

2020 Annual Report

St George Hospital School



ST GEORGE
HOSPITAL SCHOOL

5513

Introduction

The Annual Report for 2020 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 2020, St George Hospital School moved forward in meeting its challenges faced by the pandemic. The school was unable to operate from the hospital site for a good part of the year. With this in mind, moving forward the school sort support from a local high school, who were accommodating with a classroom space. St George Hospital School was then able to continue with teaching and learning to support the continuity and re-engagement of education for our 5 out-patient transition students.

Upon reflection of being off-site and in a mainstream school, feedback showed that there were many advantages for transition students to continue their program in a mainstream setting as opposed to the hospital site. There was significant improvement in attendance and participation by all students. Upon returning to the hospital site and with this in mind, a proposal was put forward for an out-reach class in a local school to support the hospital schools transition program, moving forward. This proposal continues to be in negotiation.

Supporting in-patient students at the hospital site was met by teacher collaboration and the development of on-line resources via a google platform. Teachers liaised virtually with students on the ward daily offering learning support to students and providing feedback.

Continuing to work in partnership with health and census schools through out 2020 ensured that all students had every opportunity during a period of uncertainty to remain engaged with learning and to feel supported, known and valued.

Ana-Lucia Mowle

Principal

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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 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 2020 indicated that in the Domain of Learning, the school's self assessment, based on evidence, was at Excelling in one of the six elements, , four at Sustaining and Growing and one at Delivering.

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

In the Domain of Learning, 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 2020, due to the COVID-19 pandemic, St George Hospital School was unable to operate from the schoolroom on the hospital site. To ensure continuity of learning for all students an alternative setting and flexible learning space needed to be implemented. As such discussions with the Director Education Leadership was undertaken to consider a local school setting which would support the 5 current transition students continue to engage in their learning. The location of the classroom in a mainstream setting was established. Students continued to attend school on a regular basis and progress with their learning.</p> <p>To ensure continuity of learning for students who were in-patients at the hospital site., teachers developed and established an on-line platform of resources to support students with their learning each day. Teachers used this platform to communicate daily with in-patients and to offer support and feedback with their learning whilst receiving treatment in the hospital.</p> <p>Due to COVID-19 restrictions the application for development of the hospital school was put on hold to hospital administration in regards to the expansion of the leaning environment. After discussions with hospital administration, an application is still currently being considered.</p>	<p>The resources used to support a more conducive learning environment for students was in the continued refurbishment of the current schoolroom on the hospital site. The funding covered the purchasing of new furniture, flooring, painting and up to date resources for student use. To date \$15,416 has been spent. Further allocated funds will be spent following the outcome from hospital administration on the expansion of the learning environment and the out-reach class proposal outcome.</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 2020 school staff continued to be supported in the development and implementation 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>Through this process, student learning was supported and enhanced by staff implementation of personalised learning. A personalised learning plan as</p>	<p>Resourcing was allocated for teacher professional learning time.</p>

Progress towards achieving improvement measures

well as a transition plan for those returning to their census school was developed for each student collaboratively with parents, school staff, hospital staff, census schools and the student themselves.

Through collaboration and personalised learning, every student continued to be known valued and cared for.

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

Evaluation	Funds Expended (Resources)
<p>Student feedback is critical to support staff in knowing their students and how they learn. The hospital environment provides a different setting from mainstream school and therefore students in a hospital school setting bring to the classroom a range of emotions. Research has shown that what works best in teaching and learning is student feedback and how teachers respond and reflect on student feedback to understand their impact to guide student learning.</p> <p>In 2020, processes continued to be implemented enabling students to provide feedback to inform and guide teacher practice. These included student exit slips, daily self- reflection and formative assessment strategies.</p>	<p>Staff continued to utilise 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>Teacher release was provided to teachers to support professional learning</p> <p>Funding for teacher release totaled \$11,211.76</p>

Next Steps

Expansion of the learning environment:

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

Professional Learning - personalised learning and transition planning:

- Continue with further professional learning in understanding the steps of a successful transition plan
- Professional learning on meaningful conversations
- Professional learning for all staff on supporting students with mental health/illness conditions.

