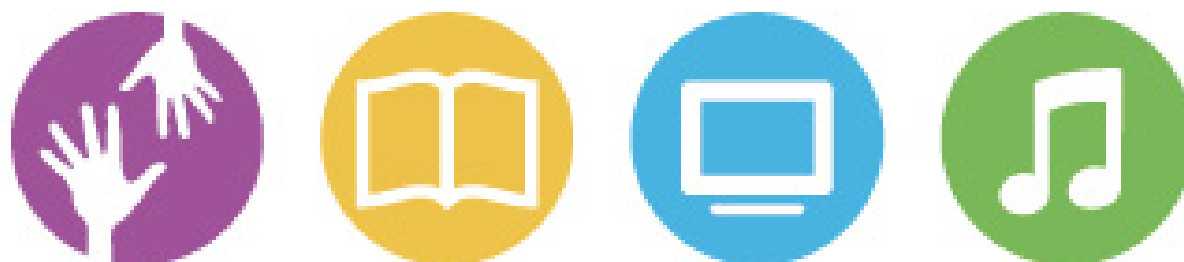


# Illawarra Hospital School

## 2019 Annual Report



**ILLAWARRA**  
HOSPITAL SCHOOL

5551

## Introduction

The Annual Report for 2019 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.

### School contact details

Illawarra Hospital School

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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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

The result of this process indicated that in the School Excellence Framework, Illawarra Hospital School is *Sustaining and Growing* in the domain of **Learning**. Teachers work collaboratively with students, parents/carers, medical teams and home schools to plan individual student learning programs, whilst taking into consideration health and wellbeing needs, to ensure adequate support is provided to the student throughout their admission. Individual student literacy and numeracy needs are determined by teaching staff, and programs are designed to both reinforce and extend students' knowledge, skills and understanding. Teachers use informal assessment, adjusting their teaching and practice to meet the learning needs of students. Parents are provided with regular informal reporting on their child's progress. Prior to long-term patients transitioning to school, a written report is provided. Students' health, wellbeing and mental health always takes precedence. Health and wellbeing are assessed throughout the day and learning plans adjusted when required. Staff are experienced at adapting the learning environment to meet student needs. Teachers verbally provide health and wellbeing reports daily to the students' medical teams. Student attendance is monitored and maintained, where possible, to support learning. The learning culture in our school reflects positive, respectful relationships amongst all stakeholders. Technology is used to enhance learning and engagement as well as maintain students' connections with their home school. This is done using technology such as email, Edmodo and Google Classroom. This is particularly

important for our long-term students as it supports their ongoing education as well as transition back to their home school. All staff receive ongoing professional learning consistent with the School Plan and their individual goals. Professional Learning is centred on staff developing professional practice, knowledge and skills to assist them in determining the best learning plan for each child. The needs of K–12 students are met by flexibly using our staff allocation to employ both primary and secondary teachers. Professional practice is monitored by direct observation and also reviewed in light of parent and student survey results as well as collegial feedback.

In the domain of **Teaching**, we have collaborated as a whole staff to determine that we are *Sustaining and Growing*. Our main focus in Teaching is the curriculum, as well as effective classroom practices. Professional learning for all staff is closely aligned to the school plan, budgets and personal professional goals. Professional learning has focused on mental health, numeracy and literacy and has resulted in increased knowledge and skills for all staff so that they are better able to meet student needs. Teachers actively share what they have learnt in professional learning, with each other. Inter-school visits to other hospital schools has also given staff the knowledge and skills to trial different practices and processes appropriate for our unique setting. Teachers individually and collaboratively reflect upon and evaluate their teaching practices, to ensure that the strategies implemented are both evidenced based and effective. They monitor student wellbeing, mood and behaviours giving qualitative information to the medical team to support the holistic treatment of the child. This information is recorded in medical records, as required, by the medical practitioner.

In the domain of **Leading** we are *Sustaining and Growing*. School leadership supports a culture of high expectations, community engagement and participation, and a culture of continuous improvement, focusing on measures within all strategic directions of our School Plan to achieve school excellence. School planning, implementation and reporting are monitored closely to ensure milestones are adjusted or modified as necessary. Review processes are embedded to ensure the school is responsive to the community and meet system priorities and constraints within the budget. School administrative and support staff and teaching staff are actively engaged in planning their own professional development to improve performance and student outcomes. School planning and budgeting supports all staff to access professional learning equitably. Staff, both teaching and non-teaching, are allocated to particular students in the classroom to make the best use of expertise to meet the diverse needs of our K–12 students. Our school actively seeks feedback informally and formally, in the form of surveys, so as to gain feedback on school performance from students, parents and our medical community. Feedback on teaching and learning and school processes is addressed accordingly. Technology is used to enhance curriculum delivery and administrative processes. School funding is used appropriately to ensure equitable access to education and resources for all students in our setting for the implementation of the School Plan.

