaching and learning programs, key notices, events and other information pertinent to the school. ClassDojo has been a key factor for the success of this. As is always the case, feedback is welcome about our school and its operations. I trust you find the contents of this report valuable and informative.

Mr Kieran Moore
Acting Principal

6. Context

School Overview

Hopetoun Primary School is situated in the picturesque seaside town of Hopetoun, on the south coast of the state. It is approximately 50km's south of Ravensthorpe, 200km's west of Esperance, and 340km's east of Albany. The population of the town from the 2016 Australian Bureau of Statistics (ABS) was 871, with updated figures from the 2021 Census being announced in 2022.

School Grounds and Facilities

As part of the Department of Education's commitment to supporting Science and preparing students for the future, our school was successful in applying for a new purpose-built STEAM room (Science, Technologies, Engineering, Arts, Mathematics) which was installed in 2021, to be available for our students in 2022. This room will ensure our PP-6 students receive specialist teaching and learning across the Sciences, Arts and other key learning areas.

Our school grounds are extensive, well-maintained and provide appropriate shade spaces, play spaces and learning spaces. This includes a Reconciliation Garden Retreat as part of our commitment to cultural awareness and responsiveness, veggie gardens used as teaching and learning opportunities for our students, and a series of both artificial and nature play areas that our students engage with.

The school has an agreement with the local shire for the use of the town oval which shares its boundary with our school. We also have a multi-purpose court, undercover area and dedicated Early Childhood area for our Kindergarten to Year 1 students. The school is open, vibrant with colours and murals reflecting the schools close proximity with the beach.

In 2021, our local artist and parent, Kate Martin, kindly volunteered her time and artistic flair to work with our students in designing a second mural for the school on the western side wall of the administration building. This mural depicts our schools commitment to the 'Friendology' program, focusing on the importance of social and emotional skills in schools.

Our school provides state of the art access to technologies, including new interactive screens in all classrooms in 2021, iPads and new laptops readily available for classroom use (One to One access) and wireless networks. Our students and staff have opportunities to learn and work in shared spaces, private spaces, the library, wet area and collegiate areas.

7. Demographic Information

Our student numbers have continued to increase since 2019, with a total of 115 students in 2021. Much of this increase is a result of the success of the local Nickel Industry, with many families moving to the region with their children. Numbers have increased across the year levels as a result, with our largest increase in the Early Childhood years.

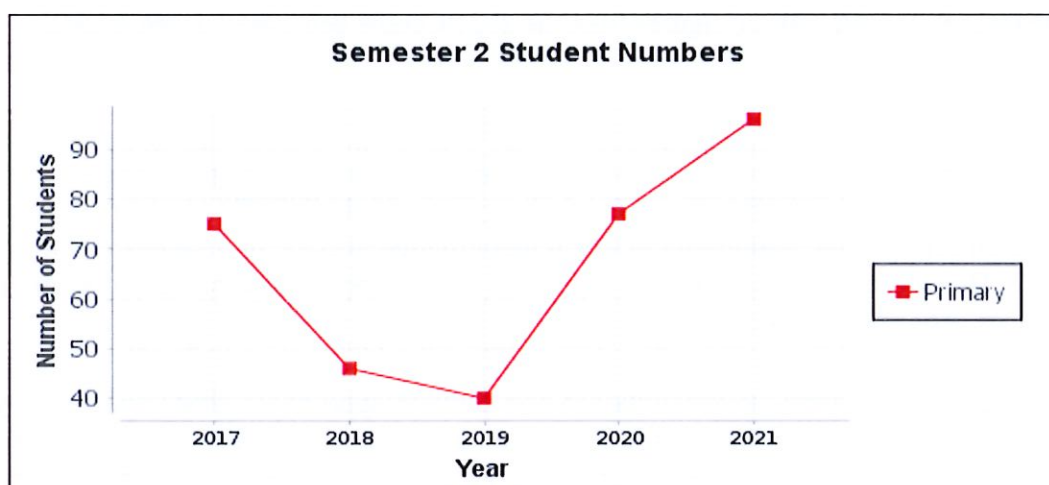
Student Numbers (as at 2021 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(11)	20	16	14	15	10	8	13	107
Part Time	19								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Total
Male	12	11	44	67
Female	7	9	32	48
Total	19	20	76	115

	Kin	PPR	Pri	Total
Aboriginal	1	1	2	4
Non-Aboriginal	18	19	74	111
Total	19	20	76	115



8. Destination Schools

The majority of our Year 6 students in 2021 were enrolled to attend Ravensthorpe District High School in 2022. A small number of Year 6 students were enrolled in a mixture of other public and private schools.

Destination School	Male	Female	Total	%
Ravensthorpe	5	2	7	53%
Esperance	2	0	2	15%
Perth	2	0	2	15%
Newdegate	0	1	1	7%
Bunbury	1	0	1	7%
Total Students	10	3	13	100%

9. Staff 2021

Our school ended 2021 with a total number of 22 staff, which includes full time and part time employees across different roles. The increase in staff reflects the increase in student numbers over the last 12 months. We also appointed a Deputy Principal in Term 4, Miss Lauren Hannah, to provide additional leadership and support within the school given the increase in student numbers. Plans to continue with a Deputy Principal depend on student projections and needs within the school.

Our Staff Workforce is diverse, with a range of experienced teachers and graduate teachers. This included two Senior Teachers who provide additional leadership expertise to enhance the professional learning of staff and the educational opportunities for our students. Our school also has a Chaplain two days a week, a school psychologist attending occasionally and a school community nurse.

Some of our Education Assistants are qualified with a certificate three in education, being able to provide specific and specialised support for students at educational risk, including those with a diagnosed disability. The Staff Workforce has ensured all students are provided with a comprehensive learning program, access to support and optimal opportunities to develop academically, socially and emotionally.

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	2	2.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	10	7.4	0
Total Teaching Staff	10	7.4	0
School Support Staff			
Clerical / Administrative	3	1.6	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	5	3.3	0
Total School Support Staff	9	5.6	0
Total	22	16.0	0

10. P&C President Report

It is a pleasure and a privilege to be the Hopetoun P&C president. The P&C work closely with the school to provide resources and support for our students and school.

Next year's Year 5 and 6 students will be off to camp in Perth next year. Thanks to some great fundraising efforts and generous support from our local mining companies, the cost for the camp has been greatly reduced. We were also able to help make the Year 6 Transition Camp, held earlier this term, much more affordable for families through fundraising efforts.

Camps are just one thing that the P&C supports. We have also provided the school with support to purchase medallions for carnivals, wellbeing programs, incursions, excursions, library books and home readers, playground and sports equipment and many of the book awards being presented during the End of Year Book Awards Ceremony.

