

# Illawarra Hospital School

## Annual Report



2016



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## Introduction

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

Kim Bell

Principal

### School contact details

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### Message from the Principal

Illawarra Hospital School is committed to providing high quality learning in a caring environment that encourages students to do their best. Once again this year we have enjoyed a strong spirit of working together with the multidisciplinary medical team within the Paediatric Ward. This has ensured that student needs are met and appropriate adjustments are made. In 2016 we had a number of long term students who successfully transitioned back to their school. We are delighted with their progress.

Staff at Illawarra Hospital School are skilled, dedicated and committed to the education and well being of our students. My sincere thanks goes to our teachers, School Learning Support Officer and School Administration Manager. Without their expertise, professionalism and enthusiasm we would not be able to achieve all that we do for our students.

We look forward to the future, building teacher platforms that will equip our students with skills to cope as 21st century learners, to be innovative and flexible in their thinking and ultimately develop a lifelong love of learning.

I certify that the information provided in this report is the result of rigorous school self-assessment and review process undertaken with staff and parents and provides a balanced and genuine account of the school's achievements and areas for development.

Kim Bell

Principal

## School background

### School vision statement

NSW Hospital Schools are committed to providing an inclusive, stimulating and supportive environment enabling students in exceptional circumstances to maintain educational continuity. Our schools advocate for students and provide a conduit to their multidisciplinary teams, census schools and community. We develop positive relationships to support engagement in learning, leading to successful outcomes and transitions. The wellbeing of our students is our highest priority.

### School context

The Illawarra Hospital School is a Kindergarten to Year 12 school that supports the education of students admitted to Wollongong Hospital. The school provides a supportive and engaging environment assisting students to maintain their educational program. Students are either inpatients of Wollongong Hospital or outpatients and as such form part of our Day Student Program. This program allows students, on the advice of their specialist doctor, to attend our school after discharge. Our students are an extremely diverse group, coming from a range of cultural backgrounds and all sectors of schooling. While the school is situated in the Children's Ward, it also caters for older students who may be admitted into other wards. The school operates as part of a multidisciplinary team that includes parents and family members, medical staff, therapy teams and social workers.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year our school undertook self-assessment using the School Excellence Framework. 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.

The teaching staff and School Learning Support Officer (SLSO) at Illawarra Hospital School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated during the year to thoroughly examine the School Plan and reflect on the elements of the School Excellence Framework that the Plan most strongly addressed. This ensured that our School Plan aligned with the expectations of the Framework and supported the development of authentic future directions.

In the domain of Learning we continued to work towards improving the learning culture and student well-being. A range of strategies were implemented to promote student well-being and learning including the refurbishment of the schoolroom so as to create an inviting, collaborative and flexible learning space. Staff took part in inter-school visits to observe best practice in a diverse range of educational settings bringing back strategies and processes which were adapted for our students' learning programs. To ensure the continuity of learning, the school actively sought the involvement of census schools and parents in the learning process and the development of student goals for learning.

Our focus in the domain of Teaching has been on collaborative practice and the growing of teaching practice through observation, reflection and feedback. Teachers undertook professional learning in Peer Coaching enabling them to give and receive feedback about teaching practice and facilitating robust, respectful, professional dialogue to share their learning and to bring out the best in each other so as to enhance student learning. Each teacher developed a Performance and Development Plan articulating three goals based on our School Plan as well as their own professional aspiration and successfully worked towards achieving them. Additionally, the use of technology and the development of expertise in literacy, numeracy and the new syllabuses of History and Geography, means that our teachers are moving our student learning to a new level.

In the domain of Leading, our priority have been to strategically use resources to achieve improved student outcomes. The school's staffing allocation has facilitated the employment of both primary and high school teachers to better meet the needs of our students. Strategic financial management has resulted in clearly defined, flexible and appropriate learning spaces for both primary and secondary students. Our technology program has been enhanced with an investment in further Lego robotics, iPads and laptops that will enable students and staff to work flexibly in a range of settings.

The new approach to school planning, supported by the new funding model to schools, has enabled our school to more fully articulate and implement those policies, programs and projects that will lead to the achievement of our vision. Our achievements and next steps are outlined more fully in this report. Our self-assessment process will further assist the

school to refine the strategic priorities in our school plan, leading to further improvements in the delivery of education to the students of Illawarra Hospital School.

