

St George Hospital School

2019 Annual Report



St George Hospital School

every child every day

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Introduction

The Annual Report for 2019 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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Message from the principal

In 2019, I had the privilege of being appointed as the new principal of St George Hospital School. It was a rich and rewarding year with clear directions on progressing student learning and supporting student wellbeing. In 2019, we reviewed the school plan and made significant changes in line with the vision of the school and priorities of the NSW Department of Education.

The plan moved from a generic hospital school plan to a plan that targeted the needs of the students at the school. Personalised learning was introduced so that all students had the opportunity to have continuity of learning that was individualised and stage appropriate. There was a move away from educational activities to delivering curriculum based learning programs. Professional learning of staff targeted personalised learning and familiarity with the new NESA developed syllabuses for the Australian curriculum.

There were significant improvements to the physical space. It was important to fully utilise the learning space whilst still addressing the working requirements of teaching and office staff.

Working in partnership with school staff, parents, medical staff and the census schools, St George Hospital School embarked on a journey to ensure that each student in attendance had every educational opportunity during a period of rehabilitation and health management to remain engaged with learning and feel welcomed, supported, known and valued.

Ana-Lucia Mowle

Principal

School background

School vision statement

St George Hospital School is committed to providing an inclusive and supportive learning 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 learning and wellbeing of our students is our highest priority.

School context

St George Hospital School provides educational services for inpatients enrolled in Kindergarten to Year 12. from government and non-government schools.

The school provides educational support to students who are hospitalised, offering engaging and positive learning experiences. The school aims to establish effective partnerships and collaborations with medical staff, parents and census schools to facilitate the formation and teaching of appropriate personalised learning programs.

In addition, the school has formed a collaboration with the St George Child and Adolescent Mental Health Services (CAMHS), providing a structured and supportive transition program for students who are disengaged from school requiring additional educational support to transition back to their census school.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The School Excellence Framework sets 14 measures of performance for school self assessment. There are four measures of ranking in each of the elements: Working towards Delivering, Delivering, Sustaining and Growing and Excelling.

The results of self assessment in 2019 indicated that in the Domain of Learning, the school's self assessment, based on evidence, was at Excelling in one of the six elements, three at Sustaining and Growing and two at delivering.

In the Domain of Teaching, self-assessment was at Sustaining and Growing in all four elements..

In the Domain of Leading, the results indicated assessment at Sustaining and Growing in all four elements.

Strategic Direction 1

Every student is known, valued and supported

Purpose

To maintain continuity of learning for students accessing medical and health support external to the school and to support students with a seamless transition back to school or alternative learning environment.

To implement personalised learning that integrates student, family and health priorities.

To nurture positive, caring and respectful relationships that foster connectedness and feelings of belonging to build students social and emotional skills.

Improvement Measures

Staff confidence in implementing PLP's and transition plans.

Increased number of students re-engaged in census schools or alternative learning environments.

Students attend the hospital school on a regular basis.

Progress towards achieving improvement measures

Process 1: Submission of a development plan to hospital administration for an expansion of the learning environment.

Evaluation	Funds Expended (Resources)
<p>In 2019 an application for development of the hospital school was submitted to hospital administration to enable an expansion of the leaning environment. The application is still currently being considered.</p> <p>Initial discussions with the Director Education Leadership was undertaken to consider a school setting which would support transition of students, who present as patients and outpatients of the Adolescent and Mental Health team. The location of the classroom in a mainstream setting would be a safe point of transition to return top their own school or to a suitable alternative setting.</p>	<p>The resources used to support a more conducive learning environment for students was in the refurbishment of the current schoolroom. As the schoolroom offered limited space for both in-patients and out-patients it was agreed that re-structuring the current schoolroom would support students learning. The funding covered the purchasing of new furniture, flooring, painting and up to date resources for student use. To date \$7800 has been spent. Further allocated funds will be spent following the outcome from hospital administration on the expansion of the learning environment.</p>

Process 2: To provide professional learning to hospital school staff in the development of personalised learning and the implementation of a transition plan from school to school.

Evaluation	Funds Expended (Resources)
<p>In 2019 school staff were supported in the development of personalised planning for all students attending the hospital school, to support continuity of education with census schools and implementation of transition back to their census school or to an alternative educational options.</p> <p>Student learning was enhanced by staff implementation of personalised learning. A personalised learning plan was developed for each student collaboratively with parents, school staff, hospital staff, census schools and the student themselves.</p> <p>Through personalised learning, every student was known valued and cared</p>	<p>Resourcing was allocated for teacher professional learning time.</p>

Progress towards achieving improvement measures

for.

