

HESTER HORN BROOK ACADEMY

ANNUAL REPORT

THE
HESTER HORN BROOK
ACADEMY
mcm.
melbourne city mission



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WELCOME



Sally Lasslett
Principal

2021 has been another difficult year for all of us. COVID just did not go away! I am so thankful for the resilience and commitment of all young people and staff of the Hester Hornbrook Academy. It has been difficult and tiresome, but we did it.

The highlight for me this year was the end of Term 3 online whole school meeting, with our staff and students working together to celebrate our success during a difficult time.

At a time of rapidly growing demand for flexible schools we were so pleased to have been able to successfully open our new Sunshine Campus at Harvester Road, Sunshine. We have been able to welcome so many new students and staff to our school. Our school is constantly evolving, and the innovative educational setting that we provide

ensures our students remain engaged in education and that their wellbeing needs are supported. It is this individualised approach that enables our students to achieve success in education and establish pathways to employment and further education.

As a staff team we have maintained a clear focus on our growth and strategic intent. We have developed our Professional Learning Communities and have been able to build our capacities and expertise in HOPE: Healing Orientated Program of Education. Everyday I find inspiration in the work that we do, and HOPE is that work. It is the way we work every day; it outlines the expectations of everyone who joins our collaborative and supportive staff team.

This year it is so important that I thank our staff for their willingness to support each other during another difficult year. Their ability to pivot and change with the COVID-19 road map and lockdowns, was exceptional. With an emphasis on wellbeing needs, persistence, team work, respect for

diversity and personal best, each classroom team has worked hard to continue to improve the literacy and numeracy skill levels of our students.

Our students: their commitment to study, their passion for life and their respect of our school setting has been wonderful. You give me hope that education can be individualised for all young people. I trust that we have supported you to grow and feel educational success.

At the Hester Hornbrook Academy we are a place where people are engaged, equipped, empowered, and extended. I hope that you find inspiration in our work and the young people that we support.

Sally Lasslett
Principal

OUR BOARD

The Hester Hornbrook Academy is on the cusp of an exciting leap forward, as the opportunities provided by consistent government funding are allowing us to open our doors wider, and hone our work with young people across Melbourne.

This amazing school can now bring its unique education model to more and more of those who are not engaged with the standard school system. We are creating new communities of learners, and they are achieving!



Dr Ros Otzen (Chair)

BA (Hons), BEd, PhD, ASDA

Ros is a passionate supporter of education for all and has chaired The Hester Hornbrook Academy Board since May 2016. Ros was Principal of Korowa Anglican Girls' School from 1991-2003 and was instrumental in establishing the Alliance of Girls Schools of Australia. Ros was the inaugural President of the Alumni Council of the University of Melbourne is the former Deputy Chair of the Melbourne City Mission Board. Ros is also an author and historian and is currently writing a biography of Hester Hornbrook, the remarkable founder of the nine 'ragged schools' in Melbourne between 1859 and 1862.



David Rennick (Deputy Chair)

BEcon, LLB

David brings over 30 years' experience in the professional services and property industries to Hester Hornbrook Academy board, which he joined in August 2016 and is a Director on the Melbourne City Mission board. David is currently a Senior Advisor to Inspired Companies where he works with companies to unlock potential from becoming purpose led. His responsibilities include leadership development and coaching. Previously, he was Board Member of International law firm Pinsent Masons and CEO of Maddocks. David's legal expertise includes property development, corporate real estate and retail property. David is also a Director of Melbourne Football Club.



Louisa Ellum

BA (Hons), DipEd, GradDipEdit&Publ, MComm

Louisa is a vocal advocate for educational access and equity in Australia and currently works at Teach for Australia on the Executive team. Louisa has worked in both the education and mental health sectors and was recently working with Beyond Blue and Headspace. She has also held the positions of CEO of Bayside Glen Eira Kingston Local Learning and Employment Network (BGKLEN), CEO of the International Specialised Skills Institute and Chair/ Deputy Chair of the Youth Affairs Council Victoria (YACVic) Board and also Chair of the Southern Metropolitan Adult Community and Further Education Council.

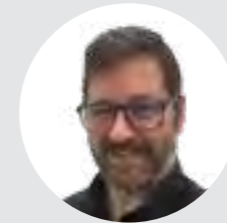
Louisa is currently undertaking a PhD in Education at the University of Tasmania under Associate Professor Kitty te Riele in flexible learning and partnerships. Louisa joined the Hester Hornbrook Academy Board in June 2017.



