

Illawarra Hospital School

Annual Report



2018



5551

Introduction

The Annual Report for **2018** 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.

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Principal

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School background

School vision statement

Illawarra Hospital School is committed to providing an inclusive, stimulating and supportive environment giving students a sense of connection and continuity with their schooling. Our school advocates for students and provides a conduit to their multidisciplinary teams, census schools and community to ensure that health and education needs are supported. We develop positive relationships to facilitate engagement in learning, successful outcomes and transitions.

The wellbeing of our students is our highest priority.

School context

The Illawarra Hospital School is a School for Specific Purposes located in the Paediatric Ward of Wollongong Hospital. The school caters for students from Kindergarten to Year 12 who have been admitted to Wollongong Hospital. It provides a supportive and engaging environment enabling 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 Paediatric Ward, it also caters for older students who may be admitted into other wards. The school works closely with the student's census school, parents and family members, medical staff, therapy teams and social workers on a daily basis to provide high quality care and individualised education.

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 results of this process in the domain of Learning indicate we are sustaining and growing in Learning Culture and Wellbeing and delivering in all other areas. Our focus this year continues to be building on the literacy and numeracy skills of our students and improving student wellbeing through explicitly addressing teaching and learning, and welfare needs. Staff, students and our community recognise that student wellbeing and engagement are important conditions for learning. Certain elements resulted in a 'not applicable' judgement due to the nature of our school. This included the NAPLAN theme, as our school does not receive feedback on student achievement from home schools when the student has completed NAPLAN in our setting.

In the domain of Teaching, we have collaborated as a whole staff to determine we are sustaining and growing in Effective Classroom Practice and Professional Standards. Teachers' Professional Development Plans are aligned to our School Plan and student needs, and are supported by a coordinated whole school approach to developing professional practice. This result reflects the whole school Professional Learning and individual Professional Learning completed to achieve PDP goals. Staff are well supported to achieve goals aligned to our School Plan and student needs. In all other elements we are delivering other than Data Skills and Use which, due to the nature of our school, we deemed 'not applicable'. These judgements reflect the embedding of our whole school analysis of the teaching staff to identify strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of their diverse students from Kindergarten to Year 12. Explicit teaching is the main practice used in our school reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students, responding promptly to student work.

In the domain of Leading we are sustaining and growing in the element of School Resources and delivering in all other elements. These judgements show strong consistencies in this domain over the period of 2017–2018, where all staff are involved in decision making to meet the needs of our diverse students and unique setting. The hospital school team actively supports change that leads to improvement in all areas of school life. There is a professional culture that enables staff to initiate or contribute to informal and formal feedback resulting in responsive and timely positive change.

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

TEACHING AND LEARNING

Purpose

To minimise the impact of illness on the student's education journey by utilising their strengths and ensuring a seamless transition between pre-hospital education performance and their post recovery performance. Technology will be used to facilitate student engagement and communication.

Overall summary of progress

Strong collaborative practices across our hospital community of schools, data evaluation from home schools, parents and students and professional learning has resulted in quality lessons being evident in the classroom. Teachers reflect on literacy and numeracy lessons using the knowledge of evidence based practice to benefit our students. Differentiated learning is evident across the school to meet the needs of all of our students. Students' transition back to their home school is well supported.

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">• Census school, parent and student feedback is positive.• Long term students Plan 2 data post transition is consistent with pre-hospital admission.	Nil	Formal and informal feedback has reflected how highly valued our school and staff are within the health setting. The use of Plan 2 will be investigated next year.
<ul style="list-style-type: none">• Improved transition process for our students and across our COS.• Increased collaborative expertise and capacity across our Community of (Hospital) Schools (COS) in transitioning of students.	Funds used to release Teaching Principal for collaborative meetings: Teacher Relief: \$500	Improved professional practice in all staff has minimised the impact of illness on the student's education. Our Transition Policy has been written and implemented. Networking across Hospital Schools has allowed staff to streamline processes across settings for students.
<ul style="list-style-type: none">• Staff Professional Development Plans (PDPs) reflect school priorities and personal professional goals are consistent with The Teaching Standards and Mandatory Training Guidelines.	Course Costs: \$2551 Teacher Relief: \$2000 SAS Relief: \$454	All teachers Performance and Development Plans are aligned with the School Plan and showed improved alignment with the Australian Standards for Teachers, especially as all classroom teachers are now maintaining their accreditation. Teachers participated in professional learning to build understanding of effective strategies in teaching literacy and numeracy skills and knowledge, as well as across the curriculum K-12. Teachers participated in: <ul style="list-style-type: none">• 'Introduction to Learning Progressions';• 'Effective Reading in the Early Years';• Teaching Students with Significant Reading and Writing Difficulties; Assessing and Programming for Students with Significant Reading Difficulties (2 day course).• Introducing the New Year 12 Modern History Syllabus.• Aboriginal Education Conference• All professional learning was shared with all classroom staff.