With our incredible team of volunteers, we also run the school canteen, uniform shop and book club. The total dollar value of the Hopetoun P&C's contribution to school this year is over \$25,000 with our in-kind support being even far greater than that. Our school is a much more vibrant place thanks to our P&C.

We work closely with the teachers and staff at the school and appreciate their support. Big special thanks to our school principal, acting principals, deputy principal, manager of corporate services and our school officers whom without their support, we would not be able to achieve what we do.

We need your help to continue in 2022. Anyone can join the P&C. If you're going to be on any committee in town, this is the one to join. Coming to our meetings and being involved in the P&C is a great way to hear about what's happening at school and be involved in your child's education. Our relaxed open meetings are held twice a term and go for about an hour. That's only 8 meetings a year and you don't even have to come to every meeting. I'd love for you all to join us in February for our first meeting of 2022.

Thank you to everyone who has supported the P&C this year. From working in the canteen to baking cakes for our cake stall and lending us your slow cookers. You are all so appreciated, every little bit helps and we sincerely thank you.

Karrina Smallman
P&C President

11. Student Attendance and Enrolment Trends

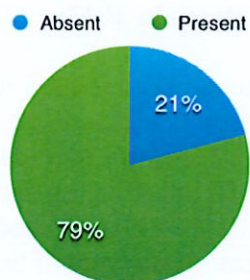
Our Attendance Rates are varied between year levels but predominantly sit between 80% to 90% overall average attendance. Whilst we have many students attending on a regular basis, our data below indicates a large number of students attending our school are at indicated risk (between 80% to 89%) and at moderate risk (between 60% to 79%).

A significant amount of absences from our school relate to leave taken during Term for trips back to Perth or to Esperance due to services not being available in Hopetoun. It is important as a school that we continue to reinforce the message that 'Every Day Matters'. The following information will be shared with our families in 2022.

If your child misses one day a week, that's 40 days a year which is 21% of your child's learning.

Over your child's school career that's 320 days that they are missing out.

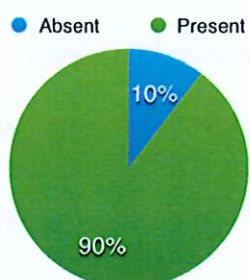
That's the equivalent of 8 terms... **2 years** of education that they are missing out on compared to the student who attends school full time.



If your child misses one day a fortnight, that's 20 days a year which is 10% of your child's learning.

Over your child's school career that's 160 days that they are missing out.

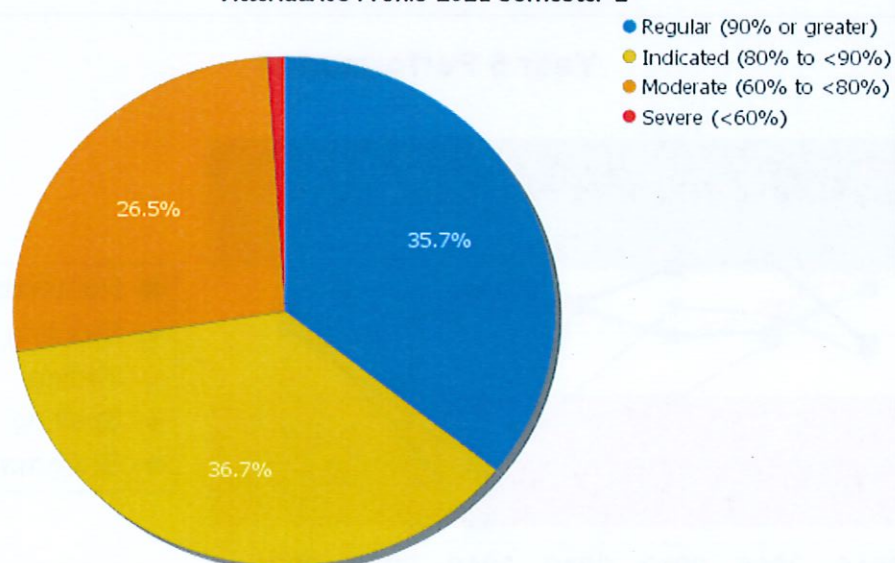
It is the equivalent of 4 terms... **1 year** of schooling that they are missing out on.



Year Group Attendance Breakdown

Year Level	Attendance Rate %	Number of Regular (90% or above)	Number of At Risk Indicated (80-89%)	Number of At Risk Moderate (60%-79%)	Number of At Risk Severe (59% or less)
PPR	83.1%	3	11	6	
Y01	86.8%	6	9	2	
Y02	87.5%	7	5	2	
Y03	84.4%	6	3	5	1
Y04	81.4%	2	2	7	
Y05	86.8%	3	3	2	
Y06	90.8%	8	3	2	

Attendance Profile 2021 Semester 2

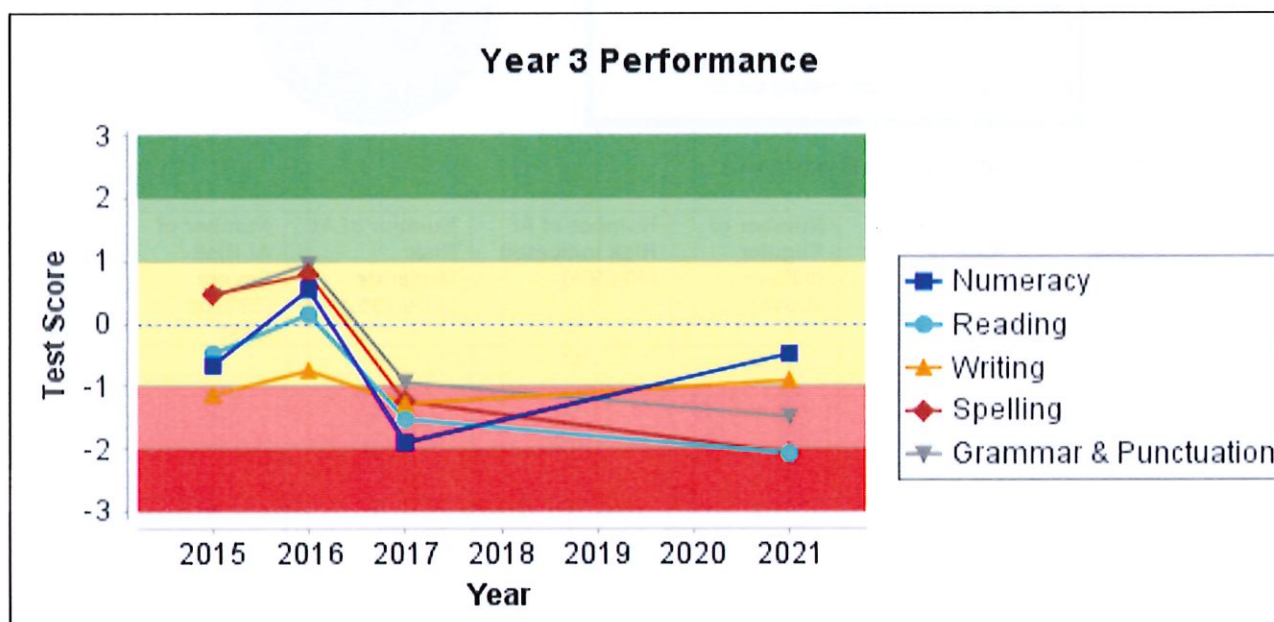


Attendance Actions in 2022:

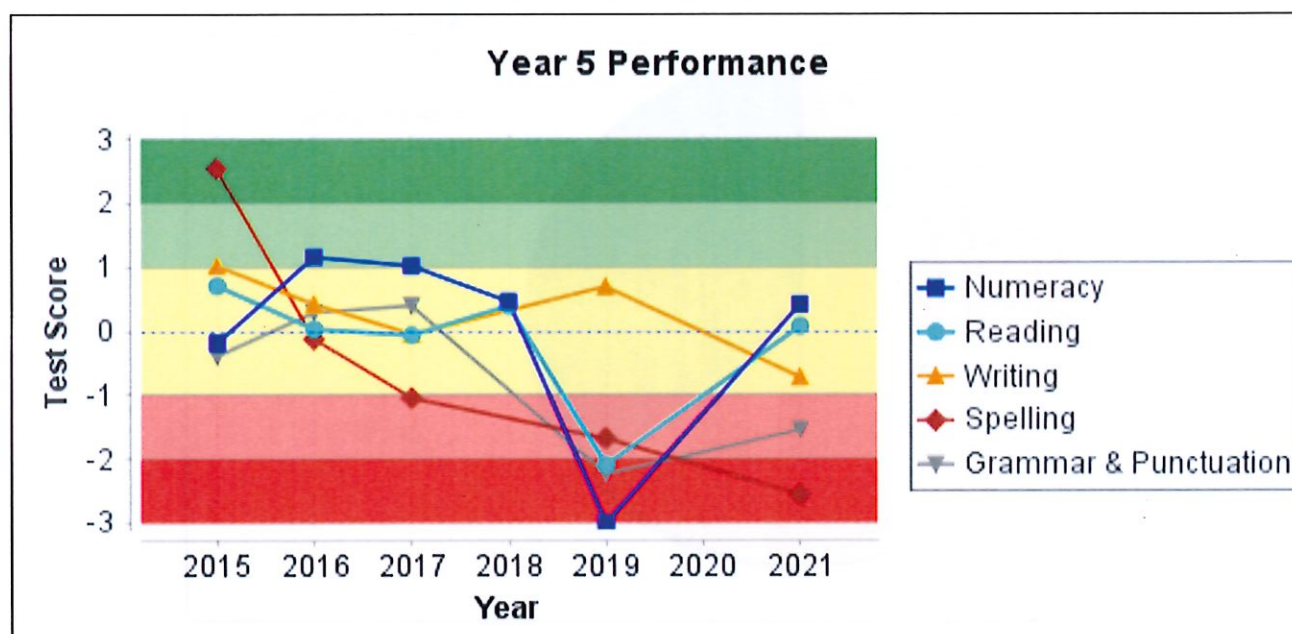
1. Promote the key message that 'Every Day Matters' through our communication channels with all families
2. Update our School Attendance Policy to include positive acknowledgement and incentives linked to regular and authorised attendance
3. Link Attendance to our update Good Standing Policy, for students to be eligible to participate in our End of Semester Good Standing Rewards.
4. Develop more consistent processes at the school level for monitoring attendance and supporting students to attend regularly through Individual Attendance Plans.

12. Academic Achievement

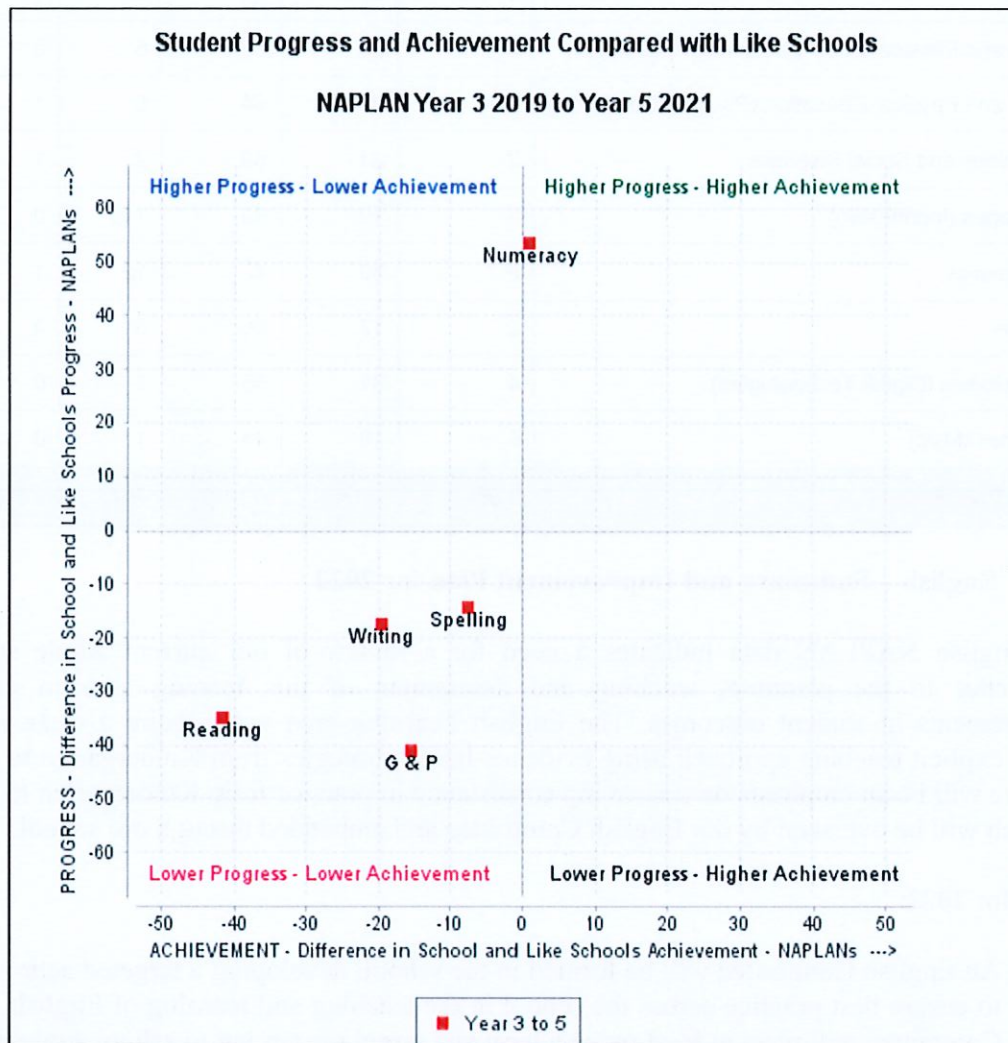
Year 3 NAPLAN Performance against 'like schools'