Nate Keily

CPA, CGMA, BIntBus

Nate is a Certified Practising Accountant (CPA), Chartered Global Management Accountant (CGMA) and is a member of the Australian Institute of Company Directors with over 13 years Senior Finance and Commercial Leadership experience at General Electric (GE) spanning many industries including Software, Energy, Healthcare and Financial Services. With Commercial Leadership responsibility across 19 countries within the Asia Pacific region, as an integral member of the APAC senior executive team, Nate motivates and manages commercially oriented teams to meet organisational goals and objectives with a focus on growth and value creation for customers and shareholders alike. Nate is a company director for GE's Australian software business unit.



Garry Wilkes

MBBS, FACEM, GCertHlthProfEd

Garry is a Clinical Associate Professor with 30 years experience at a Specialist level in public and private Emergency Departments across Australia. Garry is a keen educator in a variety of areas including the Australasian College for Emergency Medicine (ACEM) and the Royal Australasian College of Surgeons (RACS). Garry's interests include clinical redesign, communication skills, leadership development, conflict management and coaching.



Dr Greg Trainor

DBA, MBA, BBus, GradDipBus

Greg has over 35 years' experience in the private and public sector having held leadership roles in the areas of strategy, logistics, software development and consulting. He has worked in a number of public utilities before joining organisations like GE, Accenture, Sensis and Engie. Greg has been involved as an Advisory Board Member on a number of start-ups and small to medium enterprises and has also been on Faculty in MBA programs at Melbourne Business School, RMIT and Latrobe Business School.



Elida Brereton

BA, DipEd, FACE, FACEL

Elida has extensive experience as a teacher, principal and educational leader. Elida was a principal in government schools for over 17 years and was National President of the Australian College of Education. In addition to her role on Hester Hornbrook Academy Board from August 2016, Elida is a Board Member and Chair of the Education CHANCES Foundation, member of MLC Kew Foundation; and chair of the board of Korus Connect. Elida conducts reviews of inexperienced principals and is an executive member of various state bodies including the Victorian Secondary Past Principals Association (President), and the National Council of Women of Victoria (Vice-President).



Paul Scroope

(Board Member to April 2021)
BBus, GradDipBusMgt, MOrgSys, FCPA, FCIMA, MAICD

Paul is a senior executive with over 30 years' experience in finance, governance, compliance and risk across the commercial and not-for-profit sectors. Paul's career has included executive positions with the Australian Red Cross, the CSIRO, Fujitsu Australia and Therapeutic Innovations Australia. Paul joined the Hester Hornbrook Academy Board in 2016 and is a Board Member and Chair of the Finance and Audit committees for both MCM and Cancer Therapeutics CRC.



Di McDonald

BAppSc, GradDipEd, GradDipRehab, GradDipBusMgt, MMgt (Organisational Systems), MAICD

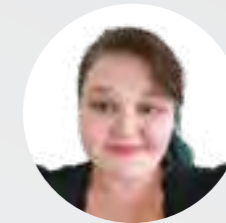
Di has an extensive background in healthcare, disability, management and occupational health and safety, and has held a wide range of senior leadership roles. Di is a member of the Australian Institute of Company Directors and has broad experience in executive and non-executive board positions across privately-owned and not-for-profit organisations. Di is Non-Executive Director of Hester Hornbrook Academy Board since May 2016; the current Chair of the Law and Advocacy Centre for Women (LACW); a member of the Cabrini Foundation Board; Advisory member of Psychology Melbourne; and immediate past Chair of the MCM Board.



Sarah Rogers

BA, BAppSc-OT, MPH

Sarah is a passionate public health professional with a strong focus on children and young people's health, wellbeing and development. Sarah is an Occupational Therapist with extensive experience across the Health, Education and Community sectors. After completing a Master of Public Health, Sarah has held multiple health projects and Government roles; and is currently working for Our Place. Sarah joined the Hester Hornbrook Academy Board in 2020.



Tnaysha Halemba

(Alumni Board Member to August 2021)

After commencing VCAL studies in 2016 at the Hester Hornbrook Academy's Young Mums class in Braybrook and graduating in 2017, Tnaysha then took on a Bachelor of Arts at Deakin University. She joined the Hester Hornbrook Academic Board in 2019 under the internship program, returning with invitation from the board for both 2020 and 2021. After graduating from University studies and utilising the experience gained from the Hester Hornbrook Academic Board Internship, she plans on commencing her career in either Social Work or Education.



Elvis Martin

Youth Advisor from June 2021

Elvis Martin is a youth leader who has managed to overcome very difficult circumstances and inspire many with his advocacy for social justice. The recipient of awards such as Young Community Achiever of the Year 2021, Elvis has worked, volunteered and spoken publicly in many roles, addressing mental health, homelessness, family violence and LGBTIQ+ community issues. Currently Elvis is working for the City of Melbourne, Principal Ambassador of Youth Development Australia and on the Board of VMIAC. He uses his platform, including a large social media following, to promote inclusion, diversity and equality.