Next Steps

In 2019:

- The school will continue to use survey data analysis to support our students.
- Teachers will continue to participate in ongoing professional learning in literacy and numeracy to support the diverse needs of our students.
- A Literacy and Numeracy Strategy Advisor will support staff to review existing literacy and numeracy resources.

Strategic Direction 2

WELLBEING

Purpose

To ensure that the wellbeing needs of all students are both met and supported.

Overall summary of progress

All staff have completed both mandatory and personalised training as identified in their PDPs. Combined training with other Hospital Schools throughout 2018 has allowed all staff, SASS and teaching, to network with "like schools" and discuss resources and/or other professional learning suitable for our specialised setting. Online and face to face training in Eating Disorders provided staff with additional skills to assist students admitted with this health condition to reach their academic potential whilst hospitalised.

The School Administration Manager and Principal completed SAP training and successfully completed all tasks for GoLive in Term 4.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Staff PDPs will reflect and show evidence of targeted professional learning in wellbeing and the implementation of newly acquired strategies.	Course Fees: \$1330 Teacher and SLSO Relief: \$2250	Targeted Professional Learning in Eating Disorders and other areas of mental health has given all classroom staff the skills and understanding to confidently engage and support students hospitalised with this illness. Staff now have the knowledge to collaboratively work with the medical team in supporting student recovery whilst hospitalised.
• Increased collaborative expertise and capacity across our COS in meeting the holistic needs of our students.	Nil	Collaborative practices across our schools and medical community has provided staff with greater capacity to meet the needs of our students.
• The Individual Learning Plans (ILPs) will reflect improved strategies to meet the individual health and wellbeing needs of students.	Nil	The notes column of the Individual Learning Plan is used to provide all staff with current sensitive information from day to day operations.

Next Steps

In 2019:

- All staff will continue to complete PDPs aligned to the Standards and School Strategic Directions.
- Staff will collaborate with hospital schools at the Combined NSW Hospital Schools Association conference in Term 3.
- Staff will build their capacity to support student and staff wellbeing.

Strategic Direction 3

STRENGTHENING PARTNERSHIPS

Purpose

To deliver a high quality service that connects all stakeholders, building on relationships with our education, health, family and community partners.

Overall summary of progress

Illawarra Hospital School continues to build strong links with parents, home and hospital schools, our medical community and external agencies creating an outward facing, inclusive school. Significant achievements include the joint Children's Ward and School Award for outstanding team work and collaboratively organising the inaugural Party Week. Parents/carers and home schools continue to rate our service highly.

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">Increased collaboration with all stakeholders through improved relationships.	Catering and resources \$1013	Events hosted by the Hospital School have been well attended including the Christmas luncheon for all hospital staff associated with our school. The inaugural joint Children's Ward/Hospital School Party Week was widely supported resulting in improved student and staff wellbeing and relationships. Our school, in conjunction with the Children's Ward, was awarded an 'Outstanding Team Award' by the Illawarra and Shoalhaven Local Health District as part of their Staff and Volunteer Recognition Awards. The NSW Hospital Schools Associations newsletter continues to strengthen ties between our hospital schools by sharing the learning and well-being opportunities that are happening in these settings.
<ul style="list-style-type: none">Increase in positive feedback on school impact.	Nil	Informal and formal feedback reflects how highly valued our school and staff are within this health setting.

