

# Sutherland Hospital School

## Annual Report



2016



5546

## Introduction

The Annual Report for 2016 is provided to the community of Sutherland 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.

The Annual Report describes the school's high quality practices across the 3 domains of the School Excellence Framework of Learning, Teaching and Leading.

Jacqueline Conwell

Principal

### School contact details

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### Message from the Principal

Our school's success is underpinned by the key elements that promote quality teaching and learning programs for our students.

Firstly, our school staff are committed to quality teaching and learning and participate in professional learning that promotes the achievement of their Professional Development Plans and best teaching practices.

Sutherland Hospital School underwent an external validation process which is a system-wide approach to school excellence in the 3 domains of Learning, Teaching and Leading. The school's self-assessment is consistent with the evidence presented in the four elements and was validated using the School Excellent Framework.

The school continues to provide educational support to patients on the ward, both in the schoolroom and patient's hospital beds. The Orientation tour has maintained its popularity with bookings being taken up to 2019. The Outpatient Program has expanded and the school works with the Refusal Clinic, Mindset and The Child and Adolescent Mental Health Team.

The Hospital School has collaborated with Community Health to develop a Ready for School Program. The school's Teaching Principal and an Occupational Therapist worked together during Term 4 to prepare students with low to moderate support needs for their transition into Kindergarten. The program will be evaluated in Term 1, 2017 and a report written.

The year has been busy, with many changes and challenges but the school has continued to provide high quality educational support for all the students we work with.

Jacqueline Conwell

## School background

### School vision statement

At Sutherland Hospital School, we believe in educating all students in our unique and inclusive environment so that they can continue their education even though they are in exceptional circumstances.

### School context

Sutherland Hospital School staff allocation consists of a Teaching Principal, 1.252 classroom teacher, 0.496 School Administrative Manager and a full time School Learning Support Officer. The school is located within the Child and Adolescent Ward of Sutherland Hospital and provides educational support to hospitalised students from Kindergarten to Year 12 from all school systems.

There are three key components to the structure of the school. Firstly, individual learning programs are devised after consultation with medical staff, parents, the student and where necessary, the home school, and are delivered either in the bright stimulating school room where socialisation with peers is also encouraged, or for those who are confined to their bed, programs are delivered to the bedside. Students may have short term, long term or recurrent admissions and when student's attendance is longer than three days school staff liaise with the home school regarding shared enrolment and continuity of education.

Sutherland Hospital School also conducts a weekly Orientation Tour for students in Stage 1 from surrounding primary schools and also for students in support units in the local high schools. The tour not only meets the outcomes for Human Society and Its Environment but introduces students to the hospital environment in a safe and practical manner. The excursion provides opportunities for students to become familiar with the diverse roles of hospital staff, medical terminology, technology and the hospital environment, making the process of hospitalisation less foreign.

The school operates a three to six week out-patient program also. Students who have disengaged from school and who are under the care of The Child and Adolescent Mental Health Service attend the schoolroom and engage in a gradual transition back to their home school.

In 2016 Sutherland Hospital School began a collaboration with Community Health to deliver a "Ready For School Program". The program is delivered by an occupational therapist and the teaching principal and focuses on fine and gross motor skills, school readiness and social skills.

## 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 in the School Excellence Framework Domain of Learning there is a demonstrated commitment within the school community to deliver on school learning priorities. The purpose of *strategic direction 1* is for all students to become competent and creative learners. This is achieved by whole school programs, Individual Learning Plans and engaging students with meaningful learning opportunities in our unique school environment.

A whole school approach to wellbeing is evident in the schoolroom and a positive teaching and learning environment has been established. To ensure consistency in delivery of education, comprehensive running records are kept on all students. These documents include work completed, student and parent communications, which inform all teachers on student progress.

Quality teaching and professional practice are evident in our learning environment providing students with opportunities to connect, succeed and thrive. The Hospital School's Outpatient Program is a sound example of this. For disengaged

students from the Child and Adolescent Mental Health Service (CAMHS) the schoolroom provides a safe environment in which students can re-engage in their education and transition to their census school. The program is a sound example of collaborative practice and student wellbeing. The school staff, CAMHS staff, home school, family and student all come together to support the students return to an appropriate educational facility, hopefully their census school.

The schoolroom is well stocked with current resources and students can access their school portal. Video Conferencing is available for incursions and long term students. The Galaxy Reading Program, Study Ladder Grade Assessment for maths, Excel, hard copy and iPad applications, and census school assessments are all useful tools for assessing the students in our care. There are well defined policies, programs and processes in place to monitor student learning needs. Weekly staff meetings, a communication book, staff information booklet on school processes and procedures, essential for casual staff, and continual evaluations of all school surveys, ensures that quality teaching and learning programs are delivered to equip students to be 21st century learners.

The results of this process indicated that in the School Excellence Framework Domain of Teaching that teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their teaching practices. Each student's learning is regularly reviewed and they all have a clear understanding of how to improve their learning. Teachers receive planned constructive feedback to improve teaching practice. This is presented to them in a variety of ways – analysis of surveys, teacher observations and the PDP process and anecdotally in our small and unique school environment.

There is a strong consultative and collaborative practice evident at the school. The Sutherland Hospital School Orientation is an example of best practice in the area of collaboration in the work place. Teachers work with a variety of hospital staff, including pharmacists, radiographers, nurses, security officers, and volunteers to provide an excursion that not only promotes the local community hospital but also meets the learning outcomes of the K-6 NSW Syllabus. Teachers from both the hospital school and the visiting school, work together to improve teaching and learning for students in a particular group – Stage 1. The teachers must work beyond the classroom to contribute to our broader school programs.

The school's professional learning builds teachers skills in the analysis, interpretation and use of student performance data and is driven by teachers PDP goals and the schools focus on developing and promoting literacy and numeracy skills. Teachers share learning from the courses they attend and the school identifies expertise within staff and draws on this to further develop its professional community. The Principal, who has an extensive background in working with students with an autism spectrum disorder (ASD), will work with community health to deliver the Ready for School/Transition Program. Students involved in this program can have a diagnosis of ASD.

Participation and involvement in the accreditation process to proficient teacher level for one of our teachers provided an ideal opportunity for all staff to focus on teaching standards, promoting and modelling effective, evidence based practice.

The results of this process indicated that in the School Excellence Framework Domain of Leading there is an established commitment to delivering on the school's *strategic direction 2*. The purpose of this direction is to build leadership skills to improve student engagement, social and emotional wellbeing, in a positive learning environment, and to establish more effective partnerships with families, hospital staff and local schools. One of the ways the school achieves this is by the many productive relationships that exist to improve educational opportunities for the students. The school works closely with parents, Community Health, Government and Non-government Schools, The Child and Adolescent Mental Health Service, Nursing and Medical Staff, Medical Imaging and Volunteers. The school's programs could not operate without these successful professional relationships.

There is a broad understanding of and support for the school's expectations and aspirations for improving student learning across the school community. All staff are cognizant of the school plan and the milestones being achieved. The school has clear processes and the milestones direct school activity towards effective implementation of the school plan.

Physical learning spaces are used flexibly and the school staff provide an educational service to students in the schoolroom, hospital beds or the hospital atrium. Technology is accessible to staff and students and the school's i-pads and laptops allow easy movement and access to current programs and applications.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. All global funding spending is accounted for in budget planning and in the school's milestones. Sutherland Hospital School, in its RAM entitlement, received \$576.01 in its key initiative for socio-economic funding. These monies continue to be used to provide support for our students to access curriculum and to provide an equitable resource model.

The school provides opportunities for all stakeholders to give constructive feedback on school practices and procedures

the results of all surveys supports decisions made about the school operations and financial management

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

Strategic direction 1: Quality teaching and learning programs to equip students to be successful 21st century learners.

## Purpose

### PURPOSE

To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, individual learning plans, increasing teacher capacity and engaging students with meaningful learning opportunities in our unique school environment

## Overall summary of progress

In 2016 Sutherland Hospital School supported all students to become competent and creative learners. We achieved this through developing whole school programs, personalised learning plans, increased teacher capacity and engaging students in meaningful learning opportunities. All staff participated in meaningful professional learning and achieved their professional learning goals as stated in their individual PDPs. Our use of technology to equip students to be successful 21st Century learners continued and new resources purchased to enable this continuation.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>IMPROVEMENT MEASURE/S</b>  An increase in the use of technology as a tool for teaching and learning is evident.  All staff participate in professional learning activities and achieve their yearly professional learning goals.  Appropriate resources are available for staff to implement The National Curriculum.  Teacher survey reflects teacher confidence in knowledge of the national curriculum and implementation of the curriculum.	All staff completed training in The Australian Curriculum and the NSW Syllabus K–12. The school extended its use of iPads and purchased many HSC resources and multi-media tools. Our older students have utilised these resources, including watching English curriculum based movies such as 'The Black Balloon' and 'The Life of Pi'. The Hospital School Association continues to be an excellent source for networking and gathering relevant information on our unique educational environments. The school has started the deployment to LMBR and this will be completed by August, 2017 Staff achieved their professional learning goals in accordance with their Professional Development Plans	Staff attended several professional learning days at Teacher's Federation House and participated in CPL, including Maths K–2 and English K–6 iPad based resources – literature, numeracy and geography. Funding for these resources came from Global funding and tied computer funds. Cost of \$3341.94 Global funding Global funding Various PI and conferences

## Next Steps

The staff of Sutherland Hospital School will continue their professional learning focusing on student well being and utilising up to date technology and resources. 2017 will be an exciting year of learning for staff as the NSW Hospital School Association will be holding a two day conference to meet the specific needs of our staff. The introduction of PDPs for all SASS staff will be challenging but a very rewarding process for all involved. The Principal and IT co-ordinate will continue to attend the Ultimo ITC Network meetings in 2017



## Strategic Direction 2

Strategic direction 2: All students will be highly engaged in schooling and emotionally aware.

## Purpose

### PURPOSE

Build leadership skills to improve student engagement in a positive learning environment. To improve students' social and emotional wellbeing. To establish more effective partnerships with families, hospital staff, local schools and the community.

## Overall summary of progress

The schoolroom is a positive and respectful environment. staff work closely with students, parents and hospital staff to ensure optimum learning. The Teaching Principal and teaching staff attended professional learning to achieve the goals in their individual Professional Development Plans. 2016 saw the establishment of a joint project between health and education. The Transition to School Program is a collaboration between Sutherland Hospital School and the Occupational Therapy Department of Community Health. The initial evaluation shows parents were strongly in favour of the program and all families involved would recommend it to other parents. The school works hard to be an integral part of the hospital and the success of this project is evidence that we are. The school maintains its ties to The Child and Adolescent Mental Health Service and we supported 6 students in our Outpatient program.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>IMPROVEMENT MEASURE/S</b>  Community Health partnerships formed and ongoing program embedded into the school organisation and curriculum.  Incremental growth in the number of students supported in their return to school.  Consistent and explicit assessment practices leading to meaningful feedback for students and staff.	Staff have attended targeted PL on mental health and Autism.  Through the External Validation process the school designed a new Learning and Support Plan for individual students visiting the school. These have been very worthwhile.  Ready for School program has been implemented successfully. Program will be evaluated in Term 1, 2017 using 'Bright spot' and a QI will be completed in term 2, 2017	Sue Larkey and Tony Attwood Conference, Behaviour and Nutrition one day course. Generation Next.  Boardmaker, Occupational therapists resources, literature resources including 'David goes to School', 'Willy The Wimp' and 'Grandmas House'.  Global funding

## Next Steps

Sutherland Hospital School will continue to provide students with a highly engaging school experience, so that we can contribute to their home schools, the community and society in which they live. The Transition to School Program will be evaluated in Term 1, 2017 and the transition of students involved in the program will be tracked. The Orientation Tour's evaluations will be utilised to inform future directions for the tour. Professional Learning Plans will be completed by all staff including SASS. The school will successfully deploy LMBR.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Socio-economic background</b>	These monies continue to be used to provide support for our students to access the curriculum and to provide an equitable resource model. Additional reading materials have been purchased which allows all students to participate in our 'Drop Everything And Read' Program.	Various magazines including Rugby League Weekly, Inside Sports, Frankie, Computers Today, Scientific and Tracks. \$591.07

## Student information

Students attending Sutherland Hospital School are predominantly inpatients of Sutherland Hospital. Outpatients are able to access our educational facility while they are being treated by the Child and Adolescent Mental Health Service (CAMHS). Students remain enrolled in their home school but their attendance is logged in a daily Attendance Register. Attendances are reported back to home schools for long term patients (3 days or more).

During 2016 Sutherland Hospital School averaged 22 students each week. The length of hospital stay ranged from 1 to 30 days. Students attended from government and non-government schools

In 2015 75% of students were from government schools, 25% from non-government schools.

## 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

### .Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

All staff are experienced in the multi stage and multi-disciplined educational setting and have vast experience working in special education settings. The Hospital School staff allocation includes a teaching principal, an additional 1.25 classroom teacher and one full time school learning support officer and a part time school administrative manager.

There are currently no Aboriginal staff employed at the school..

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

## Professional learning and teacher accreditation

All staff completed Child Protection and Wellbeing updates, Code of Conduct, CPR and First Aid Training, Anaphylaxis, e- Corruption Prevention, WHS Induction and e- Emergency Care Training. All mandatory training is up to date.

The School Principal also attended several meetings of The NSW Hospital School Association and Port Hacking Principal's network meetings.

The Principal and School Administrative Manager began the training for LMBR deployment in 2017. Oliver training was completed in 2016 and the school library system is now under Oliver.

Staff also attended

- Sue Larkey and Tony Attwood Conference
- Literacy and Numeracy PL at The Centre for Professional Learning (TF)
- ITC PL days Ultimo Network
- Combined Staff Development Day with all NSW Hospital Schools.

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

### Financial information

This summary financial information covers funds for operating costs from the 1/12/15 to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>53 733.00</b>
Global funds	33 461.00
Tied funds	8 288.00
School & community sources	1 704.00
Interest	1 089.00
Trust receipts	0.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	2 398.00
Excursions	0.00
Extracurricular dissections	0.00
Library	182.00
Training & development	6 324.00
Tied funds	7 798.00
Short term relief	4 925.00
Administration & office	12 054.00
School-operated canteen	0.00
Utilities	440.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

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

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

## School performance

### School-based assessment

Sutherland Hospital School does not have any students enrolled. Assessment data is sought through the student's home school.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 we also sought the responses from our 'Transition to School' students and parents.

Their responses are presented below:

- Would recommend it to any child who needs assistance – Transition Program
- It was an awesome program. Exceeded my expectations – Transition Program
- Would love to come forever if he could – Transition Program
- A very worthwhile experience for the children. Hands on, enjoyable and a great learning experience – Tharawal P.S
- Fantastic excursion! It does meet our history outcomes. Thank you again – Burraneer P.S
- Always an amazing excursion. The children really loved it and I learnt some new things too – Cronulla P.S
- An excellent tour modified to the level of the students. Kids were engaged and thoroughly enjoyed it – Endeavour HS – support class
- My daughter was kept occupied with school work, games and afternoon art activities. This made her stay exceptional. Thank you – Parent

## Policy requirements

### Aboriginal education

Students attending the school come from a large and diverse drawing area. School staff deliver equitable and effective learning programs, under exceptional circumstances. Staff are cognisant of The Aboriginal and Torres Strait Islander Education Plan. Staff are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students, always being mindful of cultural sensitivities when supporting families and their children.

The school's teacher attended the National Aboriginal Conference and gathered information on the department's Aboriginal Education Policy and its commitment to recognising Aboriginal languages. The Aboriginal language program in schools allow Aboriginal and non-Aboriginal students to learn Aboriginal languages together.

### Multicultural and anti-racism education

Staff actively promote the value of cultural diversity among our students. Various cultural and religious events are celebrated with students, staff and the hospital community.

During 2016 the school involved students, parents, medical staff, volunteers and the wider community in

celebrating such events as Harmony Day, Education Week, NAIDOC, International Nurses Day.

The school marked The National Day of Action, 21st March, 2016, against bullying by providing anti-bullying wristbands to staff, students and parents/carers. The Hospital School hosts regular morning teas to promote public education and highlight the educational services the school offers.

## Other school programs

### Hospital Transition Program

Working closely with the Child and Adolescent Mental Health Team, the school provides services to both in-patients and out-patients who have significant emotional and psychological problems. The program aims to provide a supportive and structured program for the transition period between acute hospitalisation and full re-integration into home school or an appropriate alternate educational setting.

This year the Hospital School also worked with the newly formed 'School Refusal Clinic'. This collaboration has been an important part of returning students to school.

### Hospital Orientation Tour

Our weekly tour invites Stage 1 students from local schools to visit the hospital. The purpose of the program is twofold. Firstly it supports the History curriculum and introduces young students to the hospital environment in a safe and practical manner. The excursion provides opportunities for students to become familiar with the diverse roles of hospital staff, medical terminology, technology and the hospital environment, making the process of hospitalisation less foreign.

In 2016 the hospital school staff continued to support 7-10 Life Skills Outcomes for students with an intellectual disability. These accommodations have been instrumental in increasing the number of support units who visit our school and participate in the orientation tour.

The Hospital Orientation Tour receives excellent feedback from our visiting teachers and is fully booked each year. We are fully booked until 2019. Teachers complete a written evaluation that guides any adjustments made to the tour. The written evaluation feedback demonstrates that the tour is meeting the History syllabus outcomes for Stage 1 and Life Skills. In 2016 this evaluation form was reviewed and adjustments made to include outcomes and if the tour meets these.

In 2016 the Hospital School and Tour featured in the St George and Sutherland Hospital newsletter 'The Pulse'.