Elvis has been engaged with MCM from 2016, and currently sits on many boards, including Anti-Racism Task Force of Victorian Government and LGBTIQ+ TaskForce.

LEADERSHIP TEAM



Sally Lasslett
Principal

Sally has been an educational leader in a variety of school settings for over 25 years. She has led school turnaround initiatives and significant educational outcome improvements, often advocating to government for improvements to re-engagement opportunities and wellbeing resources for schools.

An active Home Economics professional with a passion for developing real life skills, Sally is on the board for Home Economics Victoria and is an accomplished secondary textbook author.

She is an advocate for successful pathways and transitions for disengaged young people and is truly passionate about the flexible school setting and the essential wellbeing supports that it provides.



Michael Coate
Assistant Principal, Data & Student Outcomes

Michael brings years of youth services experience, mainly focused on education re-engagement programs and crisis services. "We are showing disengaged young people that learning can be a fun and positive experience, setting them up for a journey of lifelong learning."



Michael Freedman
Assistant Principal, Innovation, Teaching, and Learning

With years of experience in adolescent welfare in government schools, Michael believes a school's culture should enable students to be authentic, build a growth mindset, and experience success. He looks at every interaction as an opportunity to build trust, make the young person feel safe, valued and included in the school community.



Sam Barrett
Manager, Living Learning Program

Sam's journey with disengaged youth started in 2000 and he has since led in a wide range of policy and program development roles.

His passion for advocating for young people, particularly those with multiple and complex needs, led him to return to MCM in 2020 to lead the implementation of the Living Learning program, which focusses on students' mental health.



Jo Lehmann
Head of Campus, City

Jo has years of experience in youth homelessness and engagement, and as Head of Wellbeing. She is led by individual students' needs and a want to ensure safety and inclusivity for all.

Jo says the most important part of an individual's education is ensuring wellbeing needs are met so they can reach their academic potential and lead fulfilling lives as contributing members of society.



Linus Lane
Head of Campus, Sunshine

Linus comes with over a decade of experience as a VCAL educator. "Seeing students reclaim agency in their lives and go on to contribute positively to their communities is deeply rewarding. If I can help students feel connected to and valued by their communities, I feel like I've made an important contribution."



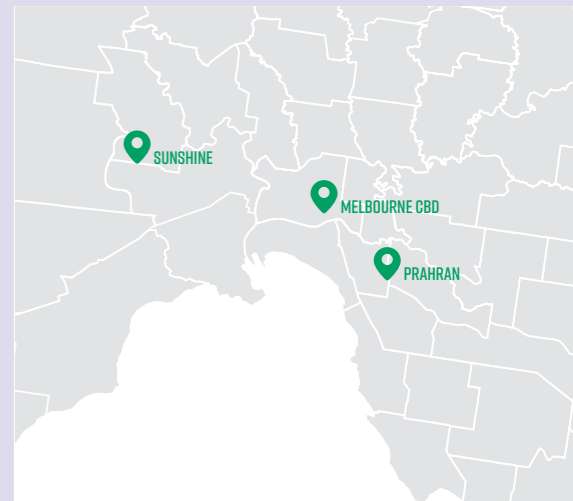
Daniel Brown
Head of Campus, Prahran

Daniel has been a leader in specialist education for over a decade. His roles have largely been working with students with complex and diverse backgrounds in independent schools.

Daniel has a Master of Special Education and a Master of Educational Leadership. "My vision is for all students to receive quality education that will equip and enable personal empowerment."



Hester Hornbrook Academy



WHAT WE DO

We focus on learning and wellbeing

At the Hester Hornbrook Academy, we combine education and wellbeing support with a teacher and youth worker in every classroom.

Our experienced, passionate team sees potential - not problems. We're here to support students in every aspect of life and to learn at their pace, their way.

Our innovative healing oriented model enables students to pursue their learning journey and access a range of choices and opportunities. We offer a range of learning options that support young people to gain practical skills, work towards their goals, and take charge of their future.

- Victorian Certificate of Applied Learning: Foundation, Intermediate and Senior
- Vocational Education and Training in Schools (VETiS), enabling students to gain hands-on skills in visual arts, business, community services, music and front and back of house hospitality
- Young Parents classrooms where students can be pregnant and can bring their baby to class when they are ready to return to learning
- Connect Youth program, providing outreach education, small group-based workshops and case management support
- Assistance to access external training providers including TAFEs and private providers

We give students a voice

Through our Student Leadership team, we provide avenues for all students to share their ideas, make changes and support our growing school community. SRC Executive Member Aura, represented the Hester Hornbrook Academy at the VicSRC Congress, a three-day event where delegates from schools across Victoria came together to discuss challenges, ideas and actions.