Next Steps

In 2019:

- The school will continue to develop our relationship with our community.
- Our school website will be updated to provide opportunities to achieve expedient publishing and authoring of articles, photos and links for students and staff.
- A revised school information pamphlet will be published.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Quality Teaching, Successful Students (QTSS – \$6351)	Teaching practice has been developed through inter-school visits, observation, the sharing of expertise and targeted professional learning leading to improved student learning.
Socio-economic background	The \$3186 allocation was expended with additional school funds used to supplement the shortfall.	Student specific needs were supported and required provisions put in place with the additional employment of a teacher or SLSO to facilitate students successful transition back to the home school.

Student information

In 2018 our school supported the education of 778 students from both the public and private sectors of education. Our school does not have permanent enrolments as all students remain enrolled at their home schools. The student's enrolment is 'shared' with the Hospital School. This sharing benefits the student by days spent in the hospital contributing to their overall attendance in their home school. 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 home 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 of the home school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.23
Teacher Librarian	0.08
School Administration and Support Staff	2

*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

SASS and teaching staff participated in Professional Learning throughout 2018. Professional Learning encourages all staff to pursue personal professional goals that are aligned to the school plan and are responsive to the needs of our school community. The list below outlines some of the courses and mandatory training completed by all or individual staff this year:

- Child Protection
- Corruption Prevention for Public Schools
- Code of Conduct
- CPR and Anaphylaxis
- Literacy and Numeracy Progressions
- HSC English Conference
- SAP training
- InsideOut online Eating Disorder Inpatient Management
- Mental Health First Aid
- Aboriginal Education Conference
- Teaching Students with Significant Reading and Writing Difficulties
- Assessing and Programming for Students with Significant Reading and Writing Difficulties
- Effective Reading in the Early Years
- Coding with mBots

Performance and Development Plans, supported all staff learning. Collection of evidence for teaching staff was aligned to the Australian Professional Teaching Standards, demonstrating achievement of goals and continued maintenance of Proficiency.

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	77,392
Revenue	480,977
Appropriation	480,217
Sale of Goods and Services	0
Grants and Contributions	0
Gain and Loss	0
Other Revenue	0
Investment Income	760
Expenses	-417,017
Recurrent Expenses	-417,017
Employee Related	-384,909
Operating Expenses	-32,108
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	63,960
Balance Carried Forward	141,352

During 2018 NSW DoE schools switched to a new finance, staff and leave system. Our school was deployed to this new system in SAP Release 4 which had a delayed implementation from Term 3 to Term 4 2018. The Principal and SAM attended SAP face to face training and completed online tasks/checklists and further training to ensure the smooth transition to this new finance platform. In 2019, it is envisaged that the reports and budget tool in eFPT will allow us to track school funds more efficiently than previously available in OASIS. Additionally, there is more flexibility to split funding for various expenditure and budgeting options.

The balance carried forward for 2019 includes funds for a staff member who is currently seconded on a part time basis to another school.

Funds have been reserved for 2019 to meet costs associated with:

- updating literacy and numeracy resources
- updating and building on technology in the classroom.
- storage options and resources for the classroom and office
- flexibility in staffing to meet student need K–12.

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	265,969
Base Per Capita	5,395
Base Location	647
Other Base	259,927
Equity Total	3,186
Equity Aboriginal	0
Equity Socio economic	3,186
Equity Language	0
Equity Disability	0
Targeted Total	191,312
Other Total	11,256
Grand Total	471,723

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

Students reported that the main areas of strength for the school are:

- inclusion and friendliness of all staff
- teachers provide quality education, assist and support them to improve, and demonstrate care and kindness
- the use of technology particularly robotics
- art and craft

Parents/Caregivers reported that the main areas of strength for the school are:

- student wellbeing
- positive relationships with students and their families
- the inclusive nature of the school and its community
- students are supported educationally and emotionally on an individual basis
- the broad knowledge of the support agencies in the the community to support students after discharge.

Staff members reported that the main areas of strength for the school are:

- commitment to targeted professional learning in order to improve outcomes for all students
- staff collaboration
- professionalism of staff

- shared commitment to student wellbeing.

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 home 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. Participation in these events supports the implementation of The General Capabilities Framework particularly students Intercultural Understanding, and Personal and Social Capability. 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 one other.