

2020 Annual Report

Sutherland Hospital School



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Introduction

The Annual Report for 2020 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 vision

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 four 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, PDPEH and Science 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.

Sutherland Hospital School collaborates with Community Health to deliver a "Ready For School Program". The program is delivered by an occupational therapist and the teaching principal/classroom teacher and focuses on fine and gross motor skills, school readiness and social skills.

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>

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