

John Hunter Hospital School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

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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

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

100% of long term and recurrent students have high expectations SMART goals in literacy and numeracy, regularly reviewed and providing continuity of learning.

Classroom observations and data are reflective of context specific future focussed practices and pillars of the school.

Progress towards achieving improvement measures

Process 1: Evidence Based Pedagogy

Build staff capacity through professional learning to evaluate current pedagogy then construct and implement a contextually appropriate future focused pedagogy.

Evaluation	Funds Expended (Resources)
<p>FA: What have been the challenges? Have we found suitable formative assessment practices for our unique setting? Are staff confident and competent using formative assessment in their classroom practices? Is there further research we can access to further our understanding in this area?</p> <p>To complement the professional learning undertaken around formative assessment, staff have continued to explore a wide variety of methods to conduct in-process evaluations of student learning needs and academic progress during a lesson or series of lessons. These formative assessments have assisted to identify concepts that students are struggling to understand and skills they are having difficulty acquiring so that adjustments can be made to lessons and individual instruction techniques. The staff collectively believe that formative assessment is an integral part of effective teaching and, in 2020, formative assessment will be integrated into teaching and learning processes. Examples of formative assessment techniques that will be used include: questions to students designed to determine what specific concepts or skills students may be having trouble with; exit slips that quickly collect student responses to a teacher's questions at the end of a lesson; self-assessments that ask students to think about their own learning process and peer assessments that allow students to use one another as learning resources. Data indicates that while formative assessments help teachers identify learning needs and problems, in many cases the assessments also help students develop a stronger understanding of their own academic strengths and weaknesses. In 2020 we will partner with "CORWIN Visible Learning plus" to continue our journey of discovery and focus our efforts on using the most influential instructional practices to move learning forward and connect with educators to explore what we can do to make a difference in the classroom and on the wards.</p> <p>SS: Is there consistency across the school? Are all staff using a common language? What further actions need to occur as a response to our impact so far?</p> <p>The Term 4 Stronger Smarter Leadership program was again postponed and will now run in Terms 1&2 2020. Even so, all teaching and learning programs are developed considering the the school's 5 pillars of success built on high expectation relationships and collaboration and over-arched by student well-being, learning and achievement. We continued our pursuit of educational excellence for all students and believe that we are all leaders</p>	\$2331 teacher

Progress towards achieving improvement measures

significant role to play in a student's education, health and well-being. Our workplace continued to strive to be inclusive and high-performing with a degree of cultural competency, utilising our diverse strengths to co-create a way forward. In 2020, to complement our existing knowledge and skills, the staff will participate in the "Connecting to Country" Aboriginal community cultural awareness program in order to significantly better the depth of our insight into the myriad of social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal peoples and communities. We are also looking closely at the most effective and culturally sensitive way of introducing language into the classroom, in 2020.

Evidence: staff survey pre and post PL (baseline data), teacher observations, T/L programs, student profile data, consistency of language, knowledge and values

Process 2: Learning Continuity Teachers expertly implement systems/policies which ensure continuity of learning.

- Clear procedural flowchart developed and tested to refine current practices.
- Streamlined assessment and reporting procedures.
- Transition statements.
- Shared communication through student administration EBS. (student profile, return to school plan, student reports)
- Updated curriculum knowledge, to develop appropriate learning goals for recurrent and long term students.
- Utilise community links and resources to build foundation of where to next in the transition of students in and out of the hospital school.

Evaluation	Funds Expended (Resources)
<p>Are staff incorporating the Super Six strategies into daily classroom practice and how? Are students demonstrating improvement?</p> <p>The Super Six Strategies were assessed by staff as effective strategies for improving the reading comprehension skills of our students. The six meta-cognitive thinking strategies have assisted students to actively process ideas while reading and connecting these strategies has allowed the students to form a repertoire for actively processing text and making meaning. Sharing and naming these six strategies with students assisted them to improve their reading comprehension and inferential reading skills. These skills will be an integral component of teaching learning programs, in 2020, in varying combinations and contexts to best suit the learning needs of the students. Strategies used will be identified in lesson sequences and registered as completed as a means of accountability.</p> <p>Are all staff implementing the change in practice in lesson planning and delivery? What is the student data showing?</p> <p>Following on from the "Introduction to Literacy/Numeracy Progressions" e-learning modules, staff also participated in face-to-face professional learning sessions with the Literacy/Numeracy Strategy Advisor to unpack PLAN 2 with a specific focus on its relevance in the hospital setting with reference to analysing and using progression information to identify teaching priorities to support student development and monitoring student growth, evaluating what works best and strengthening teaching practices. Staff are still considering whether PLAN will be useful, in our setting, to organise evidence and analyse student needs. This discussion and professional reflection will continue in 2020 and will be included in our Visual Learning action research plan.</p> <p>Evidence: observations, T/L programs, individual pre and post assessments,</p>	

Strategic Direction 2

Resilient, confident and empowered learners.

