

# Sutherland Hospital School

## Annual Report



2017



5546

## Introduction

The Annual Report for 2017 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.

Jacqueline Conwell

Principal

### School contact details

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## 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 History, Stage 1 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 ten 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

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. 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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 2017 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.

LMBR was successfully deployed, as was the new budget tool. The Principal and SAM will continue to monitor its use.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	 Investigate the purchase of a small interactive whiteboard for the schoolroom. Purchase two reading boxes – Numeracy and Literacy. Approximate cost \$1738  Teaching Principal, Occupational Therapist, Parent Evaluations QTSS, funding to purchase Boardmaker Spectronics, Principal release and literature resources \$2500.00  \$6200.00 release for Principal and SAM to attend training	 Discussions with DEC around the viability of an interactive whiteboard for our small space have been productive. In 2018 a DEC approved system will be purchased. Reading and Numeracy boxes are a useful tool in our unique environment. Easily transported from the schoolroom to the hospital bed.  The program will continue in 2018 but an additional resource needed, due to evaluations, will be the DIAL Functional Assessment Tool. – cost \$988.00  LMBR successfully deployed at the school

## Next Steps

The staff of Sutherland Hospital School will continue their professional learning focusing on student wellbeing and utilising up to date technology and resources. 2018 will be an exciting year of learning for staff as we continue to work closely with all our colleagues in the NSW Hospital School Association. The Principal and IT support staff will work closely, with the view to purchasing either an Interactive Whiteboard or a touch screen device for our small and unique learning space.

The Ready For School Program will continue. Evaluations for 2017 were very positive. The need for a formal assessment tool was apparent and the DIAL Functional Assessment will be purchased in 2018.

## 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. In 2017 a joint project between health and education continued. 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 7 students in our Outpatient program. The school also featured on the Chanel 7 news and the response was very positive.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	Professional Learning funds out of the schools global budget	All staff attended the NSW Hospital School Conference on Student Wellbeing and Happiness. Staff feedback was positive.  Staff have created a more comprehensive work record sheet which improves continuity from session to session with students achievements  Staff have started the process to purchase and install an interactive whiteboard in our small space.

## 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 continue to be evaluated 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. In 2018 the school's PL focus will be on supporting students with an eating disorder. The PL will be attended with our colleagues from our community of schools. We will also be involved in a joint project investigating best practice in transitioning adolescents with mental health back to their home school or appropriate educational setting.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>	RAM equity loading \$1036.08	These monies continue to be used to provide equitable and interest focused reading materials for the adolescent patients on the ward and in the schoolroom. Reading materials were accessed regularly by students and staff.

## 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).

and all students are shared on ERN.

During 2017 Sutherland Hospital School averaged 24 students each week. The length of hospital stay ranged from 1 to 50 days. Students attended from government and non-government schools.

In 2017 80% of students were from government schools, 20% from non-government schools.

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

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	66

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.19
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.5
Other Positions	0

\*Full Time Equivalent

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

### Professional learning and teacher accreditation

All staff have completed mandatory training, including Child Protection Updates, CPR and practical anaphylaxis face to face training, e-emergency care and e-anaphylaxis online training.

All school staff attended the NSW Hospital Schools Association's Conference in Newcastle where the focus was on Adolescents with an Eating Disorder.

The Principal attended several meetings with a community of schools (six hospital schools) and the Port Hacking Principal's network meetings.

One staff member has begun the accreditation process and in 2018 two staff members (pre-2004) will begin their accreditation journey.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>64,154</b>
Global funds	28,480
Tied funds	3,994
School & community sources	1,135
Interest	663
Trust receipts	0
Canteen	0
<b>Total Receipts</b>	<b>34,272</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	989
Excursions	0
Extracurricular dissections	0
Library	27
Training & Development	4,793
Tied Funds Payments	3,448
Short Term Relief	0
Administration & Office	11,804
Canteen Payments	0
Utilities	164
Maintenance	192
Trust Payments	0
Capital Programs	0
<b>Total Payments</b>	<b>21,418</b>
<b>Balance carried forward</b>	<b>77,008</b>

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>101,497</b>
Appropriation	100,965
Sale of Goods and Services	0
Grants and Contributions	355
Gain and Loss	0
Other Revenue	0
Investment Income	177
<b>Expenses</b>	<b>-12,622</b>
Recurrent Expenses	-12,622
Employee Related	-7,078
Operating Expenses	-5,544
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>88,875</b>
<b>Balance Carried Forward</b>	<b>88,875</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Sutherland Hospital School has set aside \$10,000 to spend on an update of technology in the schoolroom. This will include installing Wi-Fi and an interactive panel on one wall. Shelving and furniture will be removed and new, more appropriate furniture will be purchased.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	212,149
Base Per Capita	4,264
Base Location	0
Other Base	207,885
<b>Equity Total</b>	2,072
Equity Aboriginal	0
Equity Socio economic	2,072
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	186,807
<b>Other Total</b>	3,296
<b>Grand Total</b>	404,324

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. In 2017 we also sought 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 – Hospital School Orientation Tour 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. Thankyou – 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 well being 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 2017 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 Hospital School hosts regular morning teas to promote public education and highlight the educational services the school offers.