

St George Hospital School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of St George Hospital School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Susanne Rosier Principal

School contact details: St George Hospital School

Gray Street

KOGARAH 2217

School contact details

St George Hospital School

Paediatric Ward Lvl 1 East

Kogarah, 2217

www.stgeorgeho-s.schools.nsw.edu.au

stgeorgeho-s.School@det.nsw.edu.au

9113 2329

Message from the Principal

St George Hospital School is a unique educational environment with a very transient and unpredictable enrolment. In 2016, 1104 students were supported by the school rising up to 1257 with students returning for more than one visit. The majority of students had stays of less than 3 days, however a small percentage of students attended daily or three times a week. These ongoing outpatient students were referred via the CAMHS (Child & Adolescent Mental Health) unit. Our transient student population, including the ongoing referrals, presents the challenge of providing motivational and effective teaching and learning programs that enhance students' personal achievements and promote a successful return to school. The school works closely with hospital staff to foster a supportive and harmonious environment for students and their families. The support which St George Hospital School provides to students is highly valued by families, staff and the hospital community, helping to promote a positive profile for public education. During 2016 the school involved students, parents, medical staff, volunteers and the wider community in celebrating various events including Harmony Day, Education Week, Book Week, NAIDOC, International Nurses Day, Mental Health Week and Cancer Awareness month. We also host regular morning teas to promote public education and highlight the educational services offered by the hospital school. Visiting students from many countries from the Beverley Hills Language Centre. In 2016 students and staff from the Beverly Hills Intensive Language Centre visited our school on a fortnightly basis. These students were very interested in our teaching activities and loved joining in wherever possible. Upon returning to their home school, the students gave a positive evaluation of their experience.

STAFF DEVELOPMENT DAY – Term 2, 2016 St George Hospital School initiated and organised a very successful staff development day at the beginning of Term 2. Teachers and support staff needed professional learning in respect to the recently released K-10 Geography course. Thirty two teachers, school learning support officers and admin staff from Royal North Shore, Bankstown, Illawarra, Newcastle, Liverpool, Sutherland and St George hospitals explored The Rocks and the Botanic Gardens in Sydney.

School background

School vision statement

St George Hospital School is committed to providing an inclusive, stimulating and supportive environment enabling students in exceptional circumstances to maintain educational continuity. Our school advocates for students and provides a conduit to the multi-disciplinary teams, census schools and community. Our school develops positive relationships to support engagement in learning, leading to successful outcomes and transitions. The wellbeing of our students is our highest priority

School context

St George Hospital School provides educational services for inpatients who are students enrolled in Kindergarten to Year 12. The hospital school caters for students from government and non-government schools..

The school supports students during their stay in hospital by offering motivational and positive learning experiences. There is regular discussion and interaction between health professionals and school staff concerning the current health and ability of individual students. Effective communication and collaboration with medical staff and parents facilitates the formation and teaching of appropriate individual programs. When possible school students are encouraged to maintain links with their own school and try to complete set assignments and homework tasks so they are not disadvantaged when returning to their home school.

Hospital School Transition Program

In collaboration with the Child and Adolescent Mental Health Service (CAMHS), the school provides a structured and supportive program for students who are likely to experience difficulties in transitioning to their home school after hospitalization. These students may attend the hospital school for up to one year in some cases. This shared enrolment often means that the hospital school will offer supervision for NAPLAN and school examinations.

The Transition Program also assists students who are outpatients and have been referred to our service by their Paediatrician or CAMHS. It may be necessary for a student to attend our school due to the inability to physically access their home school, for example, the inability to walk up stairs, or a student may be referred to us due to their inability to go to school regularly, including those students who suffer from severe anxiety.

Students, in conjunction with recognised stakeholders who seek admission to St George Hospital School to address physical or mental health issues must complete a revised risk management plan; a student agreement form and a weekly Individual Learning Plan (IEP) to address individual student's needs.

