

Hester Hornbrook Academy

Current Campus Locations

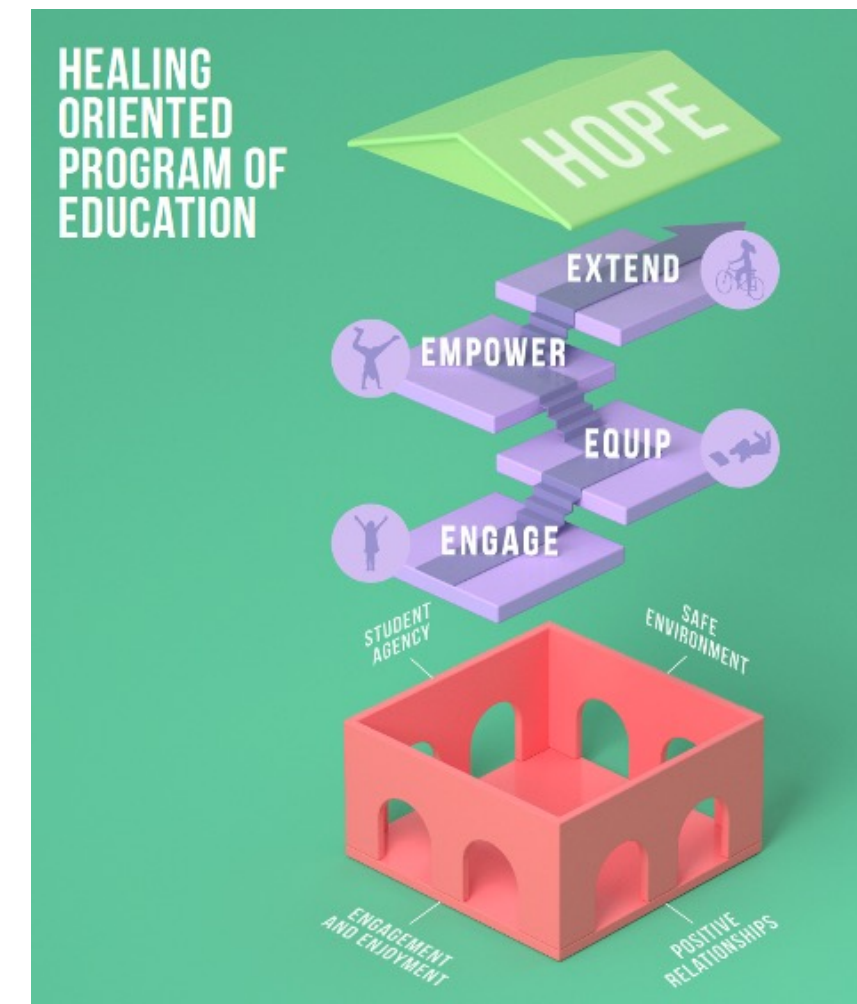
- City – Bourke Street
- Prahran – High Street Windsor
- South Melbourne – Tope Street
- Sunshine – Harvest Road

2025

- Werribee – Roth Street
- CBD – Exhibition Street

Future

- Dandenong
- Donnybrook
- And more.....



Acknowledgement of Country



We begin today by acknowledging the Wurundjeri people, the Traditional Custodians of the land on which we meet today and pay our respects to their Elders past and present. We extend that respect to Aboriginal and Torres Strait Islander Peoples here today.

School Only Different

Registered SAS - Special Assistance School

Young people aged 15-25 years

Social and or emotional challenge/disability.

HHA Curriculum:

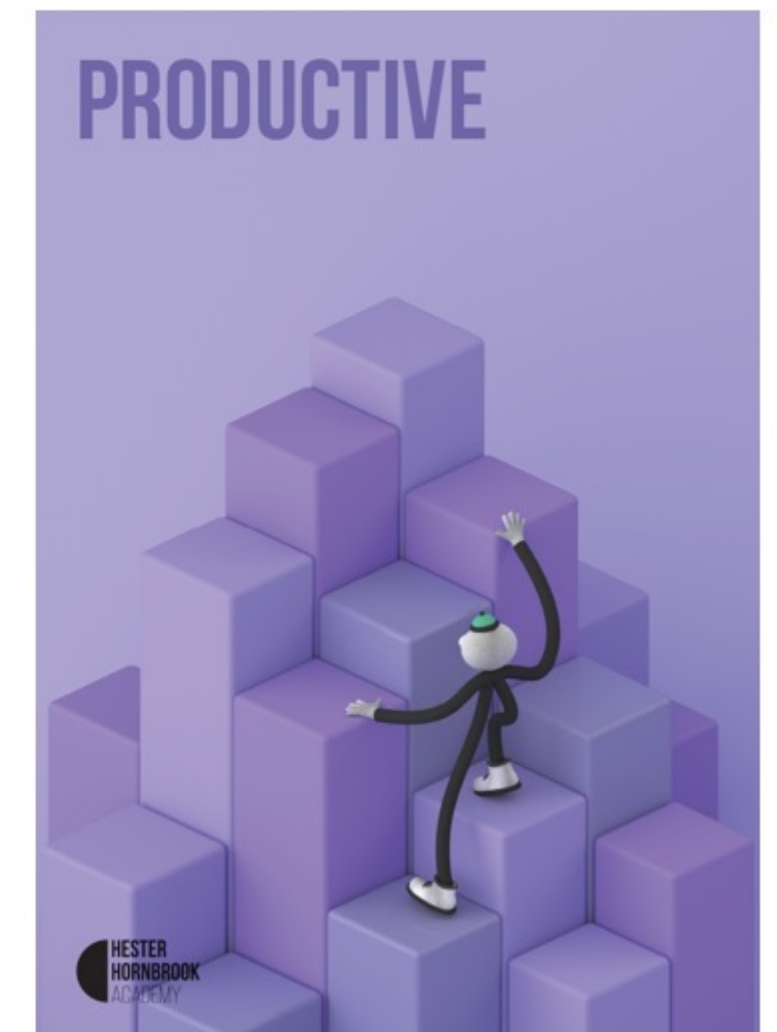
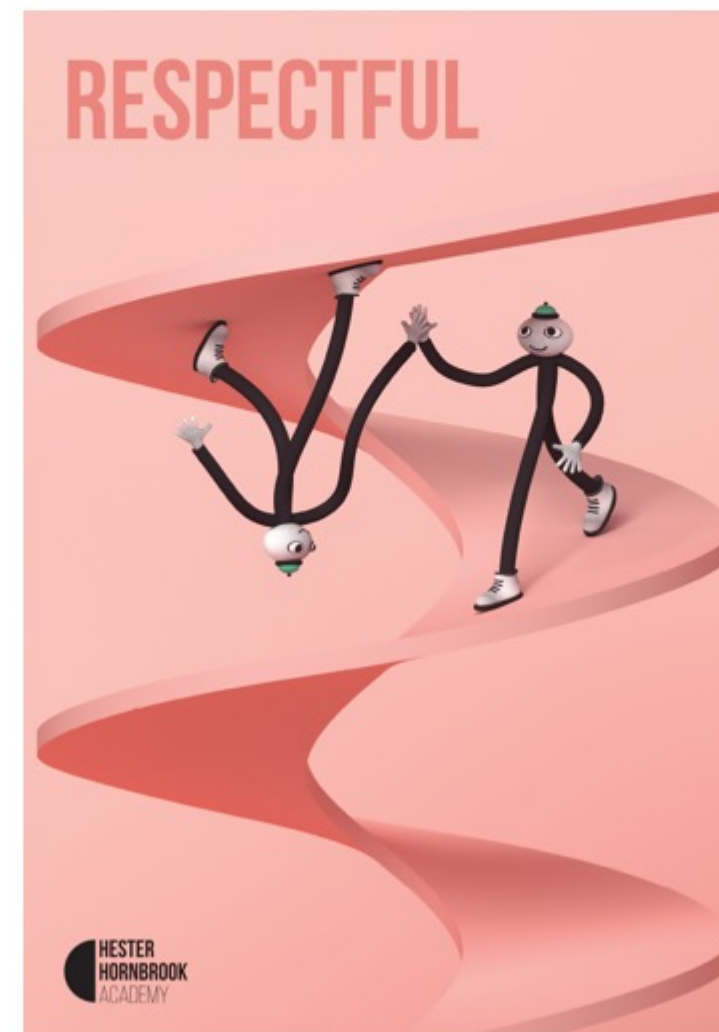
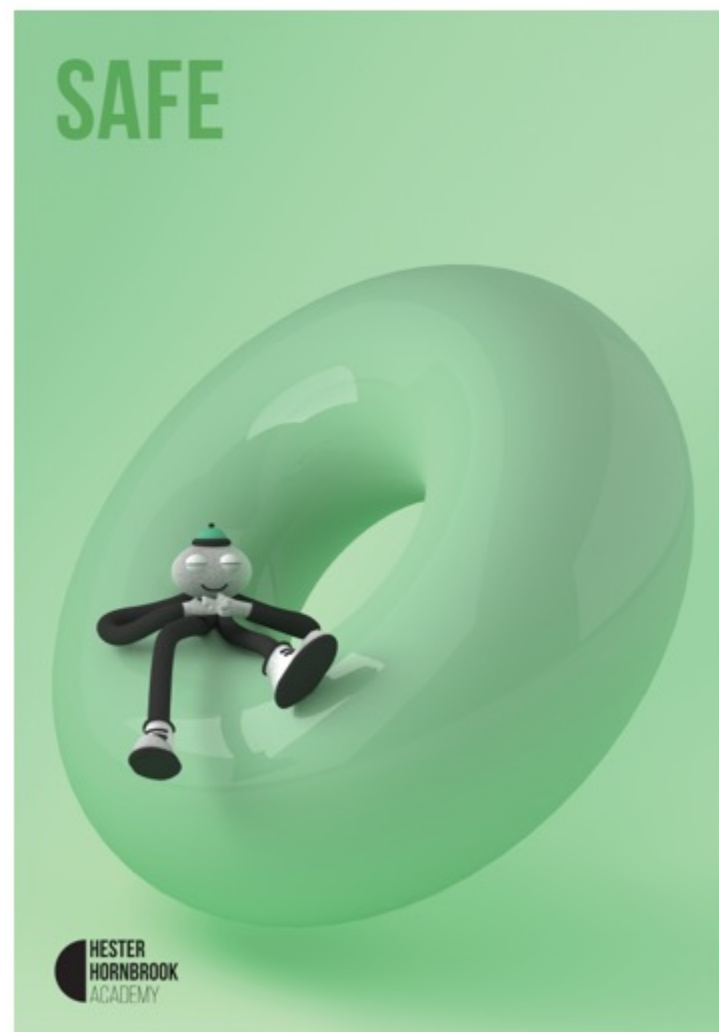
- VPC
- VM