We provide ongoing support

Our Alumni Program provides students with ongoing support and a continuous connection to the school community after leaving the Hester Hornbrook Academy. Led by a youth worker, the program works with students through their transition from the classroom to further education and employment options.

We see the big picture

As part of MCM, and with partner organisations, we provide young people with access to:

- support through the TAC L2P Learner Driver Mentor program
- support to re-engage with school via the School Focused Youth Service
- education, training and employment support for young people currently in or leaving out-of-home care
- specialist homelessness support through Frontyard Youth Services, a support hub in Melbourne's CBD providing a range of co-located services for young people.

WHERE WE ARE

We're in the community

Our campuses are located in the heart of vibrant communities across Melbourne, co-located with other youth services and close to public transport.

Our small class sizes provide a safe, welcoming space for students to grow their skills and confidence.

Hester Hornbrook Academy campuses

- 📍 Melbourne CBD
- 📍 Sunshine
- 📍 Prahran

OUR STUDENTS

Hester Hornbrook Academy was established to respond to the needs of young people who have not flourished in mainstream education. These young people have often experienced personal, social and/or systemic trauma.

We work with young people who have experienced a range of life experiences and complex barriers to engaging in traditional education, which is why our focus on wellbeing support is so critical.

Students at the Hester Hornbrook Academy are more likely to have been exposed to adverse childhood experiences such as abuse, neglect, family violence, parental mental illness, problematic substance abuse (either personal or parental) than the general population.

The students we support often have significant gaps in their education of up to 3-5 years.

We welcome enrolments at all times throughout the year to ensure we can engage young people in meaningful learning opportunities as and when they are ready.

The students of the Hester Hornbrook Academy complete a senior school certificate as part of educational programs that are all individually developed. Those who are ready and able, have access to some VCE studies through Virtual School Victoria.

All of our students participate in VET and some students are involved in work experience, Structured Workplace Learning (SWL) and School Based Apprenticeship and Traineeship (SBAT).

Using this approach, we engage young people back into education through a relationship lens. Using an individual curriculum, we equip our students with the skills and experiences that empower them and develop their feelings of autonomy and personal agency that can continue to foster improvement in personal development. Many of our students continue their learning at the Hester Hornbrook Academy for a number of years as they pursue their learning aspirations.

While attendance rates are below that of a mainstream school context across all year levels, despite the complexities of our students' lives, attendance rates have improved significantly over the past year. For a more nuanced understanding of school attendance and our approach, we welcome contact via email to admin@hhacademy.vic.edu.au.



303 STUDENTS ENROLLED IN 2021

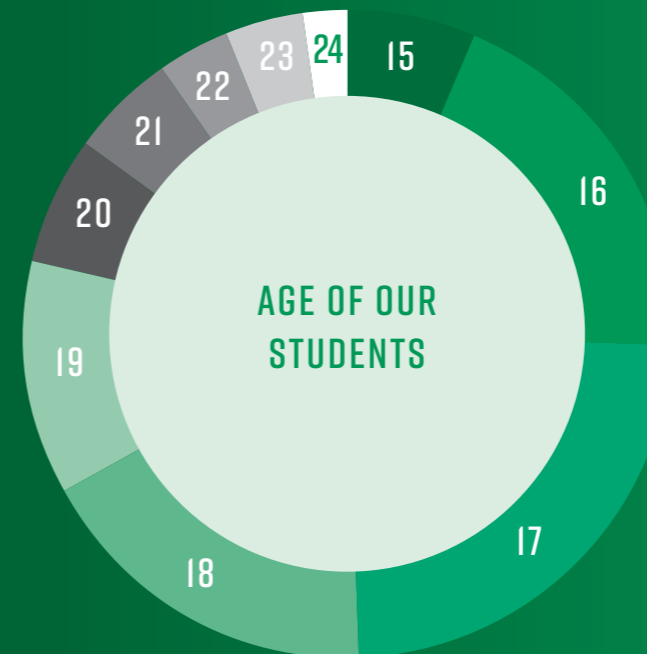
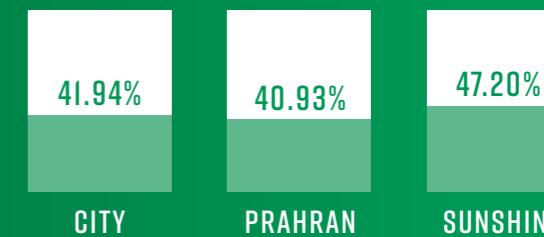
CHARACTERISTICS OF OUR STUDENTS

♀ 160 ♂ 125 × 18 🇺🇹 17

YEAR LEVEL SPLIT



STUDENT ATTENDANCE (AVERAGE)



16 CERTIFICATE GRADUATES

In our sixth year of being an independent school, our students achieved a total of 16 certificate graduates across foundation, intermediate and senior grades. Quite a feat considering the remote nature of a lot of the learning this year.

