

John Hunter Hospital School Annual Report



2017

Introduction

The Annual Report for **2017** is provided to the community of **John Hunter 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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School background

School vision statement

John Hunter 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 the community. Our school develops positive relationships to support engagement in learning leading to successful outcomes and transitions. The wellbeing of our students is our highest priority.

School context

John Hunter Hospital School provides educational support to hospitalised students from Kindergarten to Year 12 from all educational systems. Our school focuses on student welfare encompassing mental health, social and emotional wellbeing, as well as individual academic achievement. Assistive technology is used to support all key learning areas and increase engagement in academic programs. The Hospital School is located in Newcastle within the John Hunter Children's Hospital serving a diverse regional population. Students may have varying lengths of hospital stays and some students may have recurring admissions. Students are hospitalised due to illness, trauma, medical procedures and/or psychological disorders. The total student numbers per year is approximately 1200. The school maintains a culture which is based upon continuous improvement and quality service. The school's multi-skilled, professional staff continually enhance student's educational opportunities. Our school has a holistic approach to education and works collaboratively with medical staff, paraprofessionals, students, families and census schools to maximise student health and education outcomes. John Hunter Hospital School has three permanent teacher positions which include a principal, a class teacher and a dedicated ward teacher. Additionally the school has one SLSO and a senior administration manager.

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.

In the School Excellence Framework domain of **Learning**, the elements of Learning Culture, Curriculum and Learning, Assessment and Reporting and Student Performance Measures were assessed as Delivering, while the element of Wellbeing was assessed as Sustaining and Growing. The staff, in 2017, undertook the redevelopment of student individual learning plans to incorporate "Uncle Ernie's Social Learning Framework," (Stronger Smarter) alongside the development of learning journals for long-term (2 weeks +) adolescent patients/students. These initiatives were useful in gauging the impact of learning intentions and success criteria within the classroom. These resources also enabled classroom teachers to individually address the needs of identified student groups, allowing for the students' learning and social needs to be met more effectively and individually. These initiatives also ensured students were provided with opportunities to connect, succeed and thrive, at their stage of learning and development, while at the same time recognising their own self-care needs and contributing to the wellbeing of others and the wider community. The continuation of Pirozzo Learning Grids, along with providing a robust differentiated curriculum, again supported staff in delivering a curriculum which fully integrated technology, library and information services, ensuring equitable academic opportunities for all students. Individual student reports, for census schools, include descriptions of the student's strengths and areas of growth.

In the School Excellence Framework domain of **Teaching**, the element of Effective Classroom Practice was assessed as Delivering, while the elements of Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards were assessed as Sustaining and Growing. The hospital classroom is a dynamic space where program content is routinely reviewed allowing for students to engage productively, in learning, with minimal disruption. All staff participated in Phase One "Focus on Reading" training enabling them to incorporate new learning into the classroom routine as well as being able to work together to improve teaching and learning for students. Training also allowed for teachers to provide and receive planned constructive feedback from their peers and school leaders to improve teaching practice and confidently share their learning from targeted professional development, with others. Ongoing professional learning has ensured staff demonstrate currency of content knowledge and teaching practice in all their teaching areas.

In the School Excellence Framework domain of **Leading**, the elements of School Planning, Implementation and Reporting and Management Practices and Processes were assessed as Delivering while the elements of Leadership and School Resources were assessed as Sustaining and Growing. In 2017, the school sought to establish and build links with the Hospital Aboriginal Liaison Officer, in an attempt to strengthen partnerships with Aboriginal Students and their families. This positive relationship fostered collaboration between hospital and school staff to ensure common goals were established for students, their siblings and parents and to recognise and celebrate significant indigenous events throughout the year. The partnership was instrumental in communicating a commitment to equity and high expectations for learning and ensured responsiveness to changing needs of students and the families. A classroom refurbishment, in 2017, provided learning spaces that were flexible and were able to gain efficiencies to maximise the resources available, acknowledging the relationship between pedagogy and physical space to create a dynamic learning environment that inspires, motivates and engages all students. These achievements were reflective of administrative and accountability practices, which effectively supported school operations and the teaching and learning activity of the school.