St George School has one Teaching Principal, one part-time teacher, (1 day per week), one full time school learning support officer and a part time School Administration Manager (2 days per week). All teaching staff meet the requirements for teaching in NSW public schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that St George Hospital School was successful in providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading. Below is the

Executive Summary presented to the panel during the validation process.

Strategic Direction 1:

Excellence in personalised learning. All teaching staff have a shared vision that student engagement and personalised learning is a priority in the multi stage hospital classroom. Determination of hospital students learning programs occur in consultation with the student, parents and medical staff. Primary aged students are assessed through informal observation initially and then, when appropriate, using Galaxy Kids Reading Program and Studyladder and grade assessments which are suited to a hospital environment. For secondary school students assessment involves a written task and a pre-test from the Cambridge Maths series. Daily learning activities are designed for short term students which meet students current learning needs and which have a high engagement component. Individual learning plans for long term students (Evidence 2) are created in consultation with the student, parent, census school and other medical/mental health stakeholders. Teachers regularly review learning with each long term student, ensuring all students have a clear understanding of how to improve their learning. Student goals are regularly revised and adjustments are made to the learning activities. Teachers reflect at the end of each day evaluating student progress, engagement and the learning experiences. Participation and involvement in the Accreditation process (evidence 5) for a teacher returning to the workplace, provided an ideal opportunity for all staff to focus on teaching standards, promoting and modelling effective, evidence based practice.

Strategic Direction 2:

Enhancing student well-being. Our school focuses on positive, respectful relationships among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Hospital students are experiencing varying degrees of trauma. For those students the hospital school can provide a link to normalcy. It is particularly important to communicate with census schools to ensure that learning experiences are relevant. (evidence 2, 3 and 4) For disengaged students referred from the Child & Adolescent Mental Health Unit (CAMHS) the hospital school provides a safe environment in which students can re-engage in education and transition to their census school. IEPs are designed in consultation with all stakeholders and include the psycho/social goals of the student. (Evidence 4) Our school website provides a snapshot of the inclusive and engaging activities giving the students the unique opportunity to participate in a multi staged diverse environment allowing them to form positive, respectful relationships.

Strategic Direction 3:

Fostering community engagement and partnerships. St George Hospital School aims to build inclusive, collaborative teams and school networks through quality community partnerships which focus on the wellbeing and ongoing social and academic achievement of students accessing St George Hospital School. SGHS will continue developing effective partnerships with NSW Hospital School Association, The Child & Adolescent Mental Health Service (CAMHS) and individual primary and secondary schools. In 2016, in respect to our long term students, SGHS staff have been liaising, visiting and meeting staff from Blakehurst HS (evidence 8), Kingsgrove HS, Caringbah HS and Sefton HS, creating two way communication processes focussing on student well being and learning. Staff also regularly consult and liaise with parents, primary and secondary schools for short term students who may need assistance in certain learning areas or completing set projects while attending the hospital school. SGHS encourages the entire school community to celebrate and participate in many events throughout the year, including Harmony Day, NAIDOC week, Pancake Tuesday, Education Week, Book Week and Chinese New Year. This participation promotes student wellbeing and positive community engagement. Our school website show students cooking, preparing and participating in morning teas on these special occasions which are enjoyed by members of the hospital, school and community.

