

St George Hospital School Annual Report



2018



St George Hospital School
every child every day

5513

Introduction

The Annual Report for **2018** is provided to the community of St George 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

St George 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 the multi-disciplinary teams, census schools and 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

St George Hospital School provides educational services for inpatients who are students enrolled in Kindergarten to Year 12. The hospital school caters for students from government and non-government schools..

The school supports students during their stay in hospital by offering motivational and positive learning experiences. There is regular discussion and interaction between health professionals and school staff concerning the current health and ability of individual students. Effective partnerships and collaboration with medical staff and parents facilitates the formation and teaching of appropriate individual programs.

In collaboration with the Child and Adolescent Mental Health Service (CAMHS), the school also provides a structured and supportive program for students who are likely to experience difficulties in transitioning to their home school after hospitalization.

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.

At the end of 2018 SGHS completed a self–assessment survey. In the learning culture there was a shift from ***Sustaining & Growing*** to ***Excelling***.

Learning: Culture – Excelling. |

Learning

In 2018 the whole school community demonstrated high expectations of learning progress and achievement for all students, and was committed to the pursuit of excellence. Effective partnerships in learning with parents and students resulted in increased student motivation to achieve their best and continually improve. In 2018 improved and effective communication between all stakeholders facilitated individual student success in school achievement including ROSA results. (Personalised Learning, School Plan 2018–2020). Students were offered the opportunity to complete NAPLAN while at the hospital school and all efforts were made to liaise with students, parents and mainstream schools to facilitate this opportunity while being admitted to a hospital setting.

In 2018 SGHS shared enrolments with 11 students attending our full time Outpatient Program. These students were referred by the Child and Adolescent Mental Health Unit (CAMHS) within the Georges River network. These students went from complete non attendance to averaging 3 days per week. Staff regularly and accurately monitored attendance and took prompt action to address issues with individual students. The school celebrates regular and improved attendance.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

In the elements of Wellbeing, Curriculum and Assessment SGHS has progressed from ***Delivering*** to ***Sustaining and Growing***. Well developed and evidence–based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustment to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Teaching – At the end of 2018 SGHS completed a self–assessment survey. In the Teaching domain there was a shift from ***Delivering*** to ***Sustaining and Growing***

Teaching: Effective Classroom Practice and Professional Standards – Sustaining and Growing

In the domain of Teaching, our perception of effective classroom practice progressed from ***Delivering*** to ***Sustaining and Growing***. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. A school–wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Our perception of professional standards also progressed from ***Delivering*** to ***Sustaining and Growing***. The school monitors the accreditation status of all staff. One staff member achieved Proficient Teacher Accreditation in 2018. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. All teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Teaching and non–teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

Leading: Sustaining and Growing

In the domain of Leading, we are now ***Sustaining and Growing*** in all the elements (Educational Leadership; School Planning, Implementation and Reporting; School Resources; and Management Practices and Processes).

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about

the impact of change can be shared and monitored

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

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

STRENGTHS BASED FUTURE FOCUSED LEARNERS

Purpose

To minimise the impact of illness on the students education journey by utilising their strengths, ensuring a seamless transition between pre hospital education performance and their post recovery performance. Current technologies will be used to assist students with engagement and communication.

Overall summary of progress

St George Hospital School is committed to providing an inclusive, stimulating and supportive environment enabling students in exceptional circumstances to maintain educational continuity. SGHS was able to supervise the accreditation of a new teacher who also implemented the STEM project at our school.

In 2018 St George Hospital school has strived to meet the individual needs of our students. The school catered for 1595 inpatients in 2018 and 11 full time CAMHS referrals for two terms or more.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased collaborative expertise and capacity across our COS in transitioning of students.	SOF 6100 – \$1500 – Taxi expenditure for meetings and student visits. SOF 6100 – \$5,400.00 – Principal relief and additional staff	Incremental increase in the number of students engaging in post hospital education or work destinations.
Increased proportion of students achieving improved learning outcomes in literacy	SOF 6100 – SDD focus \$2,000	Staff have an understanding of the processes involved with Literacy progressions and will ascertain how these progressions can be adopted into our daily routines.
Increased proportion of students achieving improved learning outcomes in numeracy.	SOF 6100 – SDD focus \$2,000	staff have an understanding of the processes involved with Numeracy progressions and will ascertain how these progressions can be adopted into our daily routines.

Next Steps

We will continue to focus on Literacy and Numeracy progress with our students. The success of our STEM project and consequential projects, eg, school plant stall, has encouraged a broader range of strategies to support students with highly specific needs which will be further utilised and encouraged in 2019. .