Student feedback

- Professional learning on formative assessment strategies
- 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
- NESAs curriculum
- Literacy/Numeracy progressions including ALAN
- Implementation of transition plans

Evaluation	Funds Expended (Resources)
<p>In 2020, regular scheduling of professional learning continued. Professional learning focused on trauma informed practices, personalised learning, literacy and numeracy progressions and unpacking the new NESAs syllabuses.</p> <p>Mandatory training was had by all staff such as child protection, CPR, Anaphalaxis and code of conduct. These were conducted on staff development days.</p> <p>School staff also participated in the 'What works best' professional learning modules.</p>	<p>Professional learning sessions were conducted on a weekly basis and did not incur any costs to the school. Due to current circumstances, staff also participated in various on-line free professional learning (learning on demand) with no costs allocated to the school</p> <p>In 2020, staff participated in on-line professional learning. this included the Berry Street Model professional learning for 4 teachers \$898</p> <p>Funding for all 2020 professional learning totaled \$,1393</p>

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

Evaluation	Funds Expended (Resources)
<p>In 2020, teaching staff worked collaboratively to developed lessons on an on-line platform to support students working from home. Units of work were developed in all key learning areas to support a curriculum based delivery of educational programs.</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 \$1,712</p>

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>In 2020, strong collaborative partnerships continued with medical staff, CAMHS and census schools. Regular attendance virtually by the principal at case meetings provided important information on mental health and well being of the students. In 2020 the hospital school supported 5 out-patients transitioning back to their census schools. The hospital school supported students with personalised learning that integrated educational and health care needs.</p> <p>A comprehensive transition plan supported students return to their census school from the hospital setting. The document details the respective responsibilities of hospital and school staff and the key stages of transition.</p>	<p>Funding was provided from principal release funds and professional learning.</p>

Next Steps

Curriculum implementation including literacy and numeracy strategies

- Focus on PDHPE and Science and Technology K-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 2020, further systems were implemented that enable teachers to gather information on students from a range of sources such as: 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 2020 there were significant enhancements to the learning environment. Operating from a mainstream school setting provided a continual learning option for transition students during the pandemic.</p>	<p>School funds covered the costs of all the new equipment for the classroom.</p>

Next Steps

Collaborative planning:

- Continued 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 out-reach class in a local school with hospital school resources provided
- Regular communication with census schools
- Plan to address specific issues identified by census school
- Develop staff confidence and skills in working off-site

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$ 4922	The Quality Teaching Successful Students (QTSS) allocation was used throughout the school year supporting the professional learning of all school staff. Student outcomes are enhanced where expertise, commitment and a shared vision is aligned. The QTSS funding provided for targeted support in addressing the learning and wellbeing of all students.
Socio-economic background	\$3634	Equity of access to learning activities was achieved with the support of the socio-economic funding.
Support for beginning teachers	\$0	Early career teachers were supported through mentoring support. Teachers working towards accreditation were supported to identify quality evidence to demonstrate each of the teacher standards.
Supplementary Funding	\$310,655 allocation of which \$90,595 was used in 2020.	In 2020, supplementary funding was used to employ an additional teacher, two additional school learning support officers and a part-time school administration officer. Additional staff worked with transition students in the local mainstream school. Having additional staff to support a greater number of transition students at a given time had a significant impact on the successful management of the transition process as well as student re-engagement in learning.

Student information

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	373,531
Revenue	868,281
Appropriation	867,884
Investment income	397
Expenses	-560,443
Employee related	-516,690
Operating expenses	-43,753
Surplus / deficit for the year	307,838
Closing Balance	681,369

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	3,634
Equity - Aboriginal	0
Equity - Socio-economic	3,634
Equity - Language	0
Equity - Disability	0
Base Total	526,566
Base - Per Capita	6,710
Base - Location	0
Base - Other	519,856
Other Total	325,504
Grand Total	855,705

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 2020 St George Hospital School continued pursuing regular feedback from students, parents/carers, hospital staff, allied health and local census schools.

Feedback from key stakeholders is valued and was provided through verbal communication, written correspondence and school developed surveys.

Feedback received reflected the valuable work undertaken at the hospital school in providing guided learning support to students who were hospitalised and in transition back to their census schools. All feedback received was positive and indicated the value of the hospital schools programs and support.

Feedback from parents/carers indicated that the hospital school provided a level of continuity of learning support to students whilst they were hospitalised. Hospital staff and allied health continue to value the daily support of the hospital school in managing patients whilst on the ward. and in transition. Feedback from census schools reflect the value and collaborative support given to students in their continuity of learning and whilst transitioning back to school.

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. A 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.