Purpose

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

Improvement Measures

Student data shows growth in meaningful connections and resilience strategies.

Classroom practice utilises wellbeing framework.

Staff feedback reflects they feel valued and supported in their contributions to a positive school culture and future focussed pedagogy practices.

Progress towards achieving improvement measures

Process 1: Wellbeing

Teachers implement a high quality strategy through professional learning and the development of a context specific wellbeing framework.

Evaluation	Funds Expended (Resources)
<p>Has mindfulness been embedded into daily classroom practice? What has been the impact on students? What aspects of this project can be improved?</p> <p>Following on from the professional learning undertaken by staff throughout Semester Two, staff have seen the benefits of including these strategies in the classroom/ward settings. Observations indicate that using brain-based learning strategies, in the morning routine, has set a positive tone, in the classroom, with students feeling physically and emotionally safe, and ready for real learning to take place. This format will continue in 2020 with a visual element to be introduced to teach concepts, support learning and provide stimulus, for students, for regular brain breaks. We will continue to explore new and innovative strategies to appeal to our students and open them up to a world full of learning.</p> <p>Evidence: T/L programs, observations, survey, daily routine</p>	

Process 2: Community Links

Staff utilise community links to enhance wellbeing curriculum.

Evaluation	Funds Expended (Resources)
<p>Are staff using grand rounds to meet PL needs?</p> <p>Although having a medical/health focus, Grand Rounds have been an ideal forum, this year, for school staff to build their capacity and have a greater connection with students and their families. Understanding a student's medical history has led to a greater depth of empathy and support for the student, by the teachers. Grand Rounds has enabled school staff to keep up to date in important evolving areas, outside their core practice, but which have an impact on the students and, thus, their learning. Having a better understanding of a student's primary medical concern, enables the teachers to better support the students, not only academically but also socially and emotionally.</p> <p>What has been the biggest shift in trauma informed practice, in the</p>	

Progress towards achieving improvement measures

classroom?

All staff attended a workshop on Trauma Informed Practice, presented by KidsXpress. Staff learnt that trauma-informed practice involves integrating an understanding of past and current experiences of trauma into our responses to students with the goal of avoiding re-traumatizing students by supporting safety, choice and control in order to promote healing. The staff are now more trauma aware and have a greater appreciation of the high prevalence of trauma, in our students, the range of responses, effects and adaptations that young people make to cope with trauma and how this influences our responses to the students.

How will this inform future planning?

This new learning will be taken in 2020 with staff actively focusing on promoting resilience and coping skills to help students manage triggers of trauma and support healing and self-advocacy. Hopefully, this approach will help foster empowerment and support a culture of emotional and social learning.

Evidence: grand rounds attendance, observations

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$4109 PL funds Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$1 491.00) 	Funding was used to train four 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.

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)	2.41
Teacher Librarian	0.08
School Administration and Support Staff	2.21

*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	201,126
Revenue	728,839
Appropriation	727,128
Investment income	1,712
Expenses	-654,430
Employee related	-595,531
Operating expenses	-58,899
Surplus / deficit for the year	74,409

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	311,141
Equity Total	7,091
Equity - Aboriginal	0
Equity - Socio-economic	7,091
Equity - Language	0
Equity - Disability	0
Base Total	368,539
Base - Per Capita	13,093
Base - Location	647
Base - Other	354,799
Other Total	37,728
Grand Total	724,499

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

Parents were asked to provide feedback to the school regarding what we do well, what the successful aspects of our service are, how well we communicate with the child's census school and whether the school met the family's educational expectations.

The following are examples of responses:

The schoolroom provided a safe and compassionate space to enjoy education, even when in pain.

My child begged to come in, even on the days we were not in hospital.

We loved it!

The educational service provided exceeded our expectations. My son was extended and supported where needed.

The level of communication was fabulous and informative.

The school program is a great distraction for kids during their admission.

Staff are very friendly and helpful, making the stay much easier to cope with.

My daughter is a high achiever so she would have loved some harder work but understands this would be difficult with so many different students.

Communication with the home school was fantastic as my daughter was able to coordinate doing an exam which she had studied for and was very important to her.

The educational service provided exceeded my expectations.

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.