Year 5 NAPLAN Performance against 'like schools'



Longitudinal Data Year 3 to Year 5 (2019 – 2021)



NAPLAN Strengths:

- Numeracy results for NAPLAN are within the expected range against 'like schools' for both Year 3 and Year 5. Numeracy results also indicate strong progress for both Year 3 and 5 against 'like schools', which is excellent.
- Writing remains within the expected range of achievement against 'like schools' for both Year 3 and 5
- Year 5 Reading reflects excellent growth from 2019 to 2021 (separate cohort)

NAPLAN Areas for Improvement:

- Grammar, Punctuation and Spelling are below the expected range of achievement against 'like schools', requiring urgent attention.

Reporting Grade Summary – Semester 2, 2021:

Learning Area	A	B	C	D	E
English	4	29	34	23	1
Health and Physical Education (Health Education)	6	28	52	5	0
Health and Physical Education (Physical Education)	2	22	64	0	1
Humanities and Social Sciences	3	24	59	2	1
Languages (Indonesian)	4	10	30	11	0
Mathematics	6	30	42	12	1
Science	2	17	66	6	0
Technologies (Digital Technologies)	4	31	55	1	0
The Arts (Music)	6	18	44	1	0
Grade Percentages	4.8%	27.7%	59.1%	7.9%	0.5%

13. English – Summary and Improvement Plan for 2022

Our English NAPLAN data indicates a need for a review of our current whole school approaches to the planning, teaching and assessment of this learning area to ensure improvements in student outcomes. The English Learning area will require a clear whole school explicit teaching approach using evidence-based strategies from Kindergarten to Year 6. There will be an emphasis on improving consistency in practice from Kindergarten to Year 6, which will be overseen by our English Committee and embedded through our school.

Focus for 2022:

- An English Committee will be formed in the school, developing a targeted action plan to ensure best practice across the school in the teaching and learning of English. This Committee will meet at least twice a term and target resourcing to school strategies to ensure improvement in student outcomes.
- Whole School Approaches to the teaching of Reading, Spelling and Grammar and Punctuation will be a focus to ensure there is consistency of practice from Kindergarten to Year 6.
- Research-based practices in the teaching of synthetic phonics will be utilised.
- Targeted intervention support for students at-risk will be implemented on a weekly basis using an evidence-based program.
- Development of a grammar and punctuation scope and sequence.
- Moderation in Writing opportunities to ensure consistency in planning, teaching and assessing Writing.
- Development of a clear explicit teaching approach to our 'Literacy Blocks' which will be implemented in every classroom at least 3 days a week.
- Targeted Professional Learning support for all staff in English.

14. Mathematics - Summary and Focus for 2022

Our Mathematics NAPLAN data demonstrated good progress and achievement for both Year 3 and Year 5, with many 'C' and 'B' grades across all year levels. Our school uses the research-based 'Top 10 Program', which is a hands-on approach to learning Mathematical concepts. We

will continue to use what we know is working in Mathematics, but further explore strategies to ensure further consistency and improvements in practice in this learning area.

Focus for 2022:

- A Mathematics Committee will be formed in the school, developing a targeted action plan to ensure best practice across the school in the teaching and learning of Mathematics. This Committee will meet at least twice a term and target resourcing to school strategies to ensure improvement in student outcomes.
- An explicit teaching 'Numeracy Block' model will be developed with staff to ensure there is consistency in the teaching of Mathematics.
- Development of a Mathematics vocabulary scope and sequence.
- Targeted intervention support for students at-risk will be implemented on a weekly basis.
- Targeted Professional Learning support for all staff in Mathematics.

15. Social and Emotional Learning – Summary and Focus for 2022

In 2021, we launched the 'Friendology' social and emotional learning program across the school. Friendology 101 is a **friendship curriculum** that inspires kids to feel empowered and develop a strong sense of self while learning to manage the most important thing to them; their friendships. This program has led to 'Friendship Ninjas' who are students allocated to supporting the development of friendships within the school. The success of this program has led to the development of our new Friendology mural in the school. We also trialled the Smiling Minds Mindfulness program with the whole school as a strategy to support students with improving their general wellbeing. The SDERA 'Challenges and Choices' Health Curriculum was implemented as part of our Health Program. Our Deputy Principal oversaw targeted support for students around social and emotional skills and wellbeing, with plans for this to continue in 2022.

Focus for 2022:

- Ongoing professional learning and support in the Friendology Program, which will be taught on a weekly basis in all classrooms from Kindergarten to Year 6.
- The Smiling Minds (Mindfulness Program) will be adopted by all teachers and implemented strategically in all classrooms to improve student wellbeing.
- The Zones of Regulation program will be used to support students with recognising and regulating their emotions.
- Professional learning and support in the SDERA 'Challenges and Choices' program, to be implemented school-wide.
- Health and Wellbeing Committee formed in the school, developing a targeted action plan to ensure best practice across the school in the teaching and learning of Health and Wellbeing. This Committee will meet at least twice a term and target resourcing to school strategies to ensure improvement in student outcomes.
- Continued targeted support from our Deputy Principal, School Chaplain, School Nurse and School Psychologist for students at-risk with their social and emotional skills and wellbeing.

16. Behaviour

Suspensions: Suspensions totalled 10.5 Days in 2021, an increase from 3.0 Days in 2020. A review of our current Behaviour Management and Positive Incentives Program commenced in 2021, to be implemented in 2022. Work has also been conducted on supporting students at risk

and providing additional support and professional learning for staff around behaviour management.