The results of this process indicated that in the School Excellence Framework domain of Learning ...
Learning Culture : Sustaining and Growing NSW Hospital Survey (Evidence 1); Personalised learning plans primary & Secondary (Evidence 3 &4) Approved Accreditation (Evidence 5) CAMHS Attendance record (Evidence 6); Teacher PDP and lesson observation (Evidence 7) Wellbeing: DeliveringDaybook record (Evidence 2) Personalised Learning Plan primary (Evidence 3) Personalised Learning Plan Secondary (Evidence 4)Approved Accreditation (Evidence 5); CAMHS attendance record (Evidence 6) Staff meeting minutes (Evidence 9) Curriculum and Learning: DeliveringDaybook Record (Evidence 2); Personalised Learning Plan primary (Evidence 3); Approved Accreditation (Evidence 5); Teacher PDP & lesson observation (Evidence 7); Yr 10 Half Yearly Report (Evidence 8)Assessment & Reporting: Delivering Daybook Record (Evidence 2); Yr 10 Half Yearly Report (Evidence 8); Staff Meeting minutes (Evidence 9) Student Performance Measures: Delivering Personalised Learning Primary (Evidence 3); Personalised Learning Secondary (Evidence 4)Future DirectionsImprove and follow through with a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. The results of this process indicated that in the School Excellence Framework domain of Teaching...Effective classroom practice: DeliveringDaybook Record (Evidence 2); Personalised Learning Primary (Evidence 3); Personalised Learning Secondary (Evidence 4) Approved accreditation (evidence 5) Teacher PDP & lesson observation(Evidence 7) Data Skills and Use: Delivering Daybook Record (Evidence 2); CAMHS Attendance Record (Evidence 6); Yr 10 Half Yearly Report (Evidence 8) Staff Meeting Minutes (Evidence 9)Collaborative Practice: Sustaining and Growing Personalised Learning Primary (Evidence 3): Personalised Learning Secondary (Evidence 4); Approved Accreditation (Evidence 5) Teacher PDP & lesson observation (Evidence 7); Yr 10 Half Yearly Report (Evidence 8); Staff Meeting Minutes (Evidence 9) Learning and Development: Sustaining and Growing Approved accreditation (Evidence 5): Teacher PDP & lesson observation (Evidence 7)Professional Standards: Delivering Daybook

record (Evidence 2); Approved Accreditation (Evidence 5); Teacher PDP & lesson observation (Evidence 7)Future DirectionsAll staff to demonstrate personal responsibility for maintaining and developing their professional standards using Personal Development Plans and commit to the lesson observation process. The results of this process indicated that in the School Excellence Framework domain of Leading...Leadership: Delivering Personalised Learning primary (Evidence 3); Personalised Learning Secondary (Evidence 4); CAMHS Attendance record (Evidence 6); Teacher PDP & Lesson observation (Evidence 7); Yr 10 Half Yearly report (evidence 8) School Planning, implementation and reporting: Delivering NSW Hospital Schools survey (Evidence 1); Personalised Learning Plan (Evidence 3); School Plan and Milestones School Resources: Delivering (evidence) Annual Report; Daybook record (Evidence 2) Management Practices and Processes: Delivering Personalised Learning Plan (Evidence 3);Teacher PDP and lesson observation (Evidence 7); Staff Meeting Minutes (Evidence 9); CAMHS Attendance record (Evidence 6) School Report 2015 Future Directions The school will strengthen relationships and partnerships with relevant census schools and outside organisations including the Child & Adolescent Mental Health Unit

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Excellence in personalised learning

Purpose

To actively engage all students in relevant and challenging learning experiences which are personalised, differentiated and facilitate their educational continuity.

Overall summary of progress

In 2016 St George Hospital School staff has strived to meet the individualized needs of our students. In all cases we have liaised with students and parents to gauge anticipated areas of improvement and engagement. Four of our long term students have re-engaged with their mainstream school after extensive personalized and innovative teaching processes designed to inspire our students and encourage self-learning practices in an effort to achieve their individual goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff constantly utilise and engage with the Performance and Development Framework. Greater effort and emphasis on working with the student's school to establish individual learning plans. Staff to have access to and be more aware of current school texts e.g. Paul Jennings, <i>The Nest</i> in order to deliver quality learning.		

Next Steps

- Wingedings">§ Teachers will demonstrate improvement in teaching multi stage classes during 2017 lesson observation

Wingedings">§ Progress of returning students to their homeschool will be tracked and documented

Wingedings">§ All teaching staff will be involved in implementing effective IEP's and updating IEP's when necessary

Strategic Direction 2

Enhancing student well-being

Purpose

To actively engage all students in meaningful and challenging experiences which focus on improving their intellectual, physical, social, emotional development and wellbeing.