490 enrolled students

150+ on our waitlist

School Values

At Hester Hornbrook Academy all young people, staff and stakeholders are held accountable to behaviours that align with the values underpinned by the key words:



Education That Empowers

VISION

An inclusive and just community where all young people have equal access to education and the opportunity to create their own future.



MISSION

Our mission is to provide an innovative, inclusive and engaging educational experience that will:

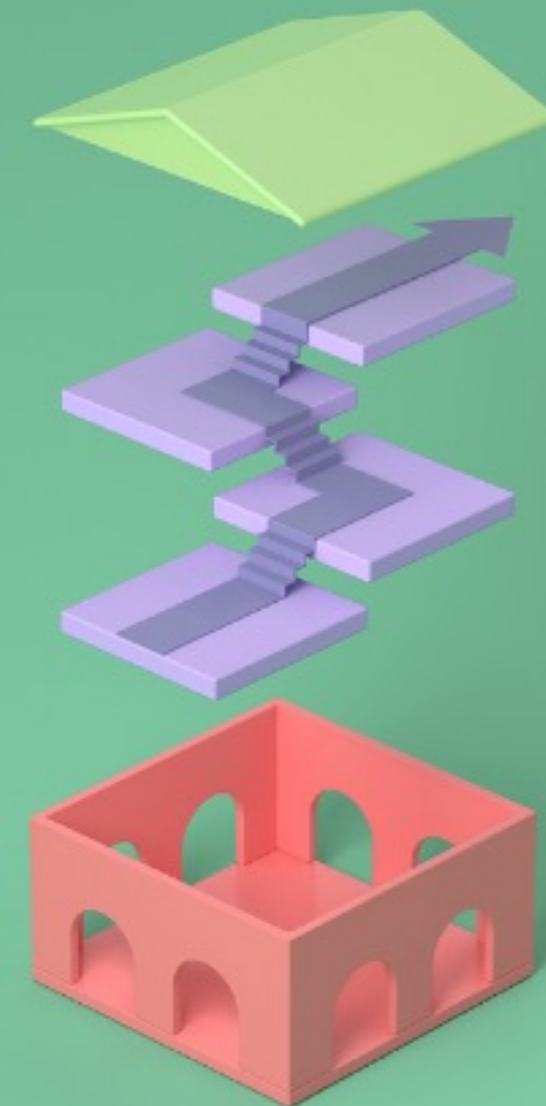
ENGAGE young people by welcoming them into a community where they are safe, valued, and heard.