OUR CAMPUSES

City Campus

We have had an incredible year building our wonderful community at City Campus. This year we have focused on the three C's - Culture, Community and Collaboration. These have underpinned all of the work we do with staff and students. We have enjoyed sharing and cooking meals together and lots of cross class collaboration. It has been a joy to watch students build relationships with one another, contributing their humour and energy to the City Campus.

Our wonderful and supportive staff have encouraged students to engage in all the ways that they could throughout various restrictions. We understand the impact COVID-19 has had on our students' learning and we are so proud of their resilience and adaptability.

We have come to appreciate and explore all the City has to offer and have made this concrete jungle feel like home.

We are so proud of all the students who have graduated and will be graduating at the end of this year. It is a testament to your hard work, dedication and focus that you have been able to achieve this! To our students moving on to a different education or employment pathway, we wish you all the luck and success in the world. We hope the skills that you have learnt will serve you well on your journey of lifelong learning.

It has been a true privilege to lead, support and engage with the young people and staff at our City Campus.

Jo Lehman | Head of Campus

Felicity Gibbons | Wellbeing Team Leader

Prahran Campus

Another rollercoaster ride at Prahran this year. As the new Head of Campus, it was fantastic to be back on site at the start of 2021 and get to know the students and staff and forget about lockdowns! We had so much to catch up on including community BBQs and some outdoor sport! Not to mention getting back on track with our learning goals and outcomes. Other highlights included an excursion to the National Art Gallery, participating in the local YMCA gym and recreational centre and re-establishing our front garden. We have had great involvement by our young people in the kitchen which led to delicious lunches shared by our community.

After getting off to a ripper start to the year, the lockdowns in term two and three presented all of us with some challenges. Nonetheless, given our 2020 experience working in this way,

it was impressive to see how our community adapted so quickly and were able to support one another in learning and in life. It certainly has been a difficult time, yet it would have been so much harder without the dedication of the staff and the commitment of the students. Well done to our Prahran community for sticking together and looking out for each other during this second year of COVID!

Finally, being a new staff member to the Prahran community, I would like to say a big thank you to all of you for being you, making the world a better place and making me feel so welcome! We truly have a special place and I thank you for your part in it.

Dan Brown | Head of Campus

Rebecca Stella | Wellbeing Team Leader



Sunshine Campus

Wow, what a year this has been for the new Sunshine campus. A colourful, well-resourced, carefully thought out space designed for our students! Basketball courts, commercial kitchen, table tennis table, gym, indoor courtyard... the list goes on. Of course, no school is complete without amazing students and staff to make the most of all this.

The Sunshine students have been wonderful this year, showing enormous gratitude and respect in their interactions with staff, other students and the space itself. Attendance has been great and the atmosphere in each classroom is calm and productive. Our students have demonstrated enormous strength and maturity as they progress through their VCAL certificates.

The staff have also been wonderful in adapting to all these changes and offering our students consistent care, lots of laughs, and fun classrooms that students don't want to leave. We have had new staff join us, other staff leave, and familiar faces that have stuck with us through this massive change.

As we have moved in and out of lockdown this year, our students have shown resilience and courage in continuing to engage with their education, and in making the most of the opportunities provided to them, like online cook alongs, VCAL classes, VET, Esports tournaments and fitness classes. When face to face, our students have helped cook and serve food for the school, organised and participated in whole campus events like basketball tournaments, and participated in our Breakfast Club and Queer Club!

This has all contributed to making the Sunshine campus an amazing experience for everyone who walks through the door... and all of this in our very first year! The future is looking bright at Sunshine (sorry, needed to slip at least one pun in there!).

Linus Lane | Head of Campus

Kim Porter | Wellbeing Team Leader

AWARD WINNING SUNSHINE CAMPUS

Ready for the start of the school year, the new campus features a series of adjoining communal study spaces to facilitate meetings, creativity, dining, and staff-student collaboration, showing how specialist designed schools can encompass design excellence to uplift students through their surroundings.

Designed by leading Australian architecture and design firm, Gray Puksand, the internal spaces were highly considered to promote a sense of comfort and security.

"A combination of specific design considerations such as colours, finishes and access to recreational spaces were essential in designing a trauma-informed learning environment, as well as one that fosters community," explains Mark Freedman, Partner at Gray Puksand.