Overall summary of progress

The Melbourne Declaration for Young Australians (2008) promotes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures and work for the common good. St George Hospital School as indicated in our 2016-2017 school plan has worked closely with families, hospital staff and personnel from the Child and Mental Health Service (CAMHS), to re-engage and promote school attendance for students who are experiencing difficulty at their census school or who have been diagnosed with a medical or mental health disorder. In 2016 the school has been involved with the successful mainstream re-engagement of up to 800 students who have been inpatients and four part-time outpatients. The positive and personal social learning programs offered to these students aided their recovery and in the main, eliminated any concerns about returning to school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff to engage in professional development to keep up to date and well informed about the impact of physical and mental illness.		

Next Steps

To provide opportunities for students to gain more confidence in groups settings and encourage long term goals

The majority of outpatients referred to the hospital school are diagnosed with anxiety. In 2017 St George Hospital School staff will look at strategies to encourage students to maintain school attendance and participation.

Strategic Direction 3

Fostering community engagement

Purpose

To build inclusive, collaborative teams and school networks through quality community partnerships which contribute to making learning core and community business so that student engagement, learning and well-being is a central focus.

Overall summary of progress

In 2016 St George Hospital School has developed and further strengthened partnerships with NSW Hospital School Association, The Child and Adolescent Mental Health Service (CAMHS), and individual primary and secondary schools. Schools we have collaborated with include Woniora School, Kingsgrove HS, Caringbah HS, Sylvania HS, Blakehurst HS, Penshurst HS and Kirrawee HS. These strong partnerships have resulted in participation in effective and relevant professional learning, participation in CAMHS Interview panels and follow up visits and collaboration with students' census schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Foster more involvement and collaboration with paediatricians and medical staff when engaging in interagency meetings.		

Next Steps

- Follow up in February of individual students return to census schools
- Engage in LMBR training and implementation in 2017
- Provide a positive learning environment for incoming CAMHS students in 2017

Key Initiatives	Impact achieved this year	Resources (annual)
Socio-economic background	90% of students back at census school and managing stage requirements in Literacy and Numeracy	
Support for beginning teachers	Completion of individual PDP's and successful lesson observations Emails thanking us for our assistance with individual students	

Student information

Student Information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. Students who attend St George Hospital School are specifically inpatients of St George Hospital Paediatric Ward. The school also provides support for day patients receiving treatment in the paediatric ward including allergy challenges and for students referred from CAMHS (Child and Adolescent Mental Health Unit). These students are usually in the process of transitioning back to their home school (or alternate educational placement).

Students who attend the Hospital School remain enrolled in their home school but their attendance is logged in a daily Attendance Register. During 2016 an average of 19 students were supported by St George Hospital School each week. The length of hospital stay ranged from 1 to 32 days with 61% of students having stays of one day. Students with ongoing medical issues may attend the school a number of times during the year. In 2016, 66% of students were from government schools, 26% of students were from non-government schools and 8% of students from Special Purpose Schools (SSP). There were similar numbers of primary and secondary students. Students were from a wide range of cultural backgrounds with diverse medical, emotional and educational needs.

Structure of classes

In 2016 the average number of students attending the classroom each day was five students, whilst an average of 7 students were supported on the ward each day. All students are encouraged to attend the classroom, however school personnel are guided by the advice of hospital staff.

Workforce information

Workforce composition

Position	FTE*
Principal	2
Classroom Teacher(s)	0.17
Teacher Librarian	0.08
School Administration & Support Staff	1.5
Other Positions	0

No members of St George Hospital School staff are from an Indigenous background.

Principal	1.00
Classroom Teacher	2.272
School Administration Assistant	1.496
Total	4.768

Workforce retention

The school principal has retained her position since 2011.