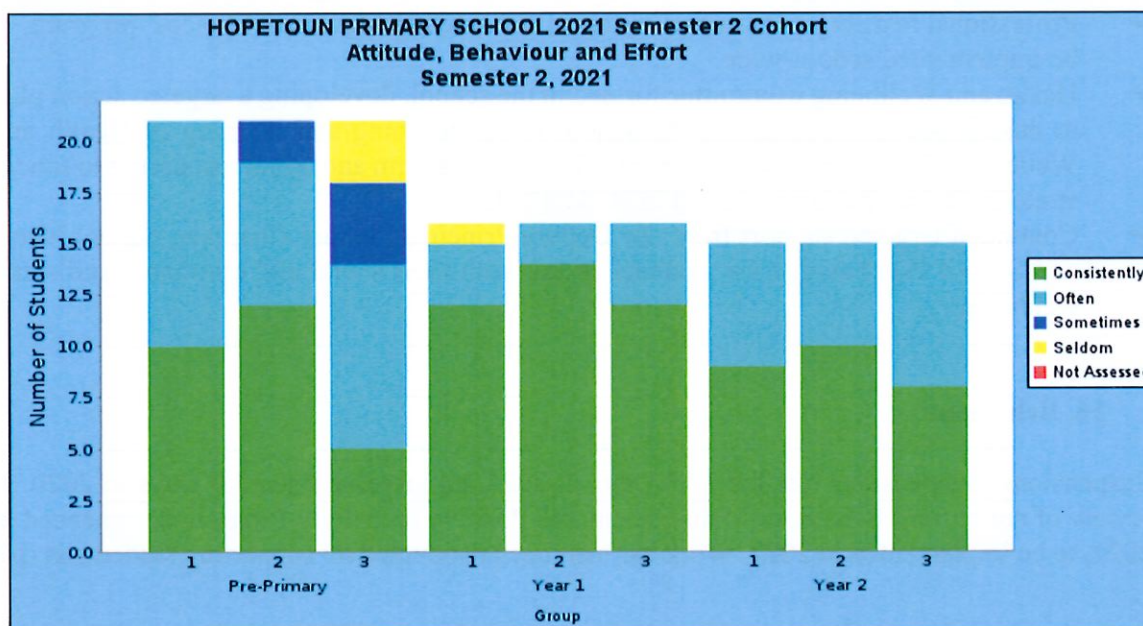
The attitude, behaviour and effort of all students was assessed and reported to parents at the end of each semester in 2021. The tables below show that a very high percentage of our students demonstrated all of the attitude, behaviour and effort indicators either 'consistently' or 'often' when assessed in December 2021. These results reflect the high expectations of our school community.

Pre Primary to Year 2 Attitude, Behaviour and Effort Data:

Pre primary Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Is enthusiastic about learning			52%	48%
Participates responsibly		10%	33%	57%
Sets goals and works towards them	14%	19%	43%	24%

Year 1 Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Is enthusiastic about learning		6%	19%	75%
Participates responsibly			12.5%	87.5%
Sets goals and works towards them			25%	75%

Year 2 Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Is enthusiastic about learning			40%	60%
Participates responsibly			33%	67%
Sets goals and works towards them			47%	53%



Year 3 to Year 6 Attitude, Behaviour and Effort Data:

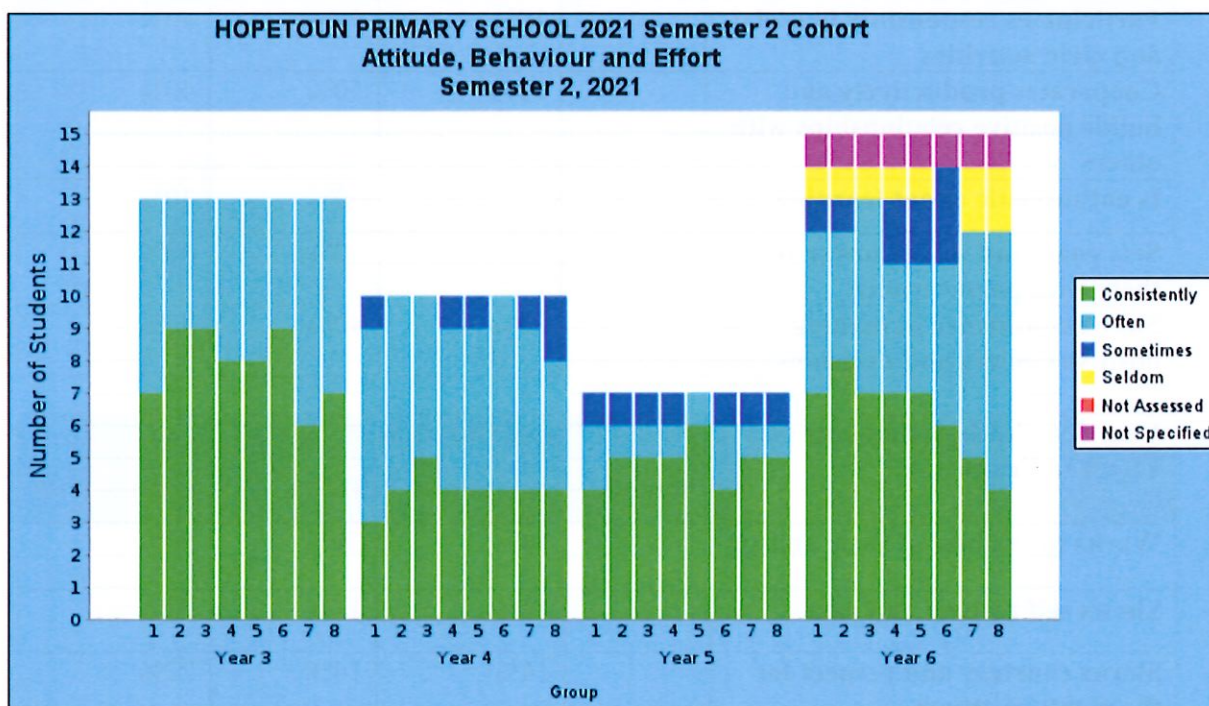
Year 3 Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Works to the best of their ability			46%	54%
Shows self respect and care			31%	69%
Shows courtesy and respect for the rights of others			31%	69%
Participates responsibly in social and civic activities			38%	62%
Cooperates productively and builds positive relationships with others			38%	62%
Is enthusiastic about learning			31%	69%
Sets goals and works towards them with perseverance			54%	46%
Shows confidence in making positive choices and decisions			46%	54%

Year 4 Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Works to the best of their ability		10%	60%	30%
Shows self respect and care			60%	40%
Shows courtesy and respect for the rights of others			50%	50%
Participates responsibly in social and civic activities		10%	50%	40%
Cooperates productively and builds positive relationships with others		10%	50%	40%
Is enthusiastic about learning			60%	40%
Sets goals and works towards them with perseverance		10%	50%	40%
Shows confidence in making positive choices and decisions		20%	40%	40%

Year 5 Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Works to the best of their ability		14%	29%	57%
Shows self respect and care		14%	14%	72%
Shows courtesy and respect for the rights of others		14%	14%	72%

