

The Childrens Hospital School Annual Report



2016



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Introduction

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

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Principal

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Message from the Principal

The Hospital School at Westmead provides educational support to a wide range of students from across NSW. We have provision for students and their siblings to be taught in a classroom setting for both Primary and High School. For students unable to be in the classrooms we have teachers and support staff able to work at their bedsides.

The Hospital School is a learning community that is dedicated to nurturing the growth of the child, the family and subsequently the community at large. As a school, we have committed ourselves to developing a culture of life-long learning. We strive to provide an environment where students are constantly engaged in those activities that foster educationally sound and academically appropriate learning experiences. Students are developing important decision making, critical thinking, technological and communication skills necessary to meet the challenges of an ever changing world.

The Hospital School firmly supports the concept of education as a collaborative process, requiring the joint efforts and cooperation of the school, the home, the medical teams, the student and the community. To support and encourage these educational collaborations, we are dedicated to providing clear expectations, open dialogue and communication, ongoing support and guidance, and opportunities for growth and practice.

The school's programs reflect the high priority of the community for academic excellence in a positive, safe and caring environment. It is accepted that a key role for the school is to ensure that its' students are supported in the development of life-long learning that is necessary in this 21st century.

School background

School vision statement

The Hospital School is striving to develop staff excellence in a cohesive and inclusive school community to develop motivated and resilient students.

School context

The Hospital School at The Children's Hospital at Westmead, the largest hospital school in NSW, provides quality education to support the development of motivated, resilient students who become critical and creative thinkers through access to high quality personalised learning. This unique school accommodates patients from throughout NSW, other states and overseas. A daily enrolment of over 100 Kindergarten to Year 12 students with each student's period of enrolment varying from as little as 10 days to a longer stay according to their period of hospitalisation. Our students come from both government and non-government schools and attend either in one of our four classrooms or are taught at the bedside by our ward teachers.

Our Principal leads the highly qualified and experienced teaching staff, who is trained in primary or secondary teaching with expertise in Special Education, Emotional Disturbance or Hearing Loss. Each class is supported by a School Learning Support Officer who provides additional individual assistance to implement Personalised Learning and Support Plans as well as facilitating students' growth towards independence as they transition back to their census school. Students' patterns of study are supported and maintained through liaison with the census school.

In partnership with all stakeholders including students and their families, medical staff, allied health professionals, government and non-government agencies and census schools, we provide continuity of educational services in a centre for expertise to students who are hospitalised with chronic and serious illnesses.

Our Learning Support Team coordinates adjustments to meet all students' needs relating to their personal care, safety, self-regulation or social interaction, which impacts significantly on their participation and learning.

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 The Hospital School is excelling in Learning Culture and Wellbeing of the Learning domain, Effective Classroom Practice and Collaborative Practice of the Teaching Domain and all four elements of the Leading Domain. Curriculum and Learning, Assessment and Reporting, Learning and Development and Professional Standards are elements the school will be working towards excelling, within the next School Plan cycle.

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

Quality Teaching & Learning Teams

Purpose

To develop a quality school where:

- Student learning is underpinned by high quality teachers and leadership;
- Teaching & Learning teams exhibit high levels of professionalism and commitment;
- Lessons and learning opportunities are engaging and teaching and learning strategies are evidence based;
- Teaching teams evidence the effectiveness of their practice and plan for the ongoing learning of each individual student;
- There is a transparent learning culture.

Overall summary of progress

Over the past two years staff have developed a clearer understanding as to how they can effectively teach students with disabilities within this context. Teacher professional learning targeted aspects of this context to support staff in developing differentiated lesson sequences to meet the learning needs of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All school programs and assessment tasks reflect changes to pedagogy and curriculum measured through document review, classroom observations & work sample.	All staff completed their second Peer Observation which was used as evidence to support the achievement of Performance and Development Plan goals. The self-reflection and feedback provided a basis for determining future directions.	Staff release x 10 days \$5000
All student programs will reflect accommodations and adjustments made by teachers to their pedagogical practice to meet the individual needs of students measured through document review, classroom observations & work samples.	Teaching and Learning programming was trialled within this context to identify areas for inclusion within programs. Medical staff delivered professional learning around cystic fibrosis, brain injury and infection control to give teaching staff an understanding of how best to meet the student's individual needs based on their medical disability.	Staff release x 20 days \$10,000

Next Steps

Future directions for 2017 across the school in maths, science and art strands will be delivered through STEM/STEAM pedagogy. Time and resources have been allocated to attend Professional Learning in Term 4, 2016. Programming will further be developed, using English units of work and streamlined to suit this context. Further development of the SOLO Matrix in establishing questioning strategies to gather data on students as assessment for and of learning. Further investigation into the targeting of teaching within this context will also be explored.

Strategic Direction 2

Cohesive and Inclusive School Community

Purpose

To develop a quality school where:

The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, health partners and business organisations.