Strategic Direction 2

INFORMED, SUPPORTIVE, RESOURCEFUL STAFF

Purpose

To develop all school staff through professional learning, targeted to school priorities. Empowered staff will demonstrate expertise and innovation to support all stakeholders within our community and across our Community of Schools (COS).

Overall summary of progress

Time provided for daily documentation and collaboration between teaching and supporting staff has encouraged a collaborative workplace. All student IEP's are created with information provided by both the teachers and the SLSO staff assigned to assist the student. Due to professional development opportunities SGHS staff has developed a whole school and clinical approach, informed by research, to assist students with eating disorders in our setting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The Daybook/Running Record will reflect improved strategies to meet the individual health and wellbeing needs of students.	SOF – 6100 – Additional staff \$2,000	Greater collaboration, self reflection, higher expectations and cohesive school teams.
The IEPs will reflect, maintain and report authentic health and learning outcomes of students. (STGEORGE)	SOF – 6100 – Additional staff \$2,000	Mainstream schools have utilised SGHS IEP's to assist reporting and records of school achievement.
Increased collaborative expertise and capacity across our COS in meeting the holistic needs of our students.	SOF – PL – \$4,622 – Melbourne Eating Disorder conference. SOF – PL – \$1,640 – Term 3 SEPLA Conference	All staff across the COS have applied new strategies consistent with PL and current DoE/Health policy and processes.
Staff PDPs will reflect school priorities and personal professional goals consistent with The Standards and Mandatory training guidelines.	SOF – PL – QTSS – \$4,789 – Newly accredited teacher	Staff will reflect school priorities and personal professional goals consistent with The Standards and Mandatory training guidelines.

Next Steps

Empowered staff will further demonstrate expertise and innovation to support all stakeholders within our community and across our Community of Schools. (COS)

Strategic Direction 3

CPR – CONNECT, PROTECT, RESPECT

Purpose

To deliver a high quality service that connects, protects and respects all stakeholders. The school is a valued member of the wider community and relationships exhibit mutual respect of education, health and family priorities.

Overall summary of progress

All staff have cultivated accommodating relationships with students, parents and medical staff. They inform student's school of progress and attendance of each student and all staff document all pertinent information in both the SLSO and teacher daybook.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Incremental increase in number of hospitalised students electing to come to the schoolroom. Incremental increase in hospital staff electing to encourage parents to utilise school facilities.	SOF, 1 teacher relief day (\$500.00)	The principal visits a family who may need to be encouraged to participate in the classroom activities
Increase in website activity throughout the year..	SOF – DoE administration staff	In collaboration with external providers and in the interests of security our website was revamped.
Increase in positive feedback of school impact..	SOF – school staff	Data from all stakeholders indicates that the school is recognised as a valued member of the wider community and relationships exhibit mutual respect of education, health and family priorities.

Next Steps

Identify new opportunities to share and display our educational expertise and resources in our community.



Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Quality Teaching, Successful Students (QTSS) (\$2,108.25)	Embedded classroom practices "reset" to reflect current research. Effective use of new strategies implemented into daily routines by the teachers and noted in the Daybook.
Socio-economic background	Socio-economic background (\$500.00)	Students are well supported and grateful for provisions received. School evaluations from students will reflect a high level of satisfaction with regards to their well-being whilst hospitalised.
Support for beginning teachers	SDD days with a focus on improving student achievement Staff meeting focus	There is a demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. Students who attend St George Hospital School (SGHS) are specifically inpatients of St George Hospital Paediatric Ward. The school also provides support for day patients receiving treatment in the paediatric ward, including allergy challenges, and for students referred from CAMHS (Child and Adolescent Mental Health Service). These students are usually in the process of transitioning back to their home school (or alternative educational placement).

Students who attend the SGHS remain enrolled in their home school but their attendance is logged in a daily Attendance Register. During 2018 an average of 17 students were supported by SGHS each week. The length of hospital stay ranged from 1 to 32 with 54% of students having stays of one day. Students with ongoing medical issues may attend the school a number of times during the year. In 2018, 66% of students were from government schools, 31% were from non-government schools and 3% of students from Special Purpose Schools (SSP). Sixty-two percent of the students were from high schools and 38% were from primary school. Students were from a wide range of cultural backgrounds with diverse medical, emotional and educational needs.

In 2018, the average number of students attending the classroom each day was 8, 3 students inpatients from the hospital ward and 5 outpatients referred by CAHMS. Each day, on average, 4 school age students were in the Children's Ward with activities taken to their bed. All K-12 students are encouraged to attend the classroom, however, school personnel are guided by the advice of hospital staff.