The school administration manager, school learning support officer, and part time school assistant have retained their positions from 2010. The part-time temporary teacher retained her position for 2015. In 2016 the school was offered a further teaching position. We use this allocation to get specialist teachers e.g. High School Mathematics, to assist individual student's needs.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Teacher Accreditation

In May 2015 one of our teachers was awarded accreditation after a five year period attending to family duties. This process involved everyone on staff and enabled our small school to evaluate what we do and examine our practices based on the Teaching Standards.

School validation

St George Hospital School participated in the Validation process on 30th August, 2016.

In the domain of **Learning** the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of;- Assessment and Reporting the panel was unable to validate based on the evidence presented- Student Performance Measures the panel was unable to validate based on the evidence presented.

In the domain of **Teaching** the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of;- Learning and Development the evidence presented indicates the school is operating at the Delivering stage- Data Skills and Use the panel was unable to validate based on the evidence presented.

In the domain of **Leading** the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of;- Management Practices and Processes the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Professional Learning

All staff at St George Hospital School have completed the mandatory on line professional learning and the hands on CPR/Anaphylaxis training required by the Department of Education.

All staff attended the **Generation Next** conference on Friday 19 August, 2016 to investigate issues affecting the mental health of our students.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	94 745.00
Global funds	30 090.00
Tied funds	11 546.00
School & community sources	1 321.00
Interest	1 886.00
Trust receipts	0.00
Canteen	0.00
Total income	139 591.00
Expenditure	
Teaching & learning	
Key learning areas	2 137.00
Excursions	0.00
Extracurricular dissections	0.00
Library	430.00
Training & development	5 378.00
Tied funds	7 559.00
Short term relief	3 433.00
Administration & office	11 203.00
School-operated canteen	0.00
Utilities	1 181.00
Maintenance	11 072.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	42 396.00
Balance carried forward	97 194.00

Financial information (for schools using both OASIS and SAP/SALM)

Financial information (for schools fully deployed to SAP/SALM)

School performance

School-based assessment

Strategic Direction 1:

Excellence in Personalised Learning.

All teaching staff have a shared vision that student engagement and personalised learning is a priority in the multi stage hospital classroom. Determination of hospital students learning programs occur in consultation with the student, parents and medical staff.

Primary aged students are assessed through informal observation initially and then, when appropriate, using Galaxy Kids Reading Program and Studyladder and grade assessments which are suited to a hospital environment. For secondary school students assessment involves a written task and a pre-test from the Cambridge Maths series. Daily learning activities are designed for short term students which meet students current learning needs and which have a high engagement component. Individual learning plans for long term students (Evidence 2) are created in consultation with the student, parent, census school and other medical/mental health stakeholders. Teachers regularly review learning with each long term student, ensuring all students have a clear understanding of how to improve their learning. Student goals are regularly revised and adjustments are made to the learning activities. Teachers reflect at the end of each day evaluating student progress, engagement and the learning experiences. Participation and involvement in the Accreditation process (evidence 5) for a teacher returning to the workplace, provided an ideal opportunity for all staff to focus on teaching standards, promoting and modelling effective, evidence based practice.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents in respect to management practices at our school. Of the 37 returned surveys, parents and students responses included:-

- “The staff were fantastic with my daughter, so caring and kind. She loved it. Thank you so much”
- “I’m going to come back in to say thank you. I miss you so much. Thank you for looking after me”
- “It is fun and makes me happy”
- “as this was our first experience in a children’s ward the hospital school was an enjoyable experience for my child and a well thought out bonus for children to FEEL at home. Thank you”

Parents and carers returned 40 permission forms which consented to the school:-

- Publishing the students writing samples in the front foyer outside the classroom;
- photographing students and their work for publication in our school website; and
- displaying students work on closed circuit TV displays. Student

Satisfaction

The majority of students indicated that they enjoyed coming to the classroom or alternatively being provided

with school related activities on the ward. Students appreciated the opportunity to engage in group writing tasks and individual writing sessions with one to one assistance and advice. Individual assistance with maths problems provided students the opportunity to ask questions and spend extra time on hard to grasp concepts

Future direction

The school is committed to the welfare of students. The staff has attended professional development which advocates the need to constantly provide caring, manageable and purposeful experiences at St George Hospital School while if possible maintaining and extending their learning experiences.