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

Excellence in Personalised Learning

Purpose

To actively engage all students in meaningful and challenging learning experiences which are personalised and differentiated. To promote students' intellectual, social, emotional development and wellbeing in challenging circumstances.

Overall summary of progress

The redevelopment of the individual learning goals, incorporating Uncle Ernie's Social Learning Framework, (Stronger Smarter) was a successful strategy in evaluating the impact of learning intentions and success criteria. Making a connection to country and people, through the framework, ensured teaching staff could tailor individual learning programs, for students, based on individual interests and specific subject needs, and better recognise, acknowledge and support the achievement of individual learning goals. Visual literacy resources and lessons were trialled as a means of engaging students, using high interest stimulus material and Talking and Listening strategies. The visual resources and teaching progressions allowed staff to elaborate on students individual learning needs through differentiation and an integrated delivery of content.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students achieve the learning goals identified in their individual Learning Plans.	Milestone 1 X 4 casual days TOTAL = \$2000 RAM Equity Socio-Economic funding	<ul style="list-style-type: none">• Uncle Ernie's Social Learning Framework implemented• Learning journals introduced to long-term adolescent students• Learning intentions and success criteria trialled in the classroom (WALT/WILF)
Increased student learning and engagement as measured against a collaboratively designed rubric.	Milestone 2X6 casual days TOTAL = \$3000 RAM Equity Socio-Economic funding	<ul style="list-style-type: none">• Visual Literacy strategies trialled

Next Steps

1. Review of current teaching and learning policies and practices
2. Review of current operational procedures on enrolment, transition and assessment and reporting, leading to the development of a procedural flowchart
3. Develop "Pillars of the School" with an emphasis on equity and high expectation relationships (Stronger Smarter)
4. Staff x2 to complete Stronger Smarter Leadership training
5. Investigate the use of ebs central for student transition documents

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

A staff member completed the Focus on Reading train the trainer course, over the course of 12 months. An introduction was given to the staff, Phase One, which focussed on national and international research around the reading and teaching of reading, leading pedagogical change, the management of school change and sustaining pedagogical and school change. This professional learning initiative applies learning directly to the classroom to address and improve teacher practice and student reading outcomes. It is envisaged that this initiative will also contribute to informing and improving classroom pedagogy.

The fundamentals of GROWTH coaching were employed, by the principal, to support staff through the PDP process, from goal setting, professional learning and the identification of appropriate evidence, to achieve their goals, through to reviewing their continuing professional development, ensuring that they achieved the right abilities to achieve their goals and enhance their expertise.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff achieve meaningful performance and development goals aligned with the school plan and DEC key reforms.	FoR course fees \$2000 FoR training casual relief \$3000 Professional Learning \$12 800 RAM TPL \$5 810, Tied Funds Computer Coordinator \$11 900	* Train the trainer professional learning – FoR completed *School based Phase One FoR training completed *Improved professional practice, as evidenced, by all staff being engaged in the Plan, Implement and Review cycles of PDPs

Next Steps

1. All staff trained in Phase Two of FoR – the explicit teaching of the key aspects of reading, namely comprehension, vocabulary and reading text fluency
2. Professional learning linked to PDPs, school plan strategic directions and Premier's priorities
3. Continuation of GROWTH coaching, as a strategy, to assist staff to achieve systematic progress, aligned to relationship building, visioning and management processes, to get people where they need to be.

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

Communication links were established and strengthened with the hospital's Aboriginal Liaison Officer. This partnership enabled all stakeholders to collaborate to enhance the hospital experience for the student and their family. It was a very successful strategy in strengthening communication, with students and their families, in order to establish and develop common goals for the student, whilst an inpatient. The partnership also enabled the hospital and the school to collaborate to recognise, acknowledge and celebrate significant indigenous events throughout the year. The outcome was that respectful and effective relationships were established, which valued the input of all stakeholders and provided opportunities for all people to engage and contribute towards achieving a common goal of striving for successful outcomes for students, nurturing a sense of connection and belonging to the classroom.