Our self-assessment will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

## 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.

#### Improvement Measures

- Census school, parent and student feedback is positive.
- Long term students Plan 2 data post transition is consistent with pre-hospital admission.
- 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.
- Staff Professional Development Plans (PDPs) reflect school priorities and personal professional goals are consistent with The Teaching Standards and Mandatory Training Guidelines.

#### Overall summary of progress

Initiatives to achieve this milestone in 2019 included:

- Professional learning in literacy and numeracy K–6 and across the curriculum Years 7 – 12 ensured student educational needs were met.
- Literacy and Numeracy Strategy Advisor reviewed readers and additional readers purchased to support early literacy.
- Inter-school visits resulted in improved teaching practices and school procedures..
- Teacher's professional goals met.

#### Progress towards achieving improvement measures

**Process 1:** Community of Hospital Schools (COS) project Transitions and Continuity of Learning (TACOL).

Evaluation	Funds Expended (Resources)
Transitioning students' education and wellbeing are supported.	\$0

**Process 2:** Further develop high quality teaching and learning practices:

- Consistent with the NSW Literacy and Numeracy Strategy.
- Using Plan 2 data
- Across the curriculum K–12

Evaluation	Funds Expended (Resources)
<p>New readers for Kindergarten to Year 2 students and high interest low literacy readers purchased to support the literacy needs of upper primary/ junior high school students experiencing reading difficulties are now used successfully on a daily basis with our students.</p> <p>Inter-school visits to The Children's Hospital Westmead, Liverpool, John Hunter and Bankstown Hospital Schools by staff has led to changes in the delivery of the curriculum across stages (including the use of signature lessons and Google Classroom), morning procedures for staff and the recording of individual learning records.</p> <p>Staff have greater knowledge of dyslexia and dyscalculia and strategies to assist students with these diagnoses in the classroom.</p>	<ul style="list-style-type: none"><li>• Professional Learning and inter-school visits = \$3110</li><li>• mathsBURST resources = \$240</li><li>• Literacy: PM readers and Brainwave = \$520</li></ul> <p>Total expenditure= \$3870</p>

## Strategic Direction 2

### WELLBEING

#### Purpose

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

#### Improvement Measures

- Staff PDPs will reflect and show evidence of targeted professional learning in wellbeing and the implementation of newly acquired strategies.
- Increased collaborative expertise and capacity across our COS in meeting the holistic needs of our students.
- The Individual Learning Plans (ILPs) will reflect improved strategies to meet the individual health and wellbeing needs of students.

#### Overall summary of progress

Initiatives to achieve this milestone in 2019 include:

- Mindfulness introduced for students and staff.
- Professional learning in mental health further developed staff skills and knowledge in supporting our students as well as caring for their own mental health.
- A ward list/medical hand over sheet developed so that all staff are aware of student need, whether students can access their education in the classroom or bedside and any vital social/mental health considerations.
- Individual Learning Record, separate to the roll, trialled.

#### Progress towards achieving improvement measures

**Process 1:** Community of (Hospital) Schools (COS) combined professional learning (PL) on student wellbeing, mental health and eating disorders to support current health strategies and school wellbeing priorities.

Evaluation	Funds Expended (Resources)
<p>Professional learning has extended staff's ability to support students admitted with mental health diagnoses.</p> <p>Staff begin each day with a mindfulness session to prepare for the day.</p> <p>Students, parents and staff participate in a 45 minute sound, mindfulness session, Crystal Sound Therapy, each week. This has proved to be highly engaging.</p> <p>Medical Handover sheet trial commenced.</p> <p>Staff have a more in depth understanding of behaviours in high school students following PL on the neuroscience of the teenage brain.</p>	<p>Professional Learning:</p> <ul style="list-style-type: none"><li>• NSW Hospital Schools Association School Conference focusing on both wellbeing and eating disorders.</li><li>• Child Wellbeing Conference: School-Link Collaborative Care Forum Day: Eating Disorders</li><li>• Translating Neuroscience to Practice – The Adolescent Brain, Nathan Wallis</li></ul> <p>Total Professional Learning Costs \$10,492</p>

#### Next Steps

- Professional learning for newly appointed teaching staff in eating disorders and their management in a health environment.
- Professional learning for all staff in student mental health and wellbeing building on existing knowledge and skills.
- Professional learning in staff mental health and 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.