Policy requirements

Aboriginal education

All students investigate Aboriginal history and culture by incorporating Aboriginal perspectives across the curriculum. Reading resources include culturally appropriate and contemporary readers that have been written by Aboriginal people. The staff are familiar with the objectives and major commitments of the Aboriginal Education and Training Policy. Staff and students celebrate NAIDOC week and National Reconciliation Week .

Multicultural and anti-racism education

Multicultural Education and Anti-racism

Our staff actively promotes cultural diversity among our students and multicultural perspectives are embedded into the curriculum. The cultural diversity amongst the hospital school community is respected and acknowledged in curriculum implementation and celebration of cultural and religious events.

In Term 1, 2016 our school celebrated Chinese New Year and the students researched information and created a poster for the foyer celebrating “The year of the sheep”

In Term 1, 2016 Harmony Day was celebrated with our students writing short family histories generating much community interest and discussion.

Other school programs

Hospital School Transition Program

In collaboration with the Child and Adolescent Mental Health Service (CAMHS), the school provides a structured and supportive program for students who are likely to experience difficulties in transitioning to their home school after hospitalisation. During 2016 the school supervised the learning and transition of four high school students. These students were present from one term up to three terms. Our school supervised high school final year examinations for these students.

The Transition Program also assists students who are outpatients and have been referred to our service by their Paediatrician or CAMHS. It may be necessary for a student to attend our school due to the inability to physically access their home school, for example using stairs or a student may be referred to us due to their inability to go to school regularly, for example, those students who suffer from severe anxiety. Students, in conjunction with recognised stakeholders who seek admission to St George Hospital School to address physical or mental health issues must complete a revised risk management plan; a student agreement form and a weekly Individual Learning Plan (IEP) to address individual student's needs.

Integrating Technology into Quality Teaching

As the majority of students have short hospital stays and are often temporarily immobile, it is important to provide innovative and motivational programs. For this reason there has been a continuing focus in 2016 on the integration of technology into quality education programs and the ongoing development of staff skills in ICT. The school has a range of laptops, 5 iPads, 2 kindles, software and audio-visual equipment available for use by students in the classroom and on the ward. Connected classroom and interactive whiteboard technology are utilised in our teaching programs. For students confined to the ward, the use of iPads has proven to be very successful. Four laptops loaded with grade appropriate reading and numeracy programs were also regularly borrowed. These replaced older devices appropriated through the DEC computer allocation to schools program.

Healthy lifestyle and nutrition

Many of our students present to hospital with medical conditions caused by unhealthy food choices and lack of exercise. The new kitchen has been very useful in teaching the students about healthy lifestyle choices which sustain the body and promote wellbeing. Students have the opportunity to cook and prepare for morning teas or lunches including Education Week, Bookweek, Harmony Day, Nurses Day and NAIDOC week. Students appreciate the opportunity to experience parents, teachers and hospital staff coming together to eat healthy home cooked food and celebrate a special occasion which they have contributed to.

Community Relations

Local high school art displays have provided an ongoing opportunity to promote the school whilst developing positive community relationships. Opportunities were sought to engage with schools such as the Beverly Hills Intensive Language Centre to continue to maintain links with our hospital school. In 2016 St George sponsored a work experience student visiting from a college in Queensland. Her week with us gave her an insight into the challenges and rewards associated with both nursing and teaching. Morning teas are held at least once a month in the school room and students, parents, volunteers, hospital staff and school staff are encouraged to contribute and attend these community gatherings.