

# John Hunter Hospital School Annual Report



2018

## Introduction

The Annual Report for **2018** 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.

Sally Graham

Principal

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## School background

### School vision statement

John Hunter Hospital School (JHHS) is committed to providing an inclusive, stimulating and holistic environment enabling students, in exceptional circumstances, to maintain educational continuity. JHHS strives to provide a quality and future focussed learning environment prioritising the emotional, physical and educational needs of the students. A dynamic educational setting, with negotiated individual learning programs, will empower students and promote equity and excellence.

### School context

JHHS is a Kindergarten to Year 12 school operating within the John Hunter Children's Hospital. (JHCH) JHHS provides educational support to hospitalised students, from all educational systems. Our school focuses on student welfare, encompassing mental health and 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, at the John Hunter 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 population per term is approximately 250 students.

The school maintains a culture which is based upon continuous improvement and quality service. The school's multi-skilled and 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.

JHHS has three permanent teacher positions which includes a principal, a classroom teacher and a dedicated ward teacher. Additionally, the school has one SLSO, one part time SAO and a SAM.

# 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 (SEF) domain of **Learning**, the element of Student Performance Measures was assessed as Working Towards Delivering. The elements of Assessment and Reporting were assessed as Delivering and the elements of Learning Culture, Wellbeing and Curriculum were assessed as Sustaining and Growing. The staff, in 2018, collectively undertook a review of all current syllabus policies and other associated policies related to teaching and learning. This review enabled staff to re–connect with syllabus content and requirements and identify areas for self–improvement through professional learning opportunities. It also ensured that current school pedagogical practices were aligned with syllabus expectations. Staff participated in Phase 2 of Focus on Reading (FoR) professional development, during scheduled staff meetings. These sessions have equipped staff with a common understanding and language when working with students, in the classroom, across all Key learning Areas. (KLAs) allowing for consistency of literacy instruction. As the investigation of pedagogical practices is a focus for the school, staff continued to explore and test a number of educational disciplines to enhance classroom practices. This included the visible learning strategies of "We Are Learning To" (WALT) and "What I'm Looking For" (WILF) to engage students and inform them of the learning content and formative assessment expectations. Staff began to explore the concept of Brain Based Learning and familiarising themselves with the 4 Cs of 21st century skills– Collaboration, Creativity, Communication and Critical Thinking. We believe that these four qualities are essential for today's students to succeed in school and the workplace.

In the SEF domain of **Teaching**, the element of Data Skills and Use was assessed at Developing while the elements of Effective Classroom Practice, Professional Standards and Learning and Development were assessed at Sustaining and Growing. A student feedback collection system was developed and implemented to determine the effectiveness of classroom instruction. The students regularly provide feedback through the classroom i–pads at the end of identified lessons. This also encourages the students to reflect on their learning and promotes a sense of connectedness with their learning. A classroom wellbeing calendar was also devised and trialled. The calendar includes well–being strategies and techniques which are explicitly taught to the students. This is a critical aspect of our care of students in a hospital school. The teaching of wellbeing gives the students choices and activities aimed at achieving physical vitality, mental alertness, social satisfaction, a sense of accomplishment, and personal fulfillment. All staff completed 14 hrs of Youth Mental Health First Aid training. They now have the skills and confidence to support adolescents and young people with identified mental health illnesses. Apple i–pad training was also completed, giving the teaching staff a toolkit of suitable and relevant learning programs and apps to engage and support the students in linking their learning across KLAs.

In the SEF domain of **Leading**, all four elements were assessed as Sustaining and Growing. Two additional teaching staff attended the Stronger Smarter Leadership program. As a staff, we are challenging our beliefs, embedding higher expectation relationships and creating stronger, smarter classrooms. The staff collaborated to develop the "Pillars of the School." These pillars are built on the foundations of high expectation relationships and staff collaboration. Overarching these foundations is student wellbeing, learning and achievement. The enrolment and transition policy was collectively reviewed by staff. An admission flowchart was developed for all long–term and recurrent students so that there are consistent and streamlined procedures for the communication of student information and data between the school, allied health professionals, parents and their census 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 Pedagogical Practices.

### Purpose

To provide continuity of learning through research based and quality pedagogy, tailored to the individual and driven by high expectation relationships.

### Overall summary of progress

The review of all current syllabus policy implementation procedures enabled staff to reconnect with syllabus content and, in doing so, strengthened classroom teaching and learning programs.

Ongoing FoR professional learning laid the foundations for teachers to understand and explicitly teach reading strategies that will enable students to access the range of texts they require, for comprehension. The program emphasises the integrated teaching of six comprehension strategies.

Continuing Stronger Smarter professional learning has ensured staff work hard and support each other to be the best they can be and to aim for excellence in our programs to support all students through a Stronger Smarter approach to learning.

The development and implementation of the admission flowchart provided staff with a common language or reference point when working through the admission process. Efficiency increases have been a significant benefit of this development for staff. The review of SMART goals for long term students assisted staff in supporting students to create verifiable pathways towards certain goals, with clear milestones.