Participates responsibly in social and civic activities		14%	14%	72%
Cooperates productively and builds positive relationships with others			14%	86%
Is enthusiastic about learning		14%	29%	57%
Sets goals and works towards them with perseverance		14%	14%	72%
Shows confidence in making positive choices and decisions		14%	14%	72%

Year 6 Attitude, Behaviour and Effort Indicator	Percent (%) of Students			
	Seldom	Sometimes	Often	Consistently
Works to the best of their ability	7%	7%	33%	47%
Shows self respect and care	7%	7%	27%	53%
Shows courtesy and respect for the rights of others		7%	40%	47%
Participates responsibly in social and civic activities		14%	27%	47%
Cooperates productively and builds positive relationships with others		14%	27%	47%
Is enthusiastic about learning		20%	33%	40%
Sets goals and works towards them with perseverance	14%		47%	33%
Shows confidence in making positive choices and decisions	14%		53%	27%



Attitude, Behaviour and Effort Strengths:

- The vast majority of our students across all year levels demonstrate attitude, behaviour and effort within the 'often' or 'consistently' ratings.
- Our Year 1, 3 and 5 students demonstrated the strongest overall attitude, behaviour and effort.
- Our students are clearly 'enthusiastic about learning', which is great.

Attitude, Behaviour and Effort Areas for Improvement:

- Setting goals and working towards the requires attention in most year levels.
- Many of our PP and Year 4 students sit within 'often' as opposed to 'consistently'. This will be an area requiring attention.

17. Reporting Against Targeted Initiatives and State and Nationally Agreed Priorities

School State-Funded Chaplaincy Program / National School Chaplaincy Program

In partnership with YouthCare WA, we continued our Chaplaincy Program in 2021. Our School Chaplain, Roger Mansell, provided 2 days Chaplaincy Services a week for the majority of the year. Roger's role has included supporting our weekly Breakfast Club Program, supporting student social and emotional wellbeing (self-esteem, friendship skills, growth and development) through student mentoring and small group support, providing general counselling to students where appropriate, engaging with the community during school events and providing advice and support to staff where necessary.

National Partnership on Universal Access to Early Childhood Education

This funding ensures the school can deliver a total of 600 hours per year (15 hours equivalent per week) of Kindergarten for children in their year before full-time school. This was successfully provided at our school in 2021. The Kindergarten Program was delivered by Nicola Cameron in Term 1, and Kate Tills from Term 2 to 4, both of whom are qualified in Early Childhood Education, in accordance with the National Quality Standard.

18. NQS Statement

School staff use the National Quality Standard each year to optimise development and learning in Kindergarten to Year 2. The National Quality Standard (NQS) includes seven quality areas:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership.

These areas consist of 40 elements organised into 15 standards. To be 'meeting' one of the 7 NQS Areas, the school must be 'meeting' all standards and elements within that Area.

Our Results are as follows:

National Quality Area	Working Towards	Meeting
1. Educational program and practice	✓	
2. Children's health and safety	✓	
3. Physical environment	✓	
4. Staffing arrangements	✓	
5. Relationships with children	✓	
6. Collaborative partnerships with families and communities		✓
7. Governance and leadership.	✓	

Actions for Improvement:

National Quality Area	Actions for Improvement EC (Early Childhood)
1. Educational program and practice	➤ Further upskill EC staff in best practice as part of the Early Years Learning Framework
2. Children's health and safety	➤ Further illness and injury management training for EC staff ➤ Students to wearing helmets when riding scooters/bikes
3. Physical environment	➤ Continue to allocate funding to enhance the outdoor environment in the EC Area. ➤ Increase student engagement with natural spaces including the garden beds
4. Staffing arrangements	➤ Increase opportunities for EC Staff to observe best practice ➤ EC staff to be provided with a comprehensive induction and mentoring where required ➤ Provide ongoing support around wellbeing for staff
5. Relationships with children	➤ EC Staff to be trained in and adopt the 'Zones of Regulation' program to support EC students with identifying and regulating their emotions
6. Collaborative partnerships with families and communities	➤ Provide another comprehensive transition program in 2022 for our Kindergarten Students ➤ School to continue maintaining its excellent relationship and communication with families
7. Governance and leadership.	➤ Ensure a member of the leadership team and the EC team are overseeing the NQS Action Plan

19. NSOS Survey Results

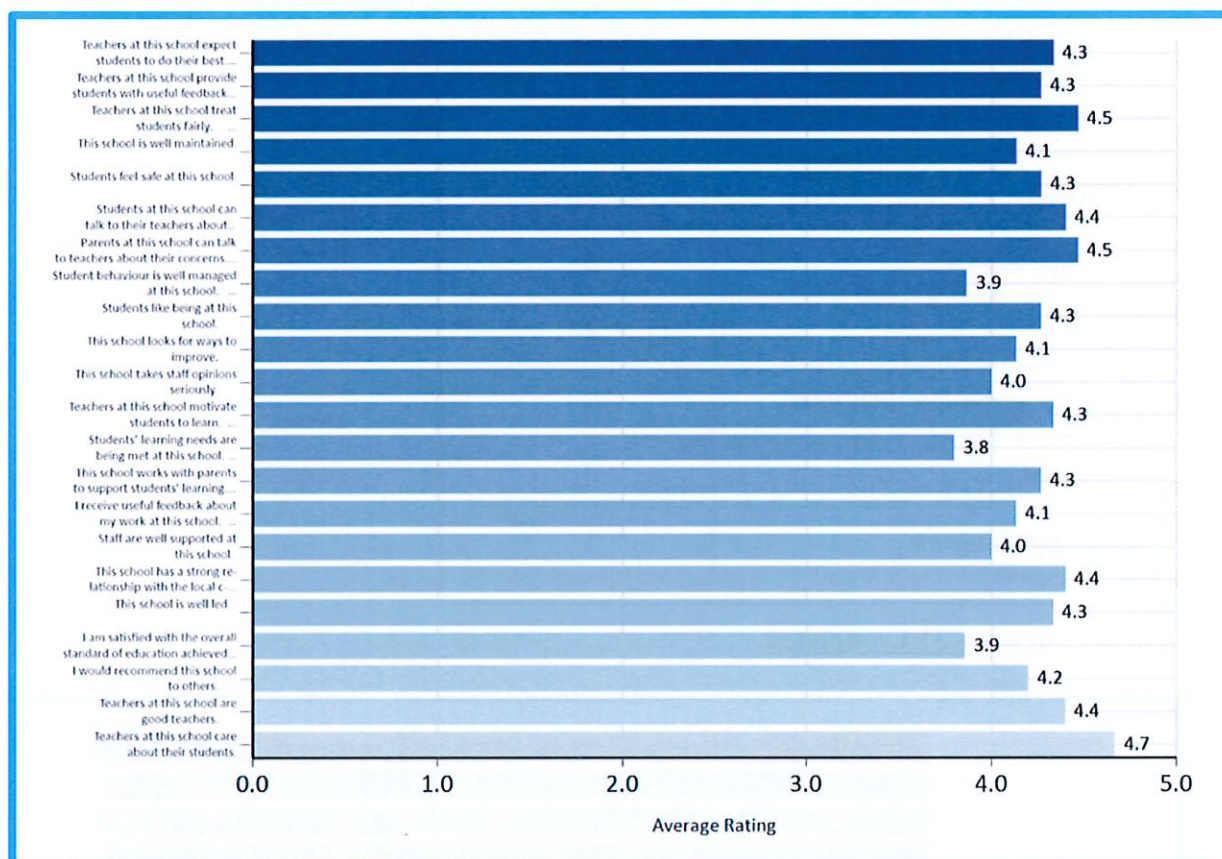
In 2021, our school completed the biannual National School Opinion Surveys with our staff, parents and Year 5/6 students. Hopetoun Primary School is committed to continuous improvement, and the feedback from these surveys provides us with areas to reflect on as strengths and areas we could further improve.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