EQUIP young people with the skills, knowledge, resilience, and values they need to build their vision of a positive future.

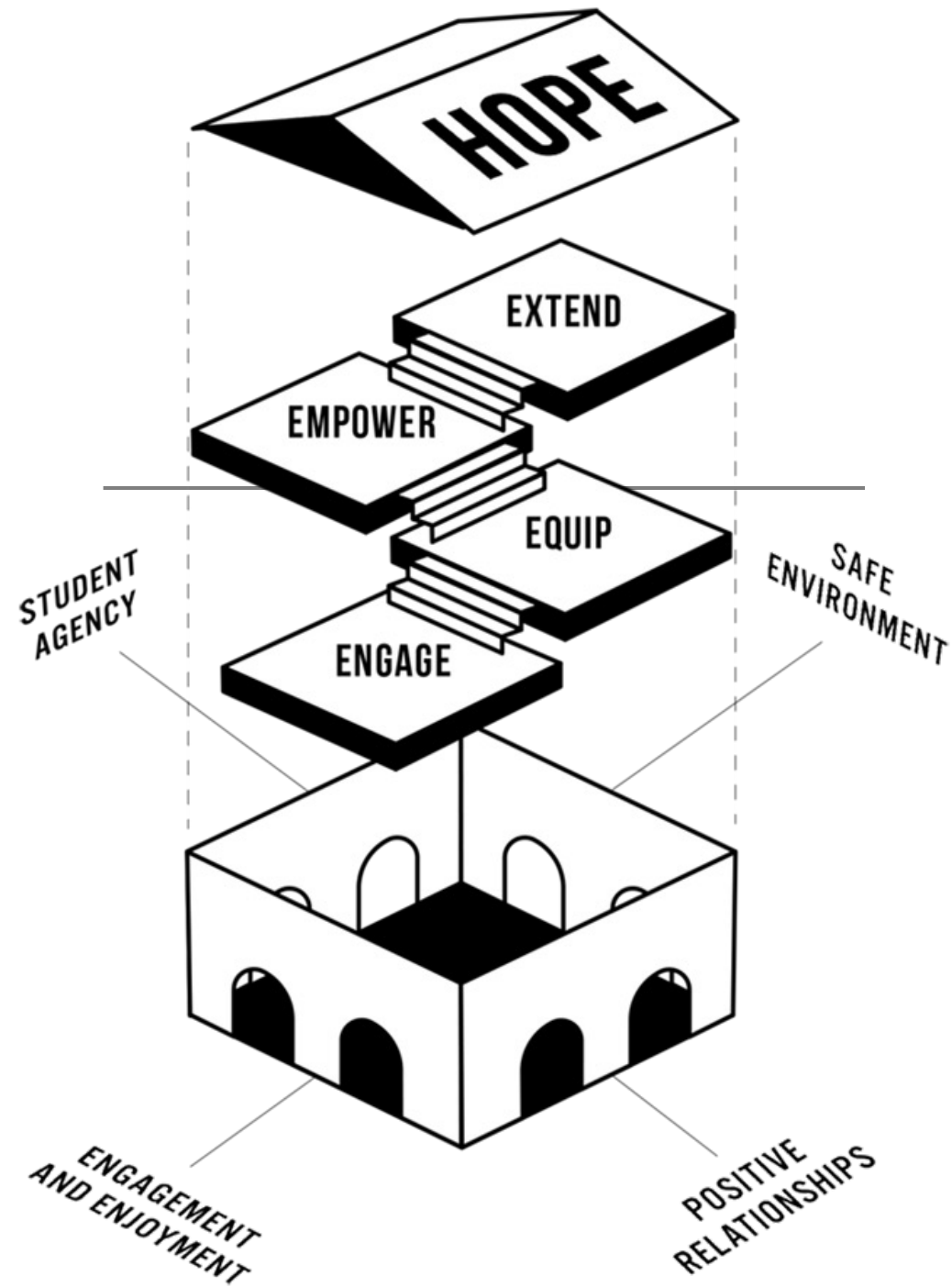
EMPOWER young people to lead a purposeful life and be a positive contributor to the community in which they belong.

EXTEND young people to reach further, broaden their educational opportunities and effectively use wellbeing strategies to achieve positive future pathways and transitions.