A 21st century learning space came to fruition through optimising the classroom space and facilities to best meet the needs of students. A clear process of planning, designing, implementing and evaluating the learning space was undertaken and was a crucial factor in maximising the budget and effectively aligning pedagogy with space, in order to create a learning environment that motivates, inspires and engages students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in collaborative practices between all multidisciplinary partners including parents/carers, evaluated through annual use of SWOT tool. (Baseline Data collected: 2014)		<ol style="list-style-type: none">1. Respectful and effective relationships were established between multidisciplinary partners including oncology, acquired brain injury rehabilitation and Eating Disorder Program teams.2. Data indicated that MDCT hospital staff and parents highly valued the input of the school and its teachers in the management and recovery of the inpatient/student.
Increase in hospital staffs' awareness of the goals and purpose of our specialised school setting through high levels of quality communication leading to improved outcomes for students.	\$1000 joint school/ other agencies projects \$7802.30 furniture including \$1000 from RAM equity socio-economic funding	<ol style="list-style-type: none">1. 21st century learning space established2. Implementation of staff uniform enhanced the visibility of school staff within the children's hospital and strengthened communication between hospital and school staff and patient/student families.3. Joint initiatives were undertaken with allied health, starlight room staff and the aboriginal hospital liaison officer to engage students and their families, contributing to the positive engagement, motivation and mood of students expediting recovery.

Next Steps

1. Continue to liaise and work closely with other teams, within the hospital, to support the well-being of all in-patients/students.
2. To expand our ward services to include children at Ronald McDonald House and oncology day-stay patients.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$6000	1. ILPs used effectively to support student learning and engagement. 2. Respectful and effective relationships with Aboriginal students and their families enhanced.



Student information

During 2017, a total of 978 students were supported by the John Hunter Hospital School staff. The length of hospital stays ranged from 1 day to 9 months. 30% of hospital stays were for 1 day only and 20% of stays were greater than 5 days. In 2017, 74% of students were from government schools, 17% were from non-government schools, and 9% of students were from TAFE, pre-school and SSP schools. The hospital school consisted of 47% male and 53% female students. Primary school students represented 59% of the school enrolment and secondary students represented 34% of the school intake.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.32
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	1.98
Other Positions	0

*Full Time Equivalent

On the basis of the information available to the John Hunter Hospital School, there were no indigenous staff members employed on a full-time basis in 2017. All teaching staff meet the requirements for teaching in NSW public schools.

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

Professional learning in 2017 again focussed on the wellbeing aspect of learning as well as other goal specific professional learning, for individual/groups of staff, based on the school's strategic directions. Courses included:

*LMBR training;

*Introduction to Leadership Coaching;

*LEAP School Leadership International Masterclass with Pasi Sahlberg and John Hattie;

*School planning workshops;

* Focus on Reading "train the trainer" training;

*NSW Hospital Schools "Wellbeing" conference;

*HELP conference;

*Attendance at AECG meetings;

*Combined CPR/Anaphylaxis training; and

* Understanding Aboriginal Identity.

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.

Receipts	\$
Balance brought forward	155,028
Global funds	36,837
Tied funds	7,131
School & community sources	1,200
Interest	1,012
Trust receipts	0
Canteen	0
Total Receipts	46,180
Payments	
Teaching & learning	
Key Learning Areas	1,276
Excursions	443
Extracurricular dissections	0
Library	0
Training & Development	1,560
Tied Funds Payments	7,842
Short Term Relief	3,841
Administration & Office	16,211
Canteen Payments	0
Utilities	64
Maintenance	3,546
Trust Payments	0
Capital Programs	0
Total Payments	34,782
Balance carried forward	166,426

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	213,678
Appropriation	201,279
Sale of Goods and Services	9,833
Grants and Contributions	1,200
Gain and Loss	0
Other Revenue	0
Investment Income	1,367
Expenses	-44,745
Recurrent Expenses	-44,745
Employee Related	-10,189
Operating Expenses	-34,557
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	168,933
Balance Carried Forward	168,933

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.

The school administrative manager (SAM) and the principal meet twice a term to discuss the budget and associated tasks. The SAM assists the principal in the ongoing efficient management of the school's financial functions.

The school hosted a "Wellbeing" conference, in July 2017, for NSW hospital schools and local SSP schools. This resulted in increased income and expenditure when compared to previous years.