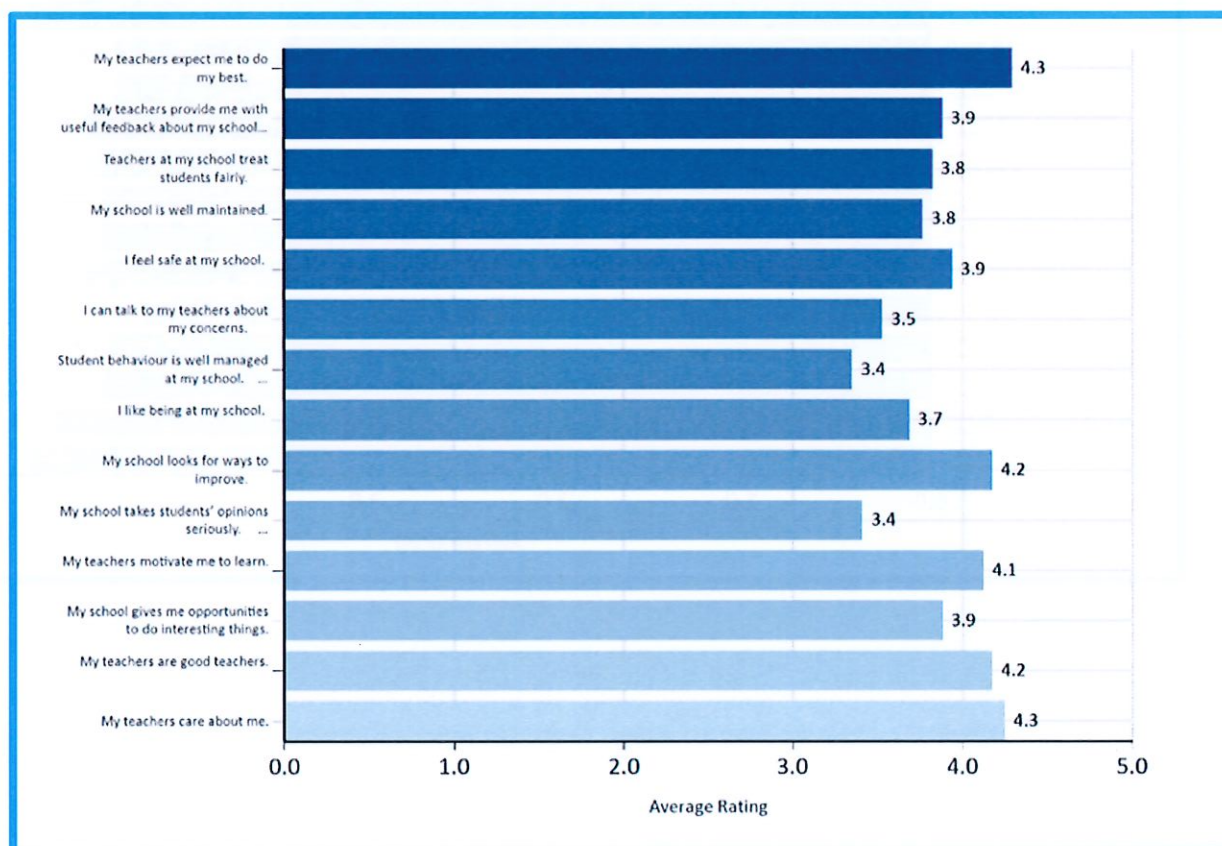
Parent Survey – 31 Completed



Teacher Survey – 15 Completed



Student Survey (Year 5 and 6) – 17 Completed



Survey Strengths:

All three surveys demonstrate outstanding feedback across all aspects of our school, with the majority of scores being between 4.0 and 5.0, indicating 'agree' to 'strongly agree'. This is an exceptional achievement and is a credit to the efforts of all staff and members of the Hopetoun Primary School community. It is clear that:

- Our students feel very safe and enjoy being at Hopetoun Primary School.
- Our educators strongly care for all students and provide high expectations for them to succeed.
- Our educators are inspiring and provide a high-quality teaching and learning program to engage all students and improve their learning outcomes.
- Parents and Students strongly value the school and believe it is a safe and supportive learning environment for their children to succeed.

Considerations for Improvement:

Whilst all parent, student and staff survey questions are above a 3.0 average, the lowest 3 areas are listed below. This does not indicate concern, but gives the school some areas to address for future improvement.

1. My school takes students' opinions seriously (Student survey - 3.4)
2. Student behaviour is well managed at my school (Student survey - 3.4)
3. I can talk to my teacher about my concerns (Student survey - 3.5)

The results of these surveys have been shared and celebrated with our staff and presented to the School Council.

20. Review of Strategic Plan

Our current Strategic Plan 2022-2024 is under development. This plan will be finalised and shared in 2022 with the School Council and community to ensure it comprehensively captures our plans, focus areas, strategies and targets for 2022 to 2024.