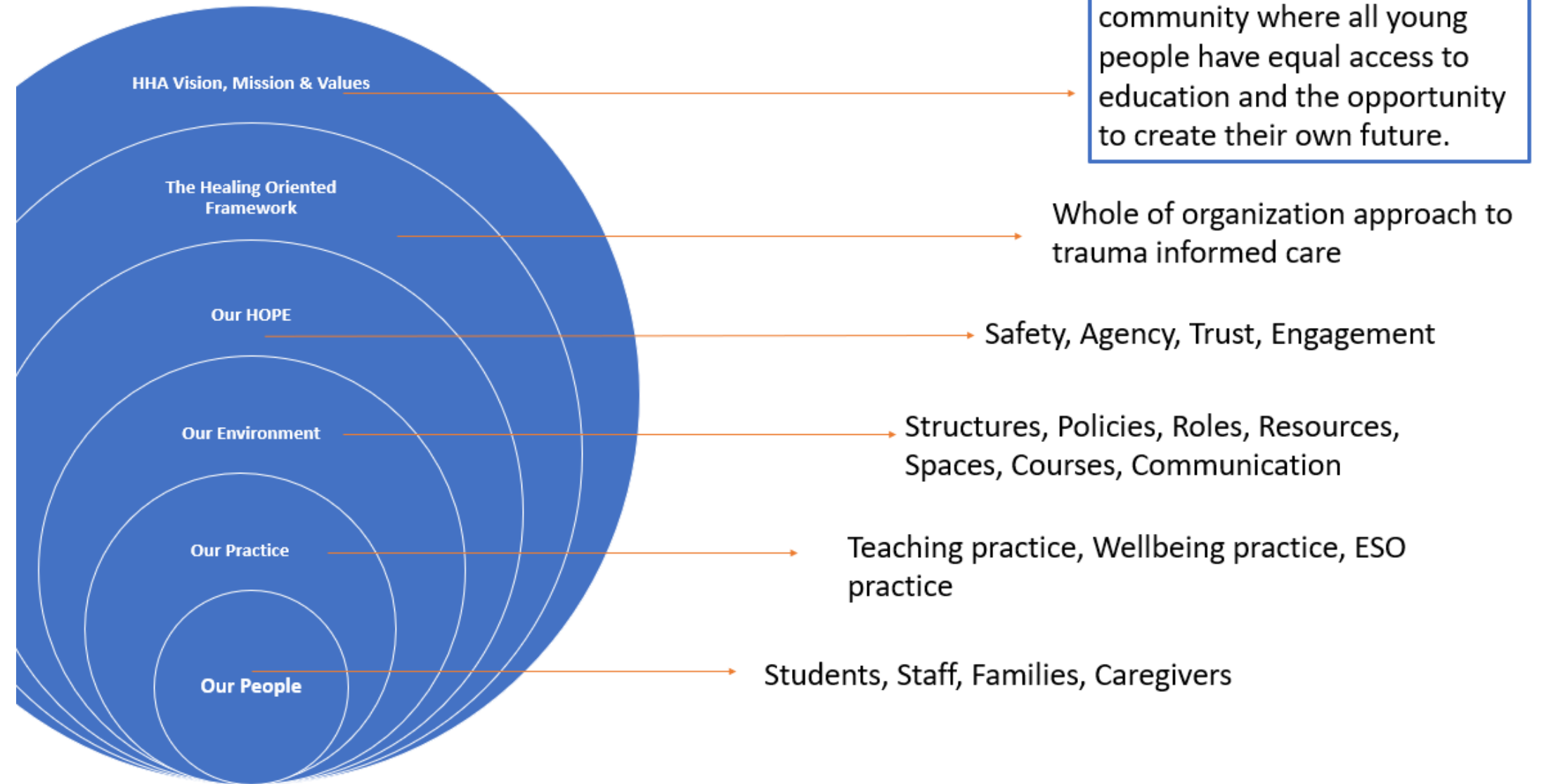
HEALING ORIENTED PROGRAM OF EDUCATION



Hester Hornbrook's HOPE - Healing Oriented Program of Education, is a holistic and systemic approach to enhancing the individual and educational needs of students that supports their own identified outcomes.

