

Illawarra Hospital School

Annual Report



2017



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Introduction

The Annual Report for 2017 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

Illawarra Hospital School

Level 3 Childrens Ward Wollongong Hospital Loftus Street

Wollongong, 2500

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

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

4222 5218

School background

School vision statement

Illawarra Hospital School is committed to providing an inclusive, stimulating and supportive environment enabling students in exceptional circumstances to maintain educational continuity. Our school advocates for students and provides a conduit to 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 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.

The staff at Illawarra Hospital School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. This ensured that our School Plan aligned with the expectations of the Framework and supported the development of authentic future directions.

Our focus in the domain of learning continued to be lifting the literacy and numeracy results of our students and improving student wellbeing through developing a respectful, responsible and safe learning culture in the school. Through targeted professional learning teachers have further developed their teaching practices to support individual student learning. Information about student progress is shared with parents in a systematic way that encourages parents to engage in their child's learning. Our students are provided with an extensive range of experiences to address their learning and emotional, social and physical wellbeing.

Our focus in the domain of teaching has been on the growing of teaching practice through inter-school visits, observation, the sharing of expertise and targeted professional learning in response to the analysis of student performance. This is clearly embedded in our School Plan. Each teacher's Performance and Development Plan articulated three goals based on our School Plan as well as their own professional aspiration. All staff successfully worked towards achieving them. Additionally, the development of expertise in literacy, numeracy and student wellbeing means that our teachers are supporting our students as they move student learning to a new level.

In the domain of leading, our priority have been to strategically use resources to build staff capability and capacity, achieve improved student outcomes and to build on our school's engagement with the community. School planning, supported by the 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 and feedback from students, parents and community members, will further assist the school to refine the Strategic Directions in our School Plan 2018–2020, leading to further improvements in the delivery of education to the students of Illawarra Hospital School.

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

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

Developing quality teaching practice and expert teachers within our school continued to be a key professional learning focus in 2017 to achieve this strategic direction. Professional learning has been developed through a structured and systematic process. All teachers were supported in their skills, knowledge and understanding of literacy, numeracy and student wellbeing by participating in school-based and external professional learning. Student access to technology is ongoing through the use of iPads, Apple TV and updated laptops.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase student engagement in their learning experiences demonstrated through successful implementation on Individual Learning Plans.	<p>\$2232 – Professional Learning</p> <p>\$110 – Geography</p>	<p>Participation in professional learning in student well-being has enabled staff to support the specific needs of our diverse student population leading to increased student engagement.</p> <p>Professional development included:</p> <ul style="list-style-type: none">• Making Space for Learning (Trauma Informed Practice)• Cheri Conference – Improving Student Learning Through Well-Being• NSW Hospital Schools Conference – Student Well-Being and Happiness. <p>Existing Geography resources were evaluated and additional resources purchased to support curriculum outcomes.</p> <p>Student assessment and student, parent/carer and community surveys indicate students are both achieving learning outcomes and have high levels of engagement.</p>
<ul style="list-style-type: none">• All students achieve their learning goals identified in their Individual learning Plan.	<p>\$1700 – Professional Learning</p>	<p>Teacher professional learning in the Premier's Priorities of literacy and numeracy and inter-school visits have reinforced, improved and developed teaching practice resulting in improved student outcomes.</p> <p>Professional development included:</p> <ul style="list-style-type: none">• Dyslexia Empowerment;• Literacy and Numeracy Support;• Mathematics Building Blocks for Numeracy <p>SASS professional learning further developed our support staff to better support the learning needs of our students – SASSPA Conference</p>
<ul style="list-style-type: none">• Student learning and engagement is measured against a collaboratively designed rubric.	<p>\$0</p>	<p>After trialling the rubric with our long term students it was found to be of limited value and its use discontinued.</p>

Next Steps

- Embed an understanding of the National Literacy and Numeracy Learning Progressions through professional learning to ensure the needs of each individual student are differentiated, carefully considered, accommodated and adjusted.
- Continue to build staff capacity in the Premier's Priorities in Literacy and Numeracy.
- Provide ongoing professional learning in student well-being.
- Review student transition processes for long term students.

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

In 2017 our skilled staff have further built on their expertise. All staff participated in meaningful professional learning to meet the needs of our community and achieved their professional learning goals as stated in their individual PDPs. SASS staff successfully completed PDPs for the first time this year. LMBR was successfully deployed after extensive professional learning for the School Administrative Manager (SAM) and Principal. 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
<ul style="list-style-type: none">• All staff have developed and achieved authentic performance and development goals aligned with the school plan and key DEC reforms.	\$3050 SAS Support	<ul style="list-style-type: none">• All staff achieved their learning goals as stated in their PDPs through professional learning, interschool visits, teacher observation and shadowing of staff.• The Principal and School Administrative Manager (SAM) engaged in professional learning to improve practice and engage with LMBR.• LMBR successfully deployed.• Interschool visit to Auckland NZ investigating Learning Progressions and observing practice in both hospital and mainstream schools. Findings were presented to NSW Hospital School staff at the Association's Conference in Newcastle reinforcing existing methods and informing staff of differences for consideration.

