

Sutherland Hospital School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Sutherland Hospital School

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, a full time 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

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>

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.

Improvement Measures

All staff participate in professional learning activities and achieve their PDP goals.

Appropriate resources are available for students and staff to deliver and access quality teaching and learning programs

Ready for School Program continues to grow and develop as an integral collaboration between health and education, as demonstrated in the evaluations.

Increased collaborative expertise and capacity across our COS in transitioning of students.

Increased number of students engaging in post hospital education.

Progress towards achieving improvement measures

Process 1: Effective classroom practice: Teachers respond promptly to student work. They check that students understand the feedback received and how to improve.

Evaluation	Funds Expended (Resources)
Evaluations, student surveys and home school feedback have been positive and have helped staff make decisions to best meet the need of all students attending the hospital school.	

Process 2: Learning and Development: Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas.

Evaluation	Funds Expended (Resources)
The presentation on The Ready for School program was very well received and the majority of comments were very positive. The program will continue in 2020 and the school will be involved over two terms. The Berry Street Model Professional Learning was a great learning experience for teaching staff. Evaluation of course was completed for NESAs.	Global funding \$10,000

Process 3: School Learning Alliance: Transitions and continuity of learning. Community of Schools- COS, project TACOL (Transitions and continuity of learning). The school actively plans for student transitions. The school clearly communicates its transition activities to the school community.

Evaluation	Funds Expended (Resources)
Ensuring there are clear lines of communication between parent, student, CAMHS and Home school has greatly benefited the success of the Outpatient program. To date we have transition 4 students back to their home school. The hospital school will continue to provide consistent and comprehensive support to the adolescent students in this program.	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$5869.00)

Process 4: Management Practices and Processes: All school staff are supported to develop skills for the successful operation of administration systems and a positive customer service is evident.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
Both the Principal and the SAM enjoyed networking with colleagues at the PL day at EdConnect. the new facilities in the CESE app will be very useful for monitoring spending on the p cards.	Release \$980

Process 5: Resources: Technology is accessible to staff and students.

Evaluation	Funds Expended (Resources)
The apple staff where very knowledgeable and supported our learning. The new resources are being used by our visiting students and staff feel confident in using them	Shero Ball and Vernon the Robot \$500

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.

Improvement Measures

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

Progress towards achieving improvement measures

Process 1: Student Wellbeing: The school plans for and monitors a whole school approach to student wellbeing and engagement.

Evaluation	Funds Expended (Resources)
Both the Circle of Security and the Berry Street Model Professional Learning were well received by the school's teachers. The Principal particularly found the Circle of Security training very beneficial in our unique school setting. The information has been passed onto all school staff and is being used on a daily basis by all.	Global Funding \$5000

Process 2: Professional Standards: Teachers use The Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.

Evaluation	Funds Expended (Resources)
Teachers felt the professional learning they had attended was beneficial in supporting their professional development and in achieving their PDP goals.	Course costs and release \$6500

Process 3: School planning, implementation and reporting: The school plan aligns to student and system priorities and ensures responsiveness to emerging needs.

Evaluation	Funds Expended (Resources)
After a careful review of our evaluation practices we found that we gather good information on how the school is performing but we need to always remember to ask students and parents to complete our evaluation processes.	

Process 4: Professional Learning: Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.

Evaluation	Funds Expended (Resources)
Principal and Teachers found the first two days of The Berry Street Model informative and an appropriate support for our trauma affected students. SAMS found the WBSIO training very tedious and the trainer difficult to	

Progress towards achieving improvement measures

understand. The information was not relevant to the hospital school setting.

Process 5: Individual Learning needs: Well developed and evidence based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Evaluation	Funds Expended (Resources)
School staff modified the tour evaluations and the running records sent to long term patient's home schools. New forms were found to be more useful in gathering relevant information and helped with communication across several sites.	

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Monies for the casual teacher who replaced the teacher supporting the p Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$5 869.00) 	The program and collaboration was very successful. The parents gave very positive evaluations and next year we will plan to support the program for two terms.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$2 364.00) 	This has been a very successful use of our socio-economic background funding. These reading materials are used 90% of each school week.

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)	1.22
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	138,834
Revenue	530,931
Appropriation	524,465
Sale of Goods and Services	3,136
Grants and contributions	2,433
Investment income	896
Expenses	-413,791
Employee related	-383,512
Operating expenses	-30,279
Surplus / deficit for the year	117,140

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	2,364
Equity - Aboriginal	0
Equity - Socio-economic	2,364
Equity - Language	0
Equity - Disability	0
Base Total	308,683
Base - Per Capita	6,546
Base - Location	0
Base - Other	302,136
Other Total	16,539
Grand Total	522,746

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

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 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.

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.