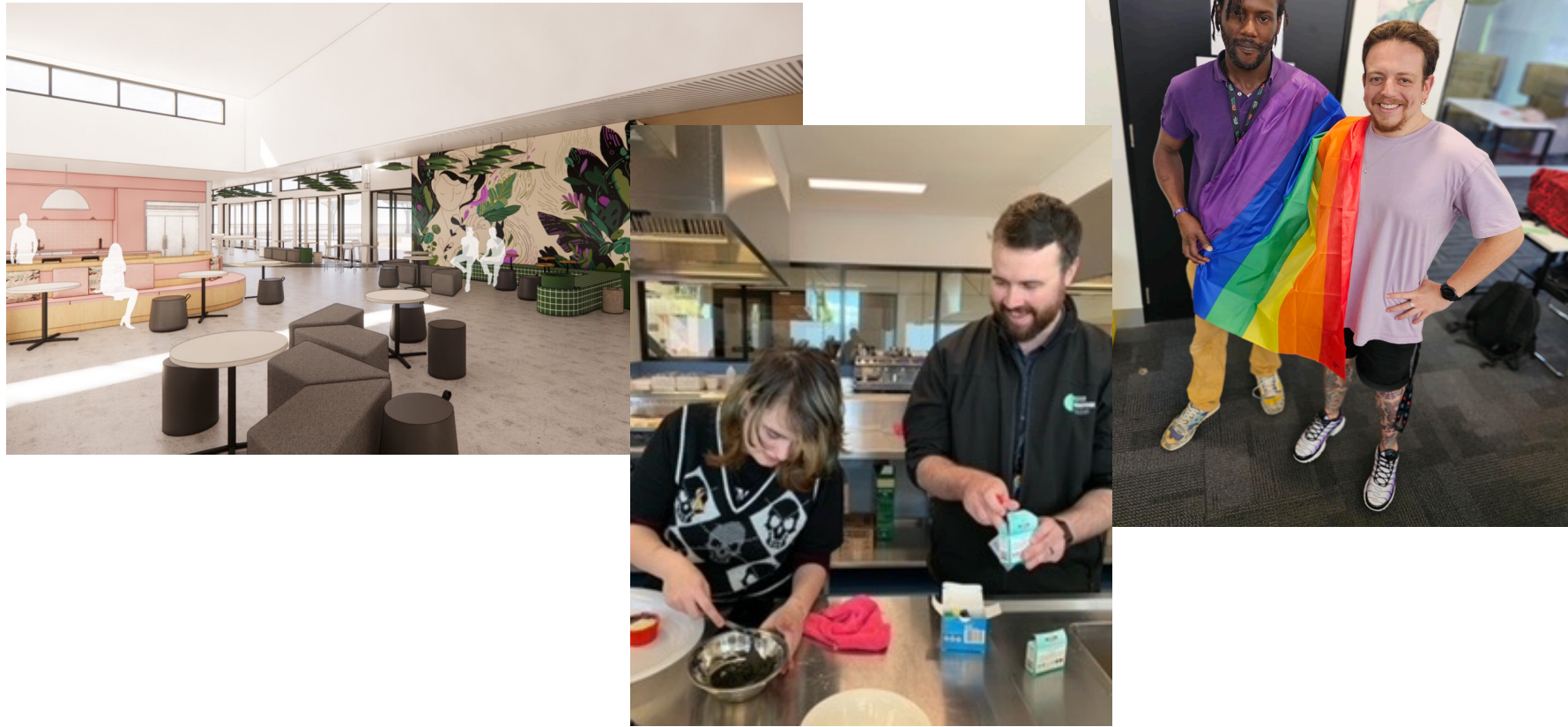


Organisational Alignment



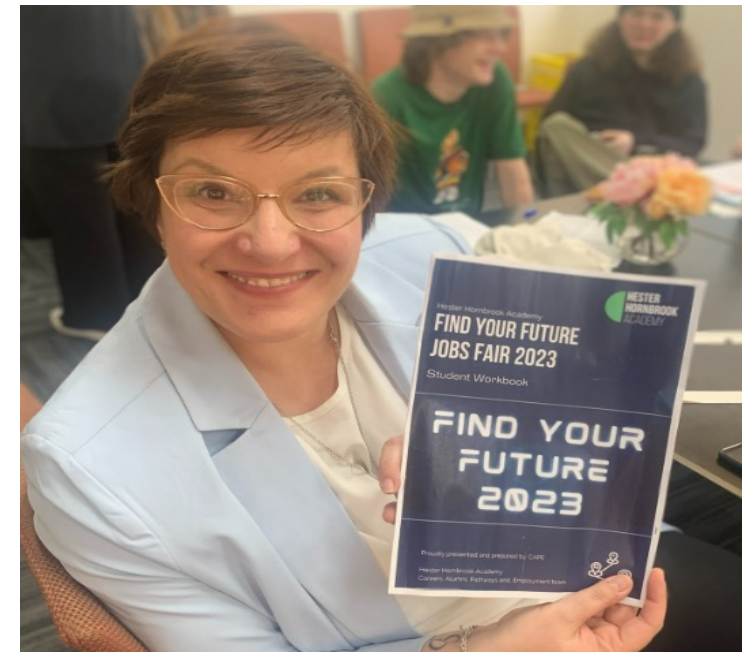
Wellbeing for Learning – Learning for Wellbeing