Next Steps

- Build teacher capacity through professional learning.
- Continue to build on and extend inter-school/specialist site visits for both teaching and SASS staff.
- Collaborate with Hospital School Principals as a Community of Schools (COS) to improve the practices and processes in our 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 has seen significant changes for our school. After extensive consultation with our Hospital community our school was relocated to a new site within the Children's Ward at the end of Term 4. All plans to promote our school within our community were put on hold as a result of this and will now take place in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase in collaborative practices between all multidisciplinary partners and carers.	\$650 – Community Engagement	<ul style="list-style-type: none">• Our school has been successfully relocated.• The school successfully organised a community Christmas event in our new site engaging with our community.

Next Steps

- Source signage for our new school location.
- Design and produce brochures for distribution in the Hospital.
- Increase community engagement in our new site.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$4500	Learning intentions discussed and trialled following professional learning and inter-school visits to observe their use in the classroom. English resources and lesson plans developed by teachers to suit the individual needs of our Year 7–10.
Socio-economic background	\$2770	Students requiring additional support to access their education have been supported through the employment of a teacher or SLSO to facilitate their successful transition back to their census school.

Student information

In 2017 our school supported the education of 917 students from both the public and private sectors of education. Our school does not have 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
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

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	0

Professional learning and teacher accreditation

All staff participated in Professional Learning during 2017 focusing primarily on developing quality classroom practice in literacy, numeracy and fostering and supporting student well-being. Professional Learning encourages all staff to pursue personal professional learning goals that are aligned to the School Plan and responsive to the needs of our school community. Key courses and mandatory training include:

- Fire Training
- CPR & Anaphylaxis
- Child Protection update
- Code of Conduct
- Visible Learning
- Learning Intentions
- School Link conference– Mental Health
- SASSPA Conference Mathematics
- Building Blocks 4 Numeracy
- NSW Hospital Schools Association Conference – Well-Being
- Trauma Sensitive Practice in Schools –Making Space for Learning (Trauma Informed practice)
- Dyslexia Empowerment
- Literacy and Numeracy Support
- SASS Performance and Development Plan training
- Leading Management and Business Reform (LMBR)
- NAPLAN Online training
- Manual Handling
- Principals Conference
- NDIS Training

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.

This year our school has retained a high level of income due to our school's relocation and the need to complete both the classroom and office fit out. At the beginning of 2018 funds will be required to provide storage options, furniture and resources. Retained funds will be used for this purpose.

Receipts	\$
Balance brought forward	49,928
Global funds	30,593
Tied funds	4,751
School & community sources	0
Interest	534
Trust receipts	0
Canteen	0
Total Receipts	35,878
Payments	
Teaching & learning	
Key Learning Areas	841
Excursions	0
Extracurricular dissections	90
Library	177
Training & Development	3,002
Tied Funds Payments	4,726
Short Term Relief	934
Administration & Office	14,479
Canteen Payments	0
Utilities	242
Maintenance	0
Trust Payments	0
Capital Programs	0
Total Payments	24,490
Balance carried forward	61,315

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.

	2017 Actual (\$)
Opening Balance	0
Revenue	92,575
Appropriation	88,141
Sale of Goods and Services	0
Grants and Contributions	4,308
Gain and Loss	0
Other Revenue	0
Investment Income	126
Expenses	-15,183
Recurrent Expenses	-15,183
Employee Related	-8,329
Operating Expenses	-6,854
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	77,392
Balance Carried Forward	77,392

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.

	2017 Actual (\$)
Base Total	212,703
Base Per Capita	4,264
Base Location	647
Other Base	207,793
Equity Total	3,108
Equity Aboriginal	0
Equity Socio economic	3,108
Equity Language	0
Equity Disability	0
Targeted Total	186,807
Other Total	7,140
Grand Total	409,758

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

Parents felt that:

- the school provides a fantastic 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
- 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
- their professional learning needs were met
- we will need more signage now that we in our new site as we are difficult to locate
- we will need to promote our service more within the hospital.

Policy requirements

Aboriginal education

Students attending our school come from a large and diverse drawing area. School staff deliver equitable and effective learning programs in exceptional circumstances. Aboriginal and Torres Strait Islander culture is an integral component of the NSW Australian Curriculum having an Aboriginal perspective that reflects awareness of culture and promoting knowledge of Aboriginal history and contemporary issues. 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.

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 including 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.