21. Highlights of 2021

- | | |
|--|---|
| ➤ ANZAC Service | ➤ Lake King Skills and Drills Years 4/5/6 |
| ➤ Assemblies | ➤ Learning Journey (Open Night) |
| ➤ Aussie of the Month Awards | ➤ Leaver's Shirts |
| ➤ Beatboxing Incursion | ➤ Museum Excursion Years 2/3/4 |
| ➤ Book Week | ➤ March for Metcalf Community Event |
| ➤ Book Week Dress-Up Day and Parade | ➤ National Reconciliation Week |
| ➤ Breakfast Club | ➤ Neuro Circus Incursion |
| ➤ Cross Country | ➤ PALS Incursion |
| ➤ Faction Athletics Carnival | ➤ Police Visit and Incursion |
| ➤ Friendology Art Mural by Kate Martin | ➤ Present Awards Night at the Hopetoun Hall |
| ➤ Friendology Parent Workshop | ➤ Science Week |
| ➤ Grug Excursion | ➤ Spare Parts Puppet Theatre Incursion |
| ➤ Harmony Day | ➤ St John Ambulance Visit |
| ➤ History Day | ➤ Stars of the Week |
| ➤ In Term Swimming | ➤ Transition to Ravensthorpe DHS Program |
| ➤ Kindergarten Transition Program | ➤ Walk to School Day |
| ➤ Interschool Athletics Carnival | ➤ World Teachers Day Assembly |
| ➤ Jerdacuttup Primary School Visit | ➤ Year 6 Camp |
| ➤ Jeans for Genes Day | ➤ Year 6 Graduation and Dinner |
| ➤ Jump Rope for Heart | ➤ Year 7 Transition at RDHS |



Anzac Service Assembly



Museum Excursion



Faction Sports Carnival



Cross Country



Harmony Day



History Day



PALS Incursion



Science Week



Spare Parts Puppet Theatre



St John Ambulance Visit



Kindergarten Assembly



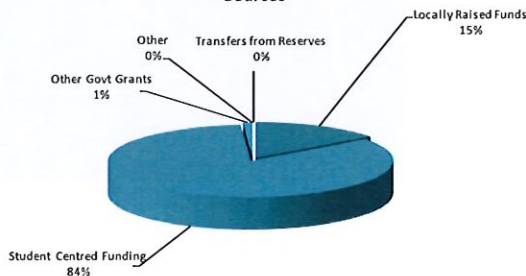
School Gardening

22. Financial Summary

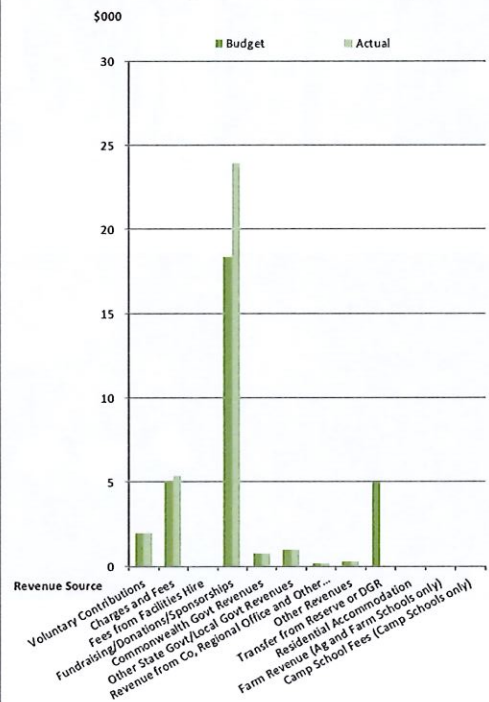
Hopetoun Primary School Financial Summary as at 31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,980.00	\$ 1,980.00
2	Charges and Fees	\$ 5,050.00	\$ 5,422.33
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 18,355.00	\$ 23,915.00
5	Commonwealth Govt Revenues	\$ 762.00	\$ 761.52
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 200.00	\$ 200.00
8	Other Revenues	\$ 315.00	\$ 316.98
9	Transfer from Reserve or DGR	\$ 5,000.00	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 32,662.00	\$ 33,595.83
	Opening Balance	\$ 34,468.77	\$ 34,468.77
	Student Centred Funding	\$ 176,011.00	\$ 176,081.52
	Total Cash Funds Available	\$ 243,141.77	\$ 244,146.12
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 243,141.77	\$ 244,146.12

Current Year Actual Cash Sources

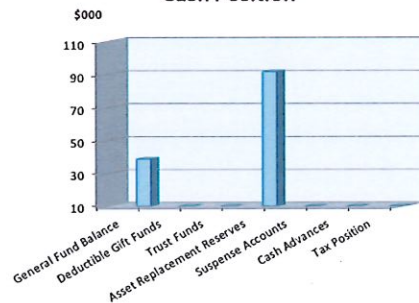


Locally Generated Revenue - Budget vs Actual

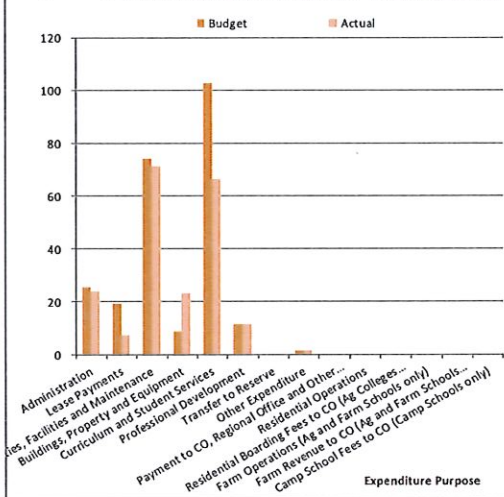


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 25,431.00	\$ 23,989.80
2	Lease Payments	\$ 19,162.00	\$ 7,537.42
3	Utilities, Facilities and Maintenance	\$ 74,089.00	\$ 71,266.60
4	Buildings, Property and Equipment	\$ 8,856.00	\$ 23,262.68
5	Curriculum and Student Services	\$ 102,467.00	\$ 66,308.02
6	Professional Development	\$ 11,449.00	\$ 11,448.90
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 1,632.00	\$ 1,636.27
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 243,086.00	\$ 205,449.69
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 243,086.00	\$ 205,449.69
	Cash Budget Variance	\$ 55.77	

Cash Position



Goods and Services Expenditure - Budget vs Actual



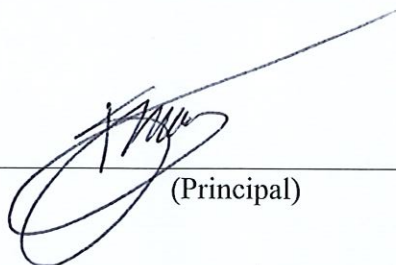
Cash Position as at:	
Bank Balance	\$ 116,143.43
Made up of:	
1 General Fund Balance	\$ 38,696.43
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 91,628.00
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ (14,181.00)
Total Bank Balance	\$ 116,143.43

ENDORSEMENT

This school report is endorsed as an accurate record of the school's development during the 2021 school year.



(Chairperson)



(Principal)

15/03/2022

(Date)