Environment: A HOPE school has a healing oriented designed environment that is safe, respectful and productive. This includes the principles of physical, emotional, psychological and cultural safety.



Student Experience: HOPE students are guaranteed a safe, predictable and relationships-based education and wellbeing experience. Student experience a highly Individualised journey customized to the young persons strengths and areas of improvement

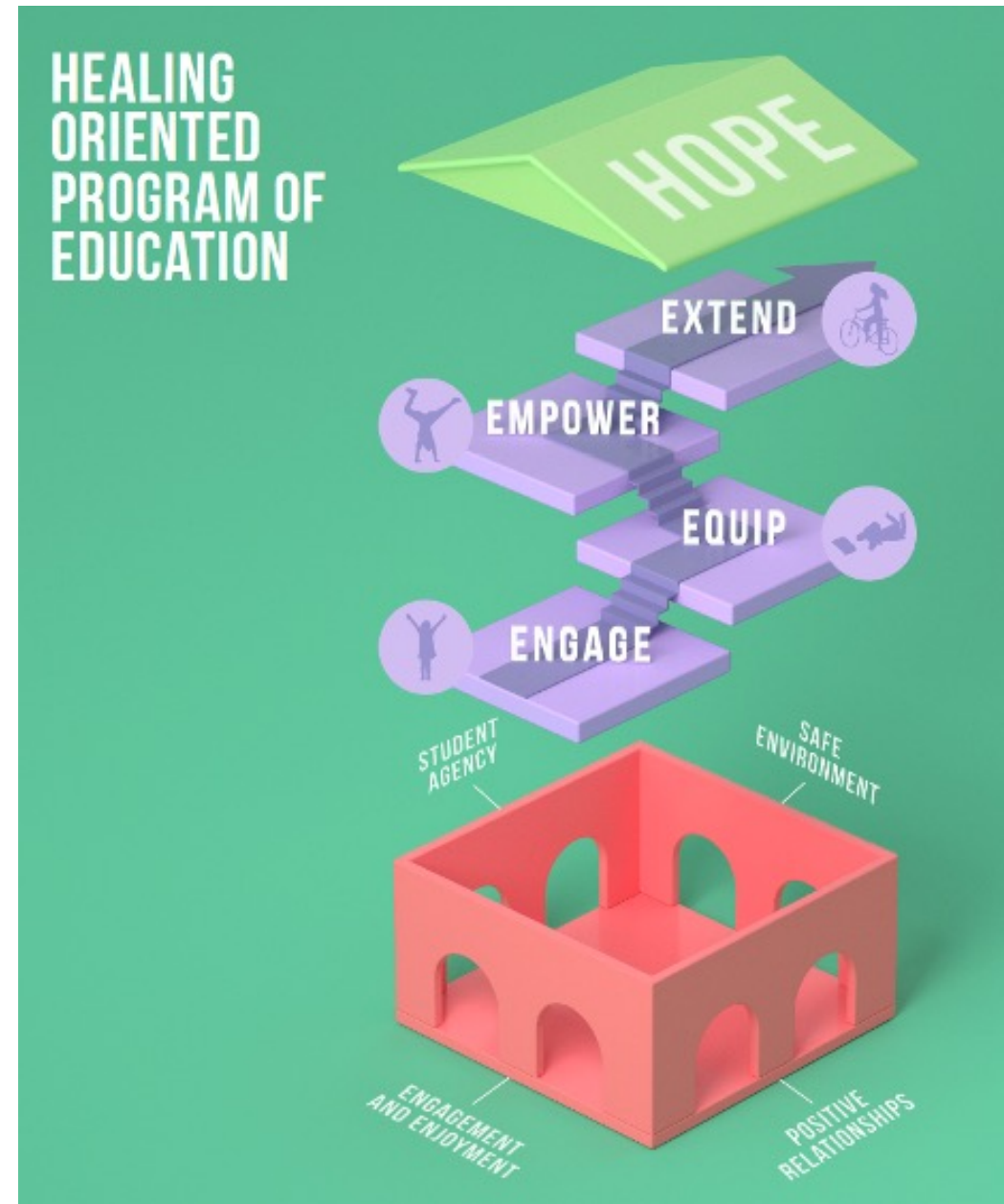
Workforce: A HOPE educational setting seeks to attract, develop and maintain a skilled and diverse workforce who work in multi disciplinary teams in the areas of wellbeing, education and wrap around supports, including an extensive allied health team.