Overall summary of progress

Communication with all stakeholders across the Hospital Community continues to grow. Staff attend medical meetings and deliver student reports for various medical teams within the hospital.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased awareness within the hospital and beyond.	Students became involved in naming one of the large cranes on the Hospital worksite and became part of the media story on the development of the new hospital. Census school contact has been developed throughout the year.	Resources \$3000 Staff Release x 10 days \$5000
Measured by follow up surveys with previously identified focus groups, communication from stakeholders & frequency of and attendance at events hosted by The Hospital School.	Student surveys were sent out at the end of the year to identify system improvement in teaching and learning. The school continues to be involved in the Hospital activities as well as setting up a table in the Hospital Galleria displaying student work during Education Week.	Staff Teacher Release x 10 days \$5000 SLSO Release x 6 days \$2000

Next Steps

An evaluation of the transition flowcharts will occur in 2017 to identify further adjustments. The school brochure will be printed and distributed across the community.

Strategic Direction 3

Engaged and Resilient Students

Purpose

To develop a quality school where:

- The school has a commitment to nurture, guide, inspire and challenge students to build their skills to understand and make sense of the world;
- Students know that they are well supported as increasingly self-motivated learners, confident and creative individuals, with the personal resources for future success and wellbeing.

Overall summary of progress

Personalised Learning and Support Plans have been developed and used as the basis for writing student reports both mid year and end of year. Positive behaviour for learning (PBL) has been re-launched and had a positive impact on both the students in the classrooms and wards as well as the medical staff. The Red Kite program in oncology has used our reward system to include a Hospital School bead in their bead collection program promoting student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of student learning goals are driven by the student profile sheet, initial assessment and other relevant formative and summative assessments.	The student profile sheet is used to support student learning goals. This profile sheet has been expanded to include a modified version for Pre School and Kindergarten students as well as a French version for students from New Caledonia.	5 x Teacher Release days for development of profile/assessment tools \$2,500
100% of teaching and learning staff can confidently evidence accommodations and adjustments to support student engagement, learning and wellbeing.	Personalised Learning and Support Plans were further developed to identify the learning adjustments to both syllabus outcomes as well as students' wellbeing based on the domains found within the DoE PLASST tool.	20 x Teacher Release days for development of PLaSP documentation and implementation across the teaching team. \$10,000

Next Steps

Future directions for PBL will focus on continuation of the successful 2016 PBL STRIVE awards through an evaluation and planning process. The Student Profile Sheet will be evaluated in 2017 to identify the assessment strategies used and the recording of these assessments in student records. An assessment team will audit the school's assessment processes and identify both formative and summative assessments teachers undertake to meet the students' individual learning needs. Personalised Learning and Support Plans to be reviewed using the SENTRAL software and the alignment to the LMBR system.

Key Initiatives	Impact achieved this year	Resources (annual)
Socio-economic background	Units of work were developed for the teaching and learning of pre-school students through the expertise of Western Sydney University students in Early Childhood Education. These units of work supported both pre-school students transitioning to school as well as kindergarten students working at a pre-school level.	Early Childhood equipment purchased. Resources \$3500 Teacher release days x 10 \$5000
Support for beginning teachers	All beginning teachers have completed their accreditation at Proficiency and the Strong Start Program. One teacher who was on maternity leave in 2016, will finalise the Strong Start Program in 2017.	Teacher Mentor employed to lead the Strong Start program and preparation for accreditation. Beginning teachers released 1 session per week. \$30 000 • Support for beginning teachers (\$0.00)

Student information

The Hospital School is a dynamic school with a student population of over 2500 students across the year. The student population is very diverse, ranging from Kindergarten to Year 12 across two hospital settings. Students enrolled at the Hospital School are based on a shared enrolment with their census schools from government and non-government sectors. The school has an ongoing commitment to the development and delivery of quality teaching and learning programs with an emphasis on literacy, numeracy and student engagement.

Student enrolment differs depending on the nature of their hospitalisation. Below is an indication of the average length of stay of patients.

43% are students for 3 weeks

33% are students for 5 weeks

23% are students for 10 weeks

17% are students for 20 weeks (of which 72% are students who were here at 10 weeks)

11% are students for 30 weeks

10% are students for the school year

Management of non-attendance

Student attendance fluctuates throughout the term. Based on the collection of attendance data, the term commences and ends with between 60 and 83 students, peaking mid term with between 135 – 140 students.

Structure of classes

The Hospital School has 4 classroom settings:

3 classrooms at The Children's Hospital

- 1 Primary classroom
- 2 High school classrooms – 1 general purpose HS classroom and 1 specialised classroom for students in the acute mental health ward.

1 classroom at Westmead Hospital for senior students only.

Ward Teaching K – 12. – This service consists of a 1:1 session for 30 minutes daily at the student's bedside for students who are unable to go to the

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	8.67
Teacher Librarian	0.2
School Counsellor	0.2
School Administration & Support Staff	5.42
Other Positions	1

*Full Time Equivalent

The other position relates to an Itinerant Support Teacher Hearing who supports the Hospital's Deafness Centre and does not have a teaching load.

Some of the positions in the Composition Table attract a part time component and additional teaching and non teaching positions are funded through school funds, totalling a workforce of 27 staff.