Staff revisited the assessment and reporting procedural guidelines and there was consensus that they were still relevant. A refresher was given in administering basic literacy and numeracy assessments to; provide baseline data regarding a student's academic ability, establish "where to next?" for the student and build their capacity to determine whether or not the course's learning objectives have been met.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of long term and recurrent students have high expectations SMART goals in literacy and numeracy, regularly reviewed and providing continuity of learning.	\$1 301	<p>Do all staff use FoR strategies? Do all teachers demonstrate high expectations?</p> <p>All teaching staff completed FoR phase 2 training. This training has equipped the teachers with the tools to explicitly teach active reading strategies, across KLAs, which research has shown most effectively improve reading comprehension. The Super Six strategies are now embedded into classroom Pirozzo teaching programs ensuring all teachers use direct instruction and practice of these essential active reading strategies through text dependent questions and tasks.</p> <p>High Expectations underpin all that happens in the school. The five pillars are built on High Expectation Relationships which encompass student well-being, learning and achievement.</p> <p>Evidence: Program analysis, observations, student feedback Observations, individual program analysis, goal setting evaluations, student feedback.</p>
Classroom observations and data are reflective of context specific future focussed practices and	• Socio-economic background (\$2200.00) \$1 301	<p>Have all long term and recurrent students been assessed and successfully using SMART goals? Can we see relevance in using EBS? Do staff</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
pillars of the school.		<p>understand and able to use EBS? Is the procedural flow-chart developed? Is the flow chart being used and guiding practice? Is the procedural flow-chart being communicated and valued by all stakeholders?</p> <p>EBS Central is currently being used to record daily student attendance only. At this point in time, staff have unanimously decided not to use EBS Central for recording educational/social information about students Until the software allows for sharing of information between schools, the staff sees little use in doing so. This may be visited at a later date.</p> <p>All long term and recurrent students have SMART goals developed in consultation with the student, family, teacher and sometimes a teacher from the census school. This procedure is now an important step in the Admission/Transition flowchart developed to streamline and maintain continuity of student management. All staff follow this process, which is attached to the daily rolls for easy access, when there is a new or recurrent long term student.</p> <p>Evidence: Goal Analysis EBS feedback, Teacher and stakeholder feedback</p>

## Next Steps

1. 24/7 on-line and self-paced training
2. Professional Learning – Brain Based Learning, 4 C's, Stronger Smarter, Formative Assessment, Literacy/Numeracy progressions, English/Mathematics syllabus
3. Implementation of the "Super Six" strategies across the curriculum,

## Strategic Direction 2

Resilient, confident and empowered learners.

### Purpose

To create and impelment a high quality stratagem, which supports the wellbeing of students and their families, through meaningful connections, mindfulness practices, a growth mindset and celebrating cultural diversity.

### Overall summary of progress

The introduction of student feedback using the WALT and WILF framework has given students the opportunity to clarify and share their understanding around learning intentions and criteria for success. Students have been activated as instructional resources for one another and as owners of their own learning. Student feedback has enabled staff to devise classroom activities that elicit evidence of learning and provides teachers with data that allows them provide instruction that moves learners forward.

Our school is a learning community that promotes student wellbeing, safety and positive relationships so that students can reach their potential. A wellbeing calendar was collaboratively developed by staff. This calendar focuses on a weekly wellbeing strategy including; visualisation, mindfulness and distraction techniques as well as "GoNoodle" strategies and Yoga. The calendar of strategies has given the students the freedom for authentic participation and connection, with others, as well as effective partnerships with their peers, family and teachers. All staff completed "Youth Mental Health First Aid" training.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student data shows growth in meaningful connections and resilience strategies.	\$2 603	<p>What data is being collected? Is it effective? Is there a better alternative?</p> <p>Data is being collected to guage student engagement and connectedness. The data is also being used to determine the effectiveness of the teaching of lesson content. One central i-pad was used to collect data which was not an efficient means. The syurvey monkey app has now been installed on all classroom i-pads so that students can easily access the feedback app and provide their feedback quickly and efficiently. This seems to be working well.</p> <p>Evidence: Data analysis</p>
Classroom practice utilises wellbeing framework.	\$2 603 / \$2 400	<p>Do all staff feel equipped to manage MH well being in the classroom? Are staff maintaining well being toolkit schedule? Does student and staff feedback reflect effectiveness?</p> <p>During Youth Mental Health First Aid training, staff learnt about adolescent development, the signs and symptoms of the common and disabling mental health problems in young people, where and how to get help when a young person is developing a mental illness, what sort of help has been shown by research to be effective, and how to provide first aid in a crisis situation. It provided staff with a common understanding of mental health and a common language and approach when dealing with adolescents with mental health signs and symptoms.</p> <p>Feedback from students and staff re the wellbeing</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classroom practice utilises wellbeing framework.		<p>toolkit schedule revealed that students were able to identify wellbeing strategies that they could use, in a situation where their thoughts and feelings were heightened, to help them calm and settle quickly and without incident. They were able to identify examples of when these strategies have been or could be useful in the future. The classroom calendar is providing the students with a wide range of strategies and experience to help them identify and successfully manage their thoughts, feelings and emotions.</p> <p>All students happily participate in wellbeing and mindfulness activities in the classroom.</p> <p>Evidence: Program analysis, Staff/student feedback</p>
Staff feedback reflects they feel valued and supported in their contributions to a positive school culture and future focussed pedagogy practices.		<p>Staff have used collaborative processes throughout the year to reflect on teaching practice and to plan and deliver high quality teaching and learning programs. They have utilised the strategies of professional dialogue, reflection of PL at staff meetings and peer observations and planning to improve their practice. Data shows staff enjoy their work, feel valued in the workplace and undertake PL to improve program delivery and student learning outcomes.</p>

## Next Steps

1. Full implementation of Wellbeing Program for students including the wellbeing calendar of strategies.
2. Professional Learning – Wellbeing framework, relevant Grand Rounds (Hunter New England Health), MAPA training, Trauma Informed Education
3. 24/7 on–line and self–paced training



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>	\$4248	<p>+Funding was used to train two staff members in the "Stronger Smarter " approach to the transformative power of Higher Expectations Relationships (HER); a positive sense of cultural identity and positive Aboriginal and Torres Strait Islander leadership.</p> <p>We will continue to train staff in 2019.</p>

## Student information

During 2018, a total of 963 students were supported by the John Hunter Hospital School staff. 39% of hospital stays were for one day only and 18% of stays were greater than 5 days. In 2018, 80% of students were from government schools and 20% were from non-government schools. The hospital school consisted of 44% male and 56% female students. Primary school students represented 59% of the school enrolment and secondary students represented 34% of the student intake.

- Youth Mental Health First Aid training; (whole staff)
- Special Education Principals' and Leaders' Association (SEPLA) conference;
- Autism course;
- Literacy and Numeracy progressions w'shop;
- Engaging youth and primary learners with ipads/ipad teacher training; and
- Inclusion workshop.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.41
Teacher Librarian	0.08
School Administration and Support Staff	2.21

\*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 2018.

### 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 had a strong emphasis on wellbeing as well as other goal specific professional learning for individual and groups of staff, based on the school's strategic directions. Courses included:

- Attendance at AECG meetings and related Aboriginal Education professional learning eg weaving and possum cloak w'shops, Stronger Smarter leadership training; and Close the Gap seminar.
- LMBR – SAP reports/CEPS training and EFPT staff and financial planning;
- ConnectED;

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	168,933
<b>Revenue</b>	656,366
Appropriation	654,310
Sale of Goods and Services	0
Grants and Contributions	0
Gain and Loss	0
Other Revenue	0
Investment Income	2,056
<b>Expenses</b>	-624,173
Recurrent Expenses	-624,173
Employee Related	-571,462
Operating Expenses	-52,712
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	32,193
<b>Balance Carried Forward</b>	201,126

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 added resources to their technology program through the purchase of 10 i-pads for use in the classroom and 2 charge stations for the i-pads. (\$6300) This was supported by teacher professional learning in the effective use of these i-pads. (\$3000)

Professional Learning is a priority at JHHS. With limited space for resources the best thing that we can do for our students is to invest in our human resources to ensure staff knowledge and skills are up-to-date, relevant and effective, ensuring teaching and learning programs are engaging and support the students in achieving success in the classroom. The total PL budget for 2018 was \$28 000. Stronger Smarter Leadership training for 2 staff members was \$5600 and the Art of Leadership registration was \$3400.

In 2019 the remaining 4 staff members will participate in Stronger Smarter Leadership training with the focus

remaining on Professional Learning for staff.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	315,287
Base Per Capita	10,790
Base Location	647
Other Base	303,850
<b>Equity Total</b>	4,248
Equity Aboriginal	0
Equity Socio economic	4,248
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	304,471
<b>Other Total</b>	19,534
<b>Grand Total</b>	643,539

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.

- All respondents agreed that the JHHS is a supportive and safe environment that welcomes parental involvement in the ongoing education of the student.
- There was consensus that the JHHS successfully supports the education and well-being of all students requiring hospitalisation.
- 100% of respondents agreed that the JHHS staff are highly competent teachers who are able to cater well for the individual needs of the students and that the school has a friendly environment that is encouraging and inclusive.

Sample student/parent responses included:

What are some of the things we do well?

- Daily communication with students and families; the school takes into account the student's interests for learning choices; there is consideration of medical issues; outstanding staff, great communication with the medical team.
- Everyone is included, the staff make us feel normal, heard and appreciated, they keep it fun and offer assistance, always smiling and positive.
- Willingness to see students out of the classroom, differentiated learning to suit different needs and behaviours, bonding well with students, willingness to provide resources to parents.
- Friendly encouraging and supportive staff.
- The teachers are so polite and are so kind, I love their teaching methods and their enthusiasm and ambition for teaching the students.
- A supportive fun and encouraging learning environment
- Motivate children to attend school in a cheery and encouraging manner.
- Interesting lessons and kind and caring staff.

## Policy requirements

### Aboriginal education

Aboriginal Education is an important cross-curricular 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, 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 JHHS 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 cross-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 the 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 difference and increase levels of tolerance.