	2017 Actual (\$)
Base Total	280,344
Base Per Capita	8,528
Base Location	647
Other Base	271,169
Equity Total	7,253
Equity Aboriginal	0
Equity Socio economic	7,253
Equity Language	0
Equity Disability	0
Targeted Total	297,213
Other Total	10,197
Grand Total	595,006

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. Their responses are presented below.

- 100% of respondents strongly agreed that the JHHS is welcoming and well-resourced and provides a safe, supportive and stimulating environment.
- 95% of respondents strongly agreed that the JHHS welcomed parental involvement, maintaining a focus on literacy and numeracy and was accepting of all students.
- 100% of respondents strongly agreed that the JHHS was successful in supporting the educational and well-being needs of all students with good access to technology and staff who are able to cater well for the individual needs of students.
- 90% of respondents strongly agreed that the JHHS successfully supported the transition of long term students, back to school.

Sample student/parent responses included:

- "A wonderful service that made my unwell daughter smile and kept her busy."
- "A wonderful welcoming environment with exceptional staff. As a parent, I was made to feel incredibly welcome and encouraged to join in. Thanks so much."
- "Thank you so much to the lovely staff. T's involvement in school was a highlight for him and

seemed to be an important part of his recovery from his neurosurgery. School helped to be a positive link to the "normality" of life outside hospital."

- "O" loved everyday at the JHHS. We were welcomed on the first day and the teachers were all lovely. It has made our time in hospital so much easier. It has been a great experience for "O" to be here."
- "The JHHS is a fabulous program. The teachers are so wonderful with the children and make them feel welcome and comfortable. They have made L's stay in hospital a more enjoyable experience and has eased her anxious feelings towards hospitals."

Doctors, nurses, allied health staff, hospital Aboriginal liaison officer, parents, ward clerks and starlight captains were asked, "Why is the JHHS important?" Some of their responses are presented below:

- "I think the JHHS is important because it provides a distraction from the hospital and it helps prevent some of the boredom from sitting in a hospital room."
- "Education brings normality and familiarity to the hospital stay. It provides a structured environment to educate children."
- "Yes. The school provides helpful routine and structure for youth in hospital. It often provides a familiar space with staff who act in way children are used to (ie teachers) rather than doctors/nurses. It provides a safe haven away from medical tests and treatments and space and time to think about normal life and do some things they enjoy. It provides an opportunity to meet others in a similar situation to them but in a supervised supported way with adults around them – rather than one to one at the bedside alone. The hospital school staff are very respectful of medical requirements of patients. They work well as part of a multidisciplinary team managing children's health in hospital and planning for their ongoing recovery after discharge. They are very inclusive and welcoming to students and supportive of their parents during difficult times. They are able to help health staff understand Department of Education rules and practices that impact our patients."
- "It gives structure to the children's day and allows them to continue their studies."



Policy requirements

Aboriginal education

Aboriginal education is an important across-curriculum priority which is integrated into all Key Learning Areas, utilising strategies from the Stronger Smarter Leadership training. We plan for the success of all identified Aboriginal students by consulting with the census school, parents and students. We aim to connect with family members to ensure success. Aboriginal and Torres Strait Islander histories and culture is an integral component of both the history and geography syllabuses which provide students with valuable opportunities to understand the diversity and resilience of these peoples and the part they have played in Australian society, and the wider world, and the relationships they have with places and their interconnectedness with the environments in which they live. All teaching and learning units of study have an Aboriginal perspective that reflects awareness of culture and knowledge of Aboriginal history and contemporary issues.

Multicultural and anti-racism education

The John Hunter Hospital School population is representative of a wide range of cultures. Our school actively promotes harmony, understanding and the celebration of differences and commonalities among cultures. Diversity is explored and celebrated through school practice, programs and resources. Multicultural and anti-racism education are important across-curriculum priorities of both the history and geography syllabuses which enable students to develop an understanding and empathy of the richness and the reasons for Australia's multicultural society and its place in the region and wider world. Multicultural understandings also encourage students to learn about and engage with diverse cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect. Students participate in Harmony Day and NAIDOC Week activities. With shared understandings we are more able to recognise individual differences and increase levels of tolerance.