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	10

Professional learning and teacher accreditation

Staff have been provided with professional learning centred on the development of professional goals within their Performance and Development Plans. Professional Learning targeted both school priorities and teaching and non teaching staff personal professional goals.

Some individual staff attended very specific professional learning and then presented their knowledge to the whole staff during school Teacher Professional Learning meetings which were held weekly all year. Individual staff also committed to online learning courses outside of school hours.

All teaching staff attended the first day of the Special Education Principals and Leaders Association (SEPLA) conference on Staff Development Day Term 3. The conference focussed on Intent versus Impact and workshops provided opportunities for learning about: Wellbeing, School Improvement, Student Learning – Assessment & Reporting, Speech Pathology, Positive

Behaviour for Learning and School Stories in Mathematics and Transformation in the Sensory Room.

Three Early Career Teachers were accredited at Proficient after completing the Strong Start Program and professional support through mentoring.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	279 702.15
Global funds	106 223.41
Tied funds	49 979.28
School & community sources	700.00
Interest	4 890.04
Trust receipts	0.00
Canteen	0.00
Total income	441 494.88
Expenditure	
Teaching & learning	
Key learning areas	39 317.87
Excursions	0.00
Extracurricular dissections	6 838.69
Library	665.11
Training & development	3 736.35
Tied funds	112 860.33
Short term relief	48 470.86
Administration & office	17 259.98
School-operated canteen	0.00
Utilities	3 282.89
Maintenance	0.00
Trust accounts	0.00
Capital programs	1 678.00
Total expenditure	234 110.08
Balance carried forward	207 384.80

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.

School performance

School-based assessment

All students from all sectors of schooling achieve academic success whilst they are at The Hospital School. The student's work is adjusted to accommodate their level of wellness and their ability to engage physically with the given task.

Students work at their own stage of development in conjunction with the work set by their home school and the medical advice given by the treating team. Students are regularly assessed and feedback is provided as requested and on discharge to their census school in the form of a written report.

Whilst we facilitate students to undertake external assessment and examination such as NAPLAN and HSC in our setting, we do not report on the outcomes of these, reporting is completed by their census school.

Parent/caregiver, student, teacher satisfaction

As a result of a student survey conducted across the school with both primary and secondary students, between 65% – 69% of students agreed that the teachers at the hospital school plan lessons that are interesting to them, understand what they need to learn and try to find new ways to help them understand. Within this context both parents and medical teams work closely with the teaching staff and this was reflected in the results where students saw this collaboration about their learning. 50% of students were unaware of the sharing of knowledge between teachers that ensures continuity of student learning, particularly on ward teaching.

Policy requirements

Aboriginal education

New staff were provided with professional learning to gain an understanding as to how we use the Eight Ways of Learning pedagogy on our Student Profile Sheets, an assessment tool which is utilised on enrolment to identify students' thoughts and beliefs about learning as well as interests, hobbies, goals and aspirations. Our staff and students celebrated Harmony Day where we promoted being kind to each other.

Multicultural and anti-racism education

Our school has continued its programs in multicultural education where our focus is to develop understanding and knowledge through learning programs that

acknowledge the diverse cultural backgrounds within the school population. This has been achieved through the various celebration days of Chinese New Year, and Divali – Festival of Lights. An anti-racism contact officer is available at the school to assist with anti-racism education and to promote intercultural understanding, community harmony and ensure inclusive classroom and school practices are occurring.

Other school programs

Environmental education and sustainability

The Hospital School produced a 2017 calendar with the theme of sustainability. We worked with the community to fund and support a range of learning experiences for our students as part of our joint project with Fuji Xerox.

Education is an essential element of the global response to sustainability. During the year, students explored the many meanings and applications of sustainability and how it effects them and their local and global communities. As part of this unit of study, students had to produce an artwork that reflected their understandings, beliefs, concerns or hopes around sustainability. These artworks formed the basis of the 2017 calendar.

The S.E.A.T. Project

As part of our Visual Arts program, students worked on a unit of study based on the S.E.A.T. project. Students developed their own Visual Arts Process Diary (VAPD) and their completed 'Seats' were displayed in the Galleria of the Hospital as an activity for Education Week.

Using a children's book "SEAT: The Little Stool That Could", written by Lesley Hancock – the project aimed to show the impact of an 'ordinary product with an extraordinary message' – providing a message of inspiration and empowerment.. It was a demonstration to students that showed how something that seemed so 'ordinary' could have such an 'extraordinary impact' – just like them! – The Butterfly Effect!

In essence, the SEAT project was about: Sustainable Practices, Team Work, Design and Community.

The Young Engineers and Name the Crane

As a result of students working with the Young Engineers, who donated a mechano constructed crane and the inclusion of the Hospital School in activities for the re-development of the hospital, the public relations within The Childrens Hospital Westmead, decided to hold a competition of naming one of the larger cranes within the work site with the name of someone who meant something to the students. The secondary and primary staff within the school created lessons around the naming of the crane. The secondary class from Westmead adult's hospital, after various lessons around puns and including the Olympics, developed the name 'U-crane Bolt'.