

Introduction

The Annual Report for **2018** 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

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Child Adolescent Unit Level 3

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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, which includes Mindset and The School Refusal Clinic, 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. This program will be continued and funded under the QTTS funding.

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 Learning

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

Innovation teaching

Purpose

To create a stimulating and engaging learning environment, with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and our community, while maintaining a connectedness to our unique setting.

Overall summary of progress

The Sutherland Hospital School has created a stimulating and engaging learning environment. The purchase of an interactive panel has provided both staff and students an excellent resource for learning and teaching. The Ready for School Program has continued and parent evaluations have been extremely positive. The DIAL 4 Assessment Tool was purchased this year and it has been invaluable in giving clear and concise data on the participants progress. The cross over to both the eFPT financial system and the new HR Payroll system have been difficult at times but the Principal and School Administrative Manager attended all professional learning and the new systems are now an integral part of the day to day management of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff participate in professional learning activities and achieve their PDP goals.</p> <p>Appropriate resources are available for students and staff to deliver and access quality teaching and learning programs</p> <p>Ready for School Program continues to grow and develop as an integral collaboration between health and education, as demonstrated in the evaluations.</p> <p>Increased collaborative expertise and capacity across our COS in transitioning of students.</p> <p>Increased number of students engaging in post hospital education.</p>	<p>Funding 10,000</p>	<p>All evaluation forms are collecting appropriate data. The Hospital tour Evaluation sheet was updated to include outcomes for HSIE outcomes, focusing on healthy foods and exercise. All staff attended two conferences in 2018. The Brains Development and The Annual Australian and New Zealand Eating Disorder Conference. Evaluations of The Developing Brain Conference were exceptional and staff found the current research presented was of benefit in informing their teaching practice. Principal and SAM have completed all training and tasks to roll out the new system successfully. Although training was not as comprehensive as needed the website provided excellent resources. The interactive panel has been a great new resource and utilised not only with our in-patients but also on the hospital tour. An excellent device which has provided our students with access to up to date applications. Staff have been accessing directed art lessons everyday for our adolescent students in The Outpatient Program.</p>

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. The school has purchased a chrome book and next year staff will explore coding and robotics with the students. 2019 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 will budget for all staff to attend the Small School Conference. This will be an excellent opportunity for staff to meet with colleagues who also work in unique and isolated schools.

Strategic Direction 2

Strength based future focused learners

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

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 2018 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 purchased the DIAL 4 Assessment tool and this has been invaluable in gathering pre and post data on the programs outcomes. The school maintains its ties to The Child and Adolescent Mental Health Service and we supported 8 students in our Outpatient Program. The Hospital Orientation tour continues to be a successful part of the services we provide.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community Health partnerships continue to grow and ongoing programs are embedded into the school organisation and curriculum Increase in school staff knowledge on Eating Disorders Consistent and explicit assessment practices leading to meaningful feedback for students and staff. Increase in students accessing the Hospital Orientation Tour from support unit settings	Global funding \$7,500	Staff have a greater understanding of what an eating disorder looks like and how it can impact on a student's learning and their school environment. School staff have found the new evaluation forms more comprehensive and more useful data is being produce All staff completed their PDP and a common goal was established across the school – A better understanding of Eating disorders and how best to support students with this illness.d

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 Teaching Principal and Occupational Therapist will present on the Transition to School Program at The Health Educators Learners and Parents (HELP) Conference in 2019. 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 2019 the school's Professional Learning focus will be on supporting students with a mental health illness including ; anxiety, depression and 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 an appropriate educational setting

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	QTSS funding \$5800	All staff have a sound knowledge on the use of the interactive panel. Staff believe the new technology has added value to the day to day teaching timetable and has enhanced the Hospital Orientation Tour.
Socio-economic background	RAM equity loading \$546	These monies continue to be used to provide equitable access to appropriate and interest focused reading materials for the adolescent patients on the ward and in the schoolroom. Reading materials are regularly accessed by staff and students.

Student information

Students attending Sutherland Hospital School are predominantly inpatients of Sutherland Hospital, Child and Adolescent Ward. 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 2018 Sutherland Hospital School averaged 24 students each week. The length of hospital stay ranged from 1 to 40 days. Students attended from government and non-government schools. In 2018 75% of students were from government schools, 25% from non-government schools.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.22
Teacher Librarian	0.08
School Administration and Support Staff	2

*Full Time Equivalent

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

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 Annual ANZAED Eating Disorder Conference and Understanding Brain Development. The Principal attended several meetings with a community of schools (six hospital schools) and the Port Hacking Principal's network meetings. One staff member completed her accreditation and she is now at proficient teacher level. Two other staff members have started their accreditation process.

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	88,875
Revenue	472,709
Appropriation	470,500
Sale of Goods and Services	0
Grants and Contributions	1,148
Gain and Loss	0
Other Revenue	0
Investment Income	1,061
Expenses	-422,749
Recurrent Expenses	-422,749
Employee Related	-389,669
Operating Expenses	-33,081
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	49,960
Balance Carried Forward	138,834

There has been no unusual spending in the schools financial plan. The \$10,000 put aside in 2017 was spent in 2018 on an interactive panel and Professional Learning on how best to use this device to support our students.

In 2018 \$10,000 will be put aside for the refurbishment of the school's office. Work on the office is planned to begin in term 2, 2019.

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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	265,373
Base Per Capita	5,395
Base Location	0
Other Base	259,978
Equity Total	2,124
Equity Aboriginal	0
Equity Socio economic	2,124
Equity Language	0
Equity Disability	0
Targeted Total	191,312
Other Total	6,587
Grand Total	465,396

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 2018 we also sought responses from our 'Transition to School' students, visiting teachers 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 and HSIE outcomes. Thank you again – Burraneer P.S

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.