In 2017 the highest percentage of students in our school were Year 9 students. This would be the result of the number of Year 9 students referred to us as outpatients from CAMHS. The following information shows the representation of all students groups:

- Kindergarten 6%
- Year 1 4%
- Year 2 4%
- Year 3 6%
- Year 4 6%
- Year 5 3%
- Year 6 9%
- Year 7 7%
- Year 8 6%
- Year 9 17%
- Year 10 16%
- Year 11 8%
- Year 12 8%

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.21
Teacher Librarian	0.08
School Administration and Support Staff	2

*Full Time Equivalent

No members of St George Hospital School staff are from an Indigenous 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

Professional Learning

In 2018 all staff at St George Hospital School completed the mandatory on line professional learning. Professional learning encourages all staff to pursue professional goals that are aligned to the school plan and responsive to the needs of our school community. Key courses and mandatory training include:

- Hospital schools planning day
- P/card on line training
- NAPLAN Online
- Workplace, Health & Safety Workshop
- CPR/Anaphylaxis
- Electronic Financial Planning tool (eFPT) budget
- Georges River Network meetings
- Eating Disorders Conference – ANZAED Melbourne
- SEPLA

In 2018, one teacher completed her teacher accreditation with NESA

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	123,068
Revenue	472,593
Appropriation	470,974
Sale of Goods and Services	0
Grants and Contributions	0
Gain and Loss	0
Other Revenue	0
Investment Income	1,619
Expenses	-370,484
Recurrent Expenses	-370,484
Employee Related	-346,764
Operating Expenses	-23,720
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	102,109
Balance Carried Forward	225,177

The three financial summary tables cover 13 months (from 1 January 2018 to 31 December 2018)

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

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	265,627
Base Per Capita	5,395
Base Location	0
Other Base	260,232
Equity Total	3,186
Equity Aboriginal	0
Equity Socio economic	3,186
Equity Language	0
Equity Disability	0
Targeted Total	191,312
Other Total	6,099
Grand Total	466,225

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

In 2018, the school sought the opinions of medical staff and parents in respect to management practices at our school.

Medical staff

"You and your school have helped me care for one of the most challenging and complex young men I have seen in my career. As you know, without the support of the St George Hospital School this young man would almost certainly have continued his high level of school absenteeism, anxiety, eating difficulties, learning problems and would have been excluded from school for months due to his complex medical needs and frequent medical appointments. Regards, Dr Chris Elliott"

Of the 24 returned surveys, parents and students responses included:

- "The ladies helped Justin feel very comfortable. Thank you"
- "Levi enjoyed school, it helped keep his mind off things."
- "Annabelle thoroughly enjoyed hospital school and receiving a principal's sticker"
- "Lovely staff. School makes the kids feel normal. Great service. Made difficult time easier"
- "Very impressed, what a wonderful service provided"

- "Fantastic for kids in hospital"
- "Great to have teachers that are attentive and give kids activities during their stay"
- "Awesome staff – support very much appreciated – Thank you"
- "Elizabeth really enjoyed leaving her bed to participate in different activities, made it very enjoyable"
- "Amelie was very excited about going to hospital school"
- "Sean has always loved going to school at the hospital."
- "Very impressed"

Parents and carers returned 38 permission forms which consented to the school:

- publishing the students writing samples in the front foyer of the Childrens Ward;
- photographing students and their work for publication in our school website; and
- displaying students work on closed circuit TV displays

Census school satisfaction

- Blakehurst High School – 98% approval rating – "It has been a pleasure working with SGHS"

Centre. Many of these students have come from countries such as Syria, India, China and Pakistan. Some of these students have come from a war-torn country and always provide a positive evaluation of their visit to St George Hospital School.

Policy requirements

Aboriginal education

NAIDOC WEEK

All students investigate Aboriginal history and culture by incorporating Aboriginal perspectives across the curriculum. Reading resources include culturally appropriate and contemporary readers that have been written by Aboriginal people. Students were extremely involved and engaged in designing the large dot painting lizard displayed in the foyer of the hospital during NAIDOC week. The staff are familiar with the objectives and major commitments of the Aboriginal Education and Training Policy. Staff and students celebrate NAIDOC week and National Reconciliation Week.

Multicultural and anti-racism education

Many cultural and religious events are recognised by the hospital school. Specific events identified in our school and ward include: NAIDOC week, Chinese New Year, Christmas, Easter, Ramadan and Eid. 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. At the beginning of the school year the students investigate cultural activities, customs and food associated with different countries in the lead up to Harmony Day in March. Students are encouraged to research and discuss situations which disrupt harmony in the world, for example racism and intolerance of other people. We encourage students to respect all families' backgrounds and welcome the overseas students who visit our classroom from the Beverly Hills Intensive Language