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 meaningful and challenging learning experiences that are personalised and differentiated.

To promote students' intellectual, social, emotional development and wellbeing in challenging circumstances.

### Overall summary of progress

Our school's focus on learning and engagement this year has been directed towards our special needs students, the learning environment and STEM.

Following peer observation of best practice at SSP schools and support units the teaching and SASS staff assessed both our current practices and resources. This resulted in adjustments to student management and how the curriculum was accessed by our special needs students. Resources were purchased to accommodate these changes and successfully integrated into our student's learning programs.

This year saw the revitalising of our school environment. All schoolroom furniture and storage were replaced with bright, modern, age appropriate designs. The flexible nature of the new furniture has allowed teachers and students to work either collaboratively or independently. There are now designated primary and high school areas with resources readily accessible to staff and students. This has made a significant difference to our teaching practices and student engagement and learning.

Professional learning by staff has enriched our teaching of STEM this year. Coding has been integrated into STEM using iPad apps such as Swift Playgrounds, Scratch Jr and Hopscotch and Lego robotics. Students are highly engaged whilst developing problem solving skills.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Increase student engagement in their learning experiences demonstrated through successful implementation on Individual Learning Plans.</li></ul>	<ul style="list-style-type: none"><li>• Classroom renovation has proved to be highly engaging with our students. This has been particularly evident with our high school students. The flexible nature of the furniture has led to increased collaborative practices to achieve learning goals.</li><li>• Staff professional Learning in STEM has resulted in Coding, Lego WeDo and iPads being successfully integrated into Learning Plans.</li></ul>	<p>\$12506 (Furniture/Storage)</p> <p>\$490 (Teacher and SASS relief)</p> <p>\$735 (Course Fees)</p> <p>\$500 (Lego WeDo 2.0 Robotics)</p>
<ul style="list-style-type: none"><li>• All students achieve their learning goals identified in their Individual learning Plan.</li></ul>	<ul style="list-style-type: none"><li>• Resources purchased to support special needs student's access to the curriculum.</li><li>• Teaching and SASS staff inter-school visits to mainstream and special settings to observe best practice in literacy and numeracy has reinforced, improved and developed teaching practice.</li><li>• Professional learning in Formative Assessment explicitly facilitates students achieving their learning goals.</li></ul>	<p>\$1186 (Resources)</p> <p>\$1690 (Teacher and SASS relief)</p>
<ul style="list-style-type: none"><li>• Student learning and engagement is measured against a collaboratively designed rubric.</li></ul>	Rubric trialled with long term students and its value assessed.	\$0

### Next Steps

- Build teacher capacity and knowledge in the Premier's priorities of literacy, numeracy and in STEM through

professional learning to ensure the needs of each individual student are differentiated, carefully considered, accommodated and adjusted .

- Evaluate Geography resources and source additional resources as required.



## Strategic Direction 2

High quality innovative, resilient and collaborative staff

### Purpose

To promote, build and sustain professional practice which enables staff to successfully address diverse learning and welfare needs of all students.

### Overall summary of progress

Our skilled staff have further built on their expertise this year. Teacher professional learning in Peer Coaching has resulted in a collaborative approach to addressing their Professional Development Plans and achieving their goals. Oliver library training has further extended staff skills and has facilitated our library's transition to this new system. The NSW Australian History and Geography curriculums are well supported following teacher professional learning and the purchase of resources to support our students.

A significant focus of our school is the mental health and well-being both of our students and staff. This year staff participated in the Department of Education's Youth Suicide Seminar and in an interagency Mental Health Forum giving both insight and strategies in how to plan for and interact with our students.

Peer observation in other school sites continues to inspire staff to assess current practice and embrace new methods to improve student outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• All staff have developed and achieved authentic performance and development goals aligned with the school plan and key DEC reforms.</li></ul>	<ul style="list-style-type: none"><li>• All teaching staff are trained in Peer Coaching and working collaboratively.</li><li>• SASS and teacher training in the Oliver library system has resulted in all library resources being moved over to this system.</li><li>• Staff professional learning in mental health and youth suicide has given staff greater resources to draw from when working with our students and developing their individual plans.</li><li>• Changes in both organisational and teaching practice has occurred following peer observation in local schools, resulting in improved outcomes for our students.</li><li>• Student goals met in History and Geography.</li><li>• All teaching staff have achieved goals set in their Performance and Development Plans.</li></ul>	<p>\$1059 (Course Fees)</p> <p>\$967 (Staff relief)</p>

### Next Steps

- Professional Learning in the Premier's priorities of literacy and numeracy, Trauma Informed Practices and mental health and well-being.
- Continue to build on and extend peer observation for both teaching and non-teaching staff with inter-school visits to mainstream and Hospital Schools.

### Strategic Direction 3

Strong, positive, respectful community partnerships

### Purpose

To ensure that the health, wellbeing and educational outcomes of students are optimised within a multidisciplinary learning environment.

### Overall summary of progress

This year we continued to build on raising an awareness of our school within the Hospital and local school community. A communication and engagement team was formed. To ascertain the existing level of awareness and knowledge of our school, discussions were held with stakeholders within our community. A variety of promotional materials were researched by the team before quotes were obtained from businesses to produce the planned signs and banners. Once accepted the business set about producing proofs for the team to assess. These unfortunately did not meet our requirements causing the project to be postponed until next year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Increase in collaborative practices between all multidisciplinary partners and carers.</li></ul>	<ul style="list-style-type: none"><li>• Plans for informative and promotional materials were drawn up however the Communication and Engagement team felt that the draft presented did not meet our criteria. This project is to be carried over into next year.</li><li>• Discussions with Hospital staff and parents/carers confirms verbal communication is clear and consistent.</li></ul>	\$0

### Next Steps

- Communication and Engagement Team to further research and gain quotes for informative, promotional materials e.g. poster, brochure, banners to be placed in the Children's Ward, Paediatric Emergency Department and Schoolroom entrance.
- Produce and distribute materials.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Quality Teaching, Successful Students (QTSS)</b>	Collaborative practices have allowed teachers to observe each other's lessons within our school as well as observe teachers in a nearby local school. Teachers reported that this assisted them to improve their understanding of student learning and effective classroom practice.	Quality Teaching Successful Students.
<b>Socio-economic background</b>	Additional support staff were employed to facilitate students' active participation in their educational programs.	\$459

## Student information

In 2016 our school supported the education of 809 students from both the public and private sectors of education. There are no permanent enrolments as all students remain enrolled at their census schools. A wide range of cultural and socio-economic backgrounds are represented.

Our students may be short term, long term, recurrent admissions or Day students. The majority of students were from the Paediatric Ward, however a small number of high school students were placed in adult wards. These students either came to the school from their Ward or the teacher worked at their bedside to support their educational program. Some students, because of their medical conditions, were unable to return to their census school and attended the Hospital School on a daily basis. These children remained enrolled at their own school and their attendance at the Hospital School was documented as part of their normal attendance record. As the time approached for these students to return to their home schools, personalised Transition Programs were put in place to support the students, their families and the staff at their census school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.17
Teacher Librarian	0.08
School Administration & Support Staff	1.5
Other Positions	0

\*Full Time Equivalent

At the time of writing this report there are no members of staff who identify as being from an Aboriginal background.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

## Professional learning and teacher accreditation

In 2016, Illawarra Hospital School received professional learning funds from the Department of Education. These funds are allocated to specific targets in the school plan and are typically used to pay for course fees, resources and the salaries of casual teachers who replace staff attending courses. Our school is committed to and place a high priority on professional learning.

Professional learning undertaken during 2016 included:

### Curriculum

- Literacy
  - Inter-school visits to observe quality teaching and learning.
  - Dyslexia Empowerment
- Numeracy
  - Inter-school visits to observe quality teaching and learning.
- NSW Syllabuses
  - History – NSW Hospital Schools combined staff development day and online.
  - Geography K – 10
- STEM
  - iPads in STEM
  - Lego Robotics

### Student Wellbeing

- Anaphylaxis Online Update and Face-to-Face training
- CPR
- E-emergency Care
- Child Protection
- Code of Conduct annual update
- Youth Mental Health Forum
- Youth Suicide Seminar

### School Administration

- Network Meetings
  - School Administration
  - Wollongong Principals
- EXCEL Fundamentals
- Oliver training – library
- SASS Conference
- Incident Management Training
- Fire and Evacuation Training

### Other

- Peer Coaching – Growth Coaching International
- Formative Assessment – Marion Assagaier

## 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	\$
<b>Balance brought forward</b>	<b>72 855.00</b>
Global funds	34 942.17
Tied funds	22 570.49
School & community sources	6 116.05
Interest	1 234.14
Trust receipts	0.00
Canteen	0.00
<b>Total income</b>	<b>137 717.85</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	1 690.87
Excursions	0.00
Extracurricular dissections	3 930.00
Library	1 529.97
Training & development	5 109.33
Tied funds	22 900.09
Short term relief	4 250.55
Administration & office	37 039.77
School-operated canteen	0.00
Utilities	412.31
Maintenance	0.00
Trust accounts	0.00
Capital programs	10 927.12
<b>Total expenditure</b>	<b>87 790.01</b>
<b>Balance carried forward</b>	<b>49 927.84</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents felt that:

- the school provides an amazing service;
- it is a welcoming, happy and inclusive environment;
- the student's wellbeing always comes first;
- the staff quickly develop positive relationships with students and their families;
- all students are supported educationally and emotionally on an individual basis;
- the staff have a broad knowledge of the support agencies in the community to help support students after discharge.

Students felt that:

- the activities they did were fun;
- they liked using technology particularly Lego Robotics and coding;
- the school staff were friendly and helpful;
- afternoons were the best times because they did craft, art and games;
- the teachers help them to keep up with their school work and finish assessment tasks.

Staff felt that:

- the school staff work well together;
- the school room renovation has made the school room a more engaging, pleasant place to work and lead to a change in practice;
- their professional learning needs were met;
- we need to promote our wonderful service more within the hospital.

## Policy requirements

### Aboriginal education

Our school is committed to the continual improvement of the educational outcomes and wellbeing of our Aboriginal and Torres Strait Islander students. We plan for their success by consulting with the census school, parents and the student. We aim to connect with the family to ensure that we make a positive difference. Aboriginal and Torres Strait Islander culture is an integral component of the Human Society and Environment (HSIE) units taught throughout the year. These units of study have an Aboriginal perspective that reflects awareness of their culture and promotes knowledge of Aboriginal history and contemporary issues. Our school staff participated in Aboriginal history sessions on our combined School Development Days with other NSW Hospital Schools. The impact of these sessions has provided staff with an insight into local history, culture and traditions of Aboriginal people past and present.

### Multicultural and anti-racism education

The Illawarra Hospital School population is representative of a wide range of cultures. Our school

has a strong culture of inclusiveness and is proactive in ensuring all students are accepted. We actively promote harmony, understanding and the celebration of differences and commonalities among cultures. Diversity is explored and celebrated through school practice, programs and resources. The school recognises many cultural and religious events such as NAIDOC week, Harmony Day, Chinese New Year, Christmas and Easter. Education at these special times focuses on the value of these special events within our community and how it may relate to friends and their families. Multicultural perspectives are taught across the KLA's and new resources supporting this are purchased as required. With shared understandings we are more able to recognise individual difference and be more tolerant of each other. Our students continue to impress us with their thoughts and work in this area with the positive support of our school staff.

## **Other school programs**

### **Music Therapy**

The Illawarra Hospital School employs a Music Therapist to work with our students for two hours each week. These sessions are for all students both in the School and in Ward rooms if the student is unable to attend the schoolroom. Family members are also invited to join in. These sessions allow students to explore music through the use of our large range of instruments and iPad technology. The therapist incorporates singing and movement into the sessions. This program contributes positively to students' well-being.

### **Community Programs/ Links**

Community programs include students from our local high schools completing their work experience placement at our school and visits from Captain Starlight from the Starlight Foundation. The School continues to support the University of Wollongong's Education for Social Equity Program. Primary pre-service teachers volunteered thirty hours of their time at the school.