Student wellbeing objectives like physical activity and team-building initiatives were met with a specialised basketball court and fitness room promoting physical and mental benefits across all year levels. An indoor-outdoor transition area and series of pavilions also ensure students have ongoing engagement with new environments and activities throughout their day.

To officially launch our exciting new space, we held an open day in March, which saw around 300 people in attendance. Whilst the day was delayed due to COVID-19 restrictions, that didn't dampen the lively atmosphere. A student driven day, there was singing, guitars, games and plenty of activities for all to enjoy.

Sally Lasslett, Principal, says students tell her the campus "really feels like home." "It's a beautiful space that staff and students look forward to interacting with," she adds.

"We've noticed our attendance levels are higher than they've ever been before on any of our campuses since the building opened. A big part of that is the building itself, as well as the programs we run inside it."

"We aimed to create a sense of openness and freedom throughout our design; a place where students can feel safe and inspired to truly be themselves."

– Mark Freeman, Gray Puksand.

Special thanks to Lucy Webster (pictured) and Ashley Goudie from KIL Productions, for creating our wonderful wall art to brighten up our new campus!



OUR TEAM

At Hester Hornbrook Academy we have a workforce which includes Victorian Institute of Teaching (VIT) qualified teachers, Victorian Education and Training in Schools (VETiS) trainers, youth workers, administration staff and educational support staff, all of whom support the educational and wellbeing outcomes of our young people.

There is a high ratio of adults working in all spaces with our young people, this reflects our supportive, individualised setting, and allows for each student to grow and develop both academically and personally, throughout their journey at Hester Hornbrook Academy.

Professional development is important for all our staff. Staff participate in a range of whole school and personal learning, this assists our team to be life long learners and develop their knowledge and capacity to work with all of the young people in our school.

Hester Hornbrook Academy Team

Whole School Role	Sunshine Campus	City Campus	Prahran Campus	
Principal and General Manager of Education, Melbourne City Mission	1			
Assistant Principal	2			
Head of Campus	1	0.8	1	
Wellbeing Team Leader	1	1	1	
Teachers	1 LL	8	4	2.6
Youth Workers	2 LL	9	4	3
Education Support	2 LL	1	2	1
VET Trainers	2.9			
Admin Support	4.8			
IT Support	3			
Other Wellbeing and Specialist Support	5	0.4		
Total	23.7	20.4	11.8	8.6



Our Approach to Wellbeing

Hester Hornbrook Academy has made a commitment to recognising and responding to the impacts of trauma and traumatic stress on health and wellbeing across the lifespan. We recognise the prevalence and impact of trauma and traumatic stress across the community.

As part of One MCM, we have an organisation-wide Healing Oriented Framework; a holistic, person centred approach, recognising the

impacts of context and experiences in people's lives. We prioritise collaboration and mutuality, dignity and choice, and meaningful participation in community life.

Our Framework centres on lived experience and a commitment to prioritising transparency, predictability and consistency across services and programs, recognising safe and supportive relationships as a source of healing.

We recognise that repair and recovery are possible, building on the strength and determination of individuals and communities and our innate capacity to heal. All of our staff understand that healing occurs in the context of safe, supportive relationships and in environments of predictability, transparency and trust; working to prioritise these every day in our Senior School setting.

City

The City Campus went through growth and change in 2021. Throughout a variety of restrictions, lockdowns and staff changes, staff and students remained positive and engaged. We have built a strong community through sharing meals, enjoying excursions, providing additional programs and maintaining a sense of consistency.

We have been lucky to have so many traveling staff and leadership onsite with us, which has contributed to a sense of collaboration and whole-school community. During lockdowns, our daily staff briefings gave us a great opportunity to check in with and support one another. When returning to site, we were lucky enough to acquire the upstairs level of our building, allowing additional space for us to be able to safely support students in their return to school, in a CovidSafe way.

City Full Time Staff

- 0.8 FTE Head of Campus
- 1 Wellbeing Team Leader
- 4 Teachers
- 4 Youth Workers
- 2 Education Support Officers
- 4 VET trainers on a Tuesday

Other support staff as required (travelling)

City Classes

- 1 VCAL Foundation
- 1 VCAL Intermediate
- 1 VCAL Intermediate and Senior
- 1 VCAL Engage Youth (a part-time re-engagement program)

Prahran

The Prahran community is resilient! Planning for and around lockdowns has been an ongoing challenge and it's been wonderful to see how our students and staff have supported one another and maintained our programs in new ways.

It's been exciting to add another class to our school and to engage our community in exciting programs and new elective choices. We're now preparing and readying our students for the new curriculum to come into place next year.