#### Improvement Measures

- Increased collaboration with all stakeholders through improved relationships.
- Increase in positive feedback on school impact.

#### Overall summary of progress

Initiatives to achieve this milestone in 2019 included:

- Extensive collaboration with Child, Adolescent and Youth Mental Health Service (CAYMHS).
- Collaborate with Children's Ward and WINTV staff to organise the Children's Ward/ Illawarra Hospital School Party Week and it's filming.
- Engage with Keira High School to provide Project Based Learning.
- Two community events for all staff who work with us on the Children's Ward.
- Update the school's TV monitor on the ward to display school and ward information and events.

#### Progress towards achieving improvement measures

- Process 1:**
- Identify new opportunities to engage with our community and share and display our educational expertise and resources.
  - Revise, update, produce and distribute school brochure.

Evaluation	Funds Expended (Resources)
<p>Collaborative relationship with Child, Adolescent and Youth Mental Health Service (CAYMHS) resulted in that organisation having a greater understanding of how our school supports students admitted with a mental health diagnosis and how CAYMHS can support both our students and school staff through professional learning.</p> <p>Party Week on the Children's Ward was highly successful with students and staff highly engaged. WINTV produced of a Youtube video recording preparations and each days events during Party Week.</p> <p>Keira High School students, as part of their Project Based Learning, created and installed designs and posters consistent with Party Week's theme. The project was so successful Keira HS are now looking at linking with this project long term.</p> <p>The two community events were much anticipated and very well attended.</p> <p>The new ward monitor displays school and ward information and events for parents and patients as well as being engaging for staff. Content is updated so as to be current.</p>	<p>School Monitor = \$699</p> <p>Party Week Resources = \$1000</p> <p>Community Engagement = \$1686</p> <p>Total Expenditure = \$3385</p>

#### Next Steps

- Continue to collaborate with ward staff and WINTV to develop Party Week 2020.
- Maintain ongoing Project Based Learning with Keira HS.



- Schedule two community events.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Quality Teaching, Successful Students (QTSS)</b>	Our total resource of \$6403 was expended with school resources used to support the additional costs.	All teaching staff have the skills and resources to support the education of our high school students.
<b>Socio-economic background</b>	The \$2364 allocation was expended with additional school funds used to supplement the shortfall.	Student specific needs were supported with the employment of an SLSO and required provisions put in place.

## Student information

In 2019 our school supported the education of 885 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.

### 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)	1.23
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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

SASS and teaching staff participated in Professional Learning throughout 2020. All staff are encouraged 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
- Efpt Budget
- WBSIO
- Naplan Online

- External Validation
- Staff Self Care
- Mathsburst
- Project Air Strategy
- Inter-school/site visits: Bankstown, Liverpool and John Hunter Hospital Schools; Bear Cottage
- NSW Hospital Schools Conference
- Child Well Being Conference
- EdConnect
- SASSPA Conference
- SLSO Induction Conference
- The Adolescent Brain

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	141,352
<b>Revenue</b>	576,673
Appropriation	563,602
Investment income	631
Other revenue	12,441
<b>Expenses</b>	-493,634
Employee related	-449,014
Operating expenses	-44,619
<b>Surplus / deficit for the year</b>	83,039

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.

Funds have been reserved for 2020 to meet costs associated with:

- additional curriculum resources
- updating and building on technology in the classroom
- classroom and office resources
- flexibility in staffing to meet student needs K–12

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	195,160
<b>Equity Total</b>	2,364
Equity - Aboriginal	0
Equity - Socio-economic	2,364
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	309,338
Base - Per Capita	6,546
Base - Location	647
Base - Other	302,144
<b>Other Total</b>	24,309
<b>Grand Total</b>	531,171

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

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

- inclusion and friendliness of all staff
- our variety of resources
- teachers who provide quality education, assist and support students to improve, and demonstrate care and kindness
- the availability of extra-curricular activities, including coding, robotics and creative and practical arts.

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

- inclusive nature of the school
- 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 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
- opportunities for staff to regularly collaborate
- professionalism of the staff
- shared commitment to student wellbeing.



# 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.

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.
- plans for our Aboriginal student's success by consulting with the home school, parents and the student.
- aims to connect with the family to ensure that we make a positive difference.

## 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.

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 Key Learning Areas 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.

## 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.

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

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