Student Agency – voice and choice

- Engaging students with a non-judgmental attitude and show consistency.
- Using strengths-based language and learn how to bring unconditional positive regard to all our interactions.
- Showing warmth in communication and in the way we demonstrate empathy and kindness.
- Showing respect and we repair any rupture in our relationship

HOPE; IS HOPE FOR THE FUTURE

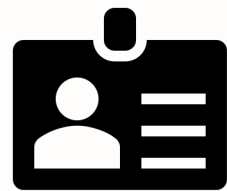


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1800517218

PRESENTER EMAILS
slasslett@hhacademy.vic.edu.au

A strong staff journey and experience is critical to creating HOPE

Attract the best people



- ▶ Attract people as Hester Hornbrook is an employer of choice
- ▶ Great recruitment process
- ▶ Strong induction process



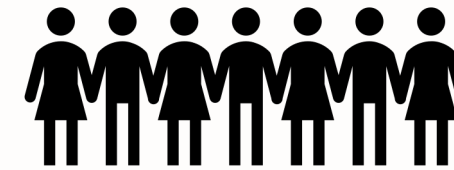
Build staff capacity & culture



- Hester Hornbrook Practise model & HOPE
- Ongoing professional learning
- Leadership opportunities
- Wellbeing supports
- Enhance positive staff culture (value, trust and respect) diverse workforce



Retention



- Staff are invested in their career at Hester Hornbrook
- Professional development opportunities support growth
- Staff voice is heard and valued
- Processes & systems enable staff to do their work efficiently

Our focus for students is educational success and positive pathways

Attendance



- ▶ Targeting increase of 5% per year
- ▶ Measuring attendance & engagement
- ▶ Measuring engagement in campus life
- ▶ Measuring engagements via outreach
- ▶ Analysis per class, electives, term & yearly

Literacy & Numeracy



- Measuring literacy and numeracy levels on enrolment
- Targeting term-by-term improvement in skill levels
- Individualised interventions to achieve personal goals

Wellbeing



- Analysing each student in the areas of conduct, emotional, hyperactivity, peer and pro-social
- Using the Strengths Difficulty Questionnaire (SDQ)
- Closely analysed and actioned by Living Learning and Allied Health teams

Careers, Alumni, Pathways, Employment



Positive pathways

- Apprenticeships
- Employment
- Further education
- Graduation
- Health & Wellbeing focus

Not positive pathways – **targeting zero**

- Not engaged
- Not contactable
- Seeking employment



Student voice & choice and parent opinion

The HOPE & Teaching and Learning model are integrated into the Hester Hornbrook Practice Model

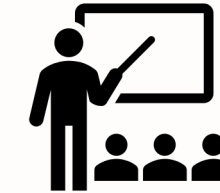
HOPE – Healing Orientated Program of Education



Guiding principles

- Safe Environment
- Positive Relationships
- Student Agency
- Engagement & Enjoyment

Teaching & Learning Model



Engage

- Determine readiness to learn
- Activate prior knowledge
- Establish learning goal
- Describe purpose

Extend

- Prompt inquiry
- Challenge students to present ideas
- Revisit learning goal
- Reflect on learning
- Project next steps

Equip

- Introduce new content
- Use multiple representations and modalities
- Demonstrate and model learning
- Develop metacognitive capacity

Empower

- Reinforce and apply learning
- Strengthen connections
- Design collaborative learning
- Set achievable tasks
- Provide ongoing feedback

Teaching, learning and wellbeing delivered collaboratively

JAMES' STORY



James is a 21-year-old young person who fell significantly behind at the age of 15. When he arrived at Hester Hornbrook as a 21-year-old young man, he was unable to write or verbally spell his name and could not write his home address. He had been exploited in employment since the age of 15.

With extensive tier three educational interventions and a safe and respectful learning and wellbeing environment James' learning growth happened inside four months. He continues to complete his final senior school certificate and has already secured a work placement and employment at the end of this year.