Prahran Full Time Staff

- 1 Head of Campus
- 1 Wellbeing Team Leader
- 4 Teachers
- 4 Youth Workers
- 2 Education Support Officers
- 3 VET trainers on a Tuesday
- 1 L2P Program Coordinator

Prahran Classes

- 1 VCAL Foundation
- 1 VCAL Intermediate
- 1 VCAL Intermediate and Senior
- 1 Young Parents

Sunshine

The new Sunshine Campus is now up and running, providing a breath of fresh air for us all. The campus is now finding its feet and settling in to a rhythm. The larger size brings a richness of diversity and is positively influenced by the breadth and depth of the different programs being offered.

Students have utilised the new award winning facilities to access education in a way that resonates with them, be that one of the specialty themed classes or the general learning classrooms.

Sunshine Full Time Staff

- 1 Head of Campus
- 2 Wellbeing Team Leader
- 13 Education Staff
- 10 Youth Workers
- 7 Education Support Officers
- 4 VET trainers on a Tuesday
- 1 School Focus Youth Service Facilitator

Sunshine Classes

- 2 VCAL Foundation
- 1 VCAL Intermediate
- 1 VCAL Intermediate and Senior
- 1 VCAL Engage Youth (a part-time re-engagement program)
- 1 Hospitality, Education And Training (HEAT)
- 1 Art and Technology
- 1 Sport and Recreation
- 1 Young Parents

STUDENT ASSOCIATION AND LEADERSHIP PROGRAM

Community is paramount to the Hester Hornbrook Academy. One way that we are working on enriching the sense of community is by launching the Student Association and Leadership Program (SALP).

The SALP has been designed to boost student engagement and participation, as well as create leadership opportunities for students, ultimately creating a stronger sense of community across the school.

The SALP members represent and advocate on behalf of all our students, creating agency for all students across the three campuses. We utilise student perspectives and insights to provide guidance around school culture, and work with individuals to collaborate, communicate and address areas of concerns that may arise.

Our aim is to build a cohesive student body across all campuses, embedding positive cultural activities and event days for all students to participate in.

Member expectations

Each successful leader is expected to:

- model positive behaviour towards staff, peers and stakeholders
- live our values; Safe, Respectful and Productive
- contribute to the monthly student newsletter

Current work in progress

Student Newsletter - at least one good news story per campus, per month, as well as student development and school activities.

Event activity days - recreational sport days, advocacy days supporting different groups across our community, camps, excursions, and individual campus ideas.

Special events - ideas for how to better run graduation and formal events.

Student feedback - campus concerns, ideas, and alterations.

Groups and lunchtime clubs - Cultural, LGBTQIA+ association gatherings to create and enhance a positive and inclusive school experience.

Recruitment Strategy

When selecting students across each campus, we look for people who can build community and agency and represent their cohort well. Application is via written submission and selection is based on an interview process.

Meetings

The SALP meet at least three times per term, rotating between campuses and on Teams for fairness of travel requirements. Leadership lunches are held twice per term, and members also look forward to the annual leadership camp and conference.

We would like to thank each and every one of the founding members. We greatly appreciate your work to amplify the student voice across our community.



ALUMNI, CAREERS AND PATHWAYS

The Hester Hornbrook Academy Alumni, Careers and Pathways Team support students as they plan their journey beyond VCAL. We aim to ease young people into the transition from study at our school to further education or the workforce.

This year the team have provided opportunities for students to explore pathways including:

- One-on-one Careers Counselling sessions
- Building Futures - workshops with Tradeswomen Australia
- Mock Interviews
- Brimbank Careers Exploration Day
- Kangan Experience Day
- Guest Speakers
- Interview Skills Workshops
- Career Action Plans
- Structured Workplace Learning
- Work Experience
- Conference Presentations for support services to assist young people in transitions

The Alumni Program continues to work with students once they have exited the school to ensure their pathway is supported and sustainable. This year, Sunshine Campus graduate, Joseph, became a core Alumni Member. Read Joseph's story opposite.

Special thanks

Throughout the ups and downs of 2021, one of the constants we could rely on was the amazing and generous support from The Shine On Foundation. We are so very grateful that the Trustees continue to understand and value the importance of this program and the genuine difference it makes to our students. The Alumni program goes from strength to strength as each year passes, and its success is directly attributable to the commitment of this wonderful Foundation.

Scholarships

An important part of the transition for students is overcoming financial barriers to achieve their educational goals. To assist in those endeavours, we have a scholarship program aimed at not letting finances get in the way. With the kind donation of the Northcote Trust we were able to financially support nine current and former students to move forward with their area of study!

JOSEPH'S STORY

In 2018 Joseph had disengaged from his traditional school. He lacked confidence and was experiencing educational and personal barriers. Despite this, Joseph was running his own photography business, was volunteering within the community setting and started VCAL at the Hester Hornbrook Academy.

In 2019 Joseph continued VCAL, studying at the Intermediate level with variable engagement. He started as a volunteer with St John Ambulance (VIC) and began to break down some barriers to education, and also completed a structured workplace learning placement in Aged Care.

2020 was a pretty rough year in education, but despite having to transition to mostly online learning, he was able to engage in a school-based traineeship (SBAT) where he completed his Cert III in Health Services Assistant. He had a huge desire to leave school and start a Diploma of Nursing but stuck it out and completed Intermediate VCAL and graduated. He was also awarded for his volunteering work.

After graduation Joseph became part of the Hester Hornbrook Alumni early 2021. During this time, Joseph discovered that he didn't meet the prerequisite requirements for Nursing. Through meeting with the Alumni Coordinator, he decided to enrol in Senior VCAL at the Hester Hornbrook Academy and engaged in intense tutoring. Joseph applied for mid-year Diploma of Nursing and was accepted to VFA Learning Geelong. He was awarded a Western Chances Scholarship through the kind donation of the Northcote Trust to pay for his fees and equipment. Attending Alumni Club regularly for homework assistance, he also re-engages with his peers and staff on campus. He has increased self-confidence with studying and has even spoken of his story at Hester Hornbrook All Staff Meetings.

"Hard work and dedication got me to where I am now; on my journey of achieving one of my dream jobs (Registered Nurse) which requires a Bachelor's Degree. Being an Alumni has been a huge help and blessing with getting me started. I was never considered a smart person, just a hard-working individual. If someone like me can do it, then you 100% can.

Towards achieving and living your dreams!!"

- Joseph



OUR SUPPORTERS

Many people generously donate to Hester Hornbrook Academy. We would like to thank the following donors for their commitment and ongoing support.

Malcolm Anto

Eleanor Bastow

Mark Collette

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Peter and Meredith Opie

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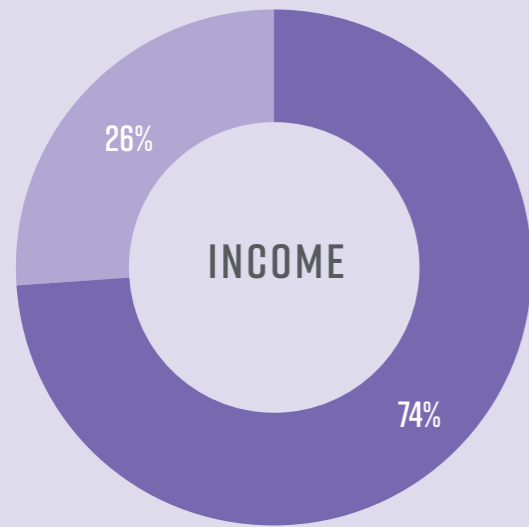
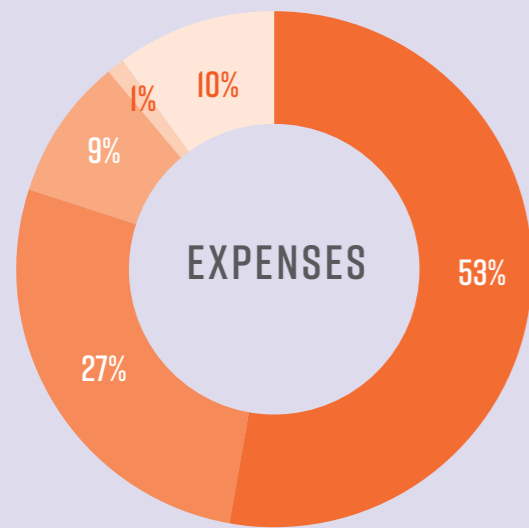
Sonic Human Resourcing P/L

Drs Tony Weeks and Fiona Johnson

Ruth and Matt Weir



FINANCIALS



Expenses Breakdown

Staff	53%
Infrastructure	27%
Administration	10%
Wellbeing and Curriculum	9%
Other	1%

Expenditure from Operating Activities

Staffing	\$5,848,077
Infrastructure	\$3,009,695
Administration	\$1,147,484
Student Wellbeing and Curriculum	\$940,000
Other	\$103,652

Income Breakdown

Federal Government Grants	74%
State Government Grants	26%

Revenue from Operating Activities

Federal Government Grants (recurrent)	\$9,730,324
State Government Grants (recurrent)	\$3,485,718

Total Operating Profit

\$2,730,980

NB. Donations for the Hester Hornbrook Academy are distributed through MCM.



2021 YEAR IN PICTURES





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