Process 3: To provide a system that will allow opportunities for regular student feedback.

Evaluation	Funds Expended (Resources)
<p>Student feedback at key stages is critical to support staff in knowing their students. The hospital environment is different from the norm and hence students in a hospital school setting bring to the classroom a range of emotions. Research has highlighted that what works best in learning is student feedback and how teachers listen to feedback to understand their impact to guide student learning.</p> <p>In 2019, processes were implemented to enable students to provide feedback to inform and guide teacher practice.</p>	<p>Staff utilised Professional Learning allocations to develop best practice skills and to utilise appropriate systems for student feedback. Staff developed surveys and incorporated some formative assessment strategies to support students with providing authentic feedback with their learning.</p> <p>Funding for teacher release totalled \$2150</p>

Next Steps

Expansion of the learning environment:

- Negotiation for the establishment of an outreach class in a mainstream setting
- Professional learning for staffing in working in an off-site location

Professional learning – personalised learning and transition planning

- Further professional learning in understanding the steps of transition
- Professional learning on meaningful conversations

Student feedback

- Professional learning on formative assessment
- Use of technology to support formative assessment

Strategic Direction 2

Informed, supportive, resourceful staff

Purpose

To develop a culture of continuous learning through on-going professional learning, targeted to the diverse range of student needs. To empower staff to deliver personalised curriculum based learning appropriate to the stage of learning. To build staff expertise to facilitate continuity of learning with census school providing a successful transition through coaching and mentoring support.

Improvement Measures

100% of students have PLP's

All KLA's will have units of work across the stages.

90% of student's transition successfully to their census school, alternative learning environment or to work.

Increased percentage of students participating in learning at the hospital school.

100% of staff PDP's reflect school priorities.

Progress towards achieving improvement measures

Process 1: Staff professional learning schedule developed to address:

- PLP's
- NESA curriculum
- Literacy/Numeracy progressions including ALAN
- Implementation of transition plans

Evaluation	Funds Expended (Resources)
<p>In 2019, regular scheduling of professional learning was implemented. Professional learning focused on personalised learning and unpacking the new NESA syllabuses.</p> <p>School staff networked with other hospital school on school development days. Mandatory training on child protection update, CPR and face to face anaphylaxis training and code of conduct training occurred on school development days.</p> <p>School staff also participated in an introductory session on the literacy and numeracy strategies.</p>	<p>Weekly professional learning sessions did not incur costs for the school.</p> <p>Staff attended various professional learning conferences during 2019. These included attendance of all staff at the SEPLA conference \$1200, the Adolescent Brain \$350, as well as the accidental councillor conference \$620.</p> <p>Funding for all 2019 professional learning totalled \$5293</p>

Process 2: Hospital school staff work collaboratively to develop units of work.

Evaluation	Funds Expended (Resources)
<p>In 2019, units of work were developed in all KLAs to support a curriculum based delivery of educational programs.</p> <p>The quality of teaching and learning resources was reviewed and out of date resources were disposed of. Purchase of quality texts and new resources including online subscriptions was undertaken.</p> <p>Teaching staff worked collaboratively to develop classroom resources.</p>	<p>Funding for this initiative was provided from the following sources:</p> <p>School budget, teaching resources \$1890.78</p> <p>NSW Department of Education T4L technology Directorate</p>

Process 3: Hospital school staff collaboratively develop transition procedures for students in the CAMHS program.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

In 2019, a strong collaborative partnership was developed with the medical staff at CAMHS. Regular attendance by the principal at case meetings provided important information on the mental health and well being of the students. In 2019 there was an increased number of students from CAMHS attending the hospital school supported by an individualised program that integrated educational and health care needs.

A transition document was developed to support transition of the student from the hospital setting to outpatient and continued school support.to transition to the census school or alternative educational setting.

The document detailed the respective responsibilities of hospital and school staff and the key stages of transition.

Funding was provided for the development and implementation of the transition program using principal release funds and professional learning.

Next Steps

Curriculum implementation including literacy and numeracy strategies

- PI on the use of ALAN as a tool to gauge literacy and numeracy skills
- Focus on PDHPE and Science and TechnologyK–6 syllabuses
- Regular meetings teacher/supervisor meetings to support transition

Development of units of work

- Teacher release for collaborative development of units of work across the KLAs
- Use of Microsoft Teams to support unit access and collaborative development

Transition planning – NSW Health and Department of Education

Implementation of transition planning according to developed guidelines

.Review of plan at 6 month interval

Strategic Direction 3

Effective collaborative partnerships

Purpose

To develop collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers, census schools and health professionals.

Improvement Measures

Increased number of students return to census school or alternative placement.

Increased number of students attending school.

Increased engagement in learning by students

Increased confidence of SLSOs supporting the learning of students in their class.

Progress towards achieving improvement measures

Process 1: Collaborative Planning

Systems in place to support personalised planning for all students.

Parents recognised as partners in learning.

School staff, students, parents, medical professionals and census schools work collaboratively to support transition from the hospital school.

Quality Learning Environment

Learning areas support inclusive practices.

Learning areas are safe and accessible.

Learning areas support student wellbeing and health care needs.

Evaluation	Funds Expended (Resources)
<p>In 2019, systems were implemented that enable teachers to gather information on students from a range of sources: census school, medical staff, parents and students themselves.</p> <p>Teaching programs were delivered by school staff who personalised the learning and delivered lessons that continued the learning from the census school. For students with disrupted learning, lessons were stage appropriate and at the student's proximal zone for learning to promote and maintain engagement and enhance opportunities for success. Students were encouraged to provide feedback to promote positive learning outcomes and student wellbeing.</p> <p>In 2019 there were significant enhancements to the learning environment given the constraints of space in a hospital setting, the classroom area was decluttered to support inclusion of all students who at times needed to attend with medical equipment.</p> <p>The resources in the school were updated to promote 21st century learning with additional technology hardware and software and mobile devices.</p>	<p>School funds covered the costs of all the new equipment for the classroom (cupboards, desks, chairs).</p> <p>NSW Department of Education T4L Technology Directorate provided funds for 3 student desktop computers. The school used funds from the school budget to purchase 3 Surface Pro's for teacher resources as well as 2 laptops for student use.</p> <p>ICT funding totalled \$5707</p>

Next Steps

Collaborative planning

- Feedback from parents, students and school staff to assess impact of transition plan
- Regular review of plans to address issues and promote successful transition

Learning environment

- Establishment of an outreach class with hospital school resources
- Regular liaison with host school
- Address any issues identified by host school
- Develop staff confidence and skills in working off site

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$4802	The Quality Teaching Successful were used throughout the school year supporting the professional learning of staff. The outcomes for students are enhanced where expertise, commitment and shared vision is aligned. The QTSS provided for targeted support to address the learning and wellbeing needs.
Socio-economic background	\$3456	Equity of access to learning activities was achieved with the support of the socio-economic funding..
Support for beginning teachers		Early career teachers are supported through mentoring support. Teachers working towards accreditation are supported to identify quality evidence to demonstrate each of the teacher standards.

Student information

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	225,177
Revenue	525,012
Appropriation	523,672
Investment income	1,340
Expenses	-376,657
Employee related	-351,148
Operating expenses	-25,508
Surplus / deficit for the year	148,355

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	195,160
Equity Total	3,546
Equity - Aboriginal	0
Equity - Socio-economic	3,546
Equity - Language	0
Equity - Disability	0
Base Total	308,527
Base - Per Capita	6,546
Base - Location	0
Base - Other	301,980
Other Total	13,844
Grand Total	521,077

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.

Parent/caregiver, student, teacher satisfaction

In 2019, St George hospital school reviewed the school's practices and pursued regular feedback from students, parent/carers, hospital staff and census schools.

Feedback was provided through a school developed survey, verbal communication and written correspondence.

The feedback received was positive and reflected the valuable work undertaken at the hospital school, in providing learning support to students who were hospitalised as well as vulnerable students.

Feedback from parents/carers indicated that the hospital school provided 'normality' and support to students whilst they were recovering. Hospital staff valued the daily support of the hospital school in managing patients whilst on the ward. Census schools valued the continuous learning support of students as they received treatment in hospital, as well as students transitioning back to their census schools. Census schools also commented on the value and importance of regular communication about transition students' progress and development.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In line with the Department's Reconciliation Action Plan, St George Hospital School recognises and respects the ongoing contributions made by Aboriginal peoples as the Traditional Custodians of our Country. We acknowledge the importance of collaboration and partnership. We are committed to working with and for Aboriginal and Torres Strait Islander students, staff and communities.

St George Hospital School is committed to achieving outcomes in accordance with the Department's Aboriginal Education policy. The policy aims to provide for all students an increased knowledge and understanding of Aboriginal Australia through the inclusion of Aboriginal histories, cultures and languages in educational programs and acknowledgement that Aboriginal education is core business for all staff.

The national curriculum has identified the study of Aboriginal and Torres Strait Islanders histories and cultures as a cross curricula priority to include the three concepts of Country, People and Cultures. At St George Hospital School, Aboriginal studies is embedded in cross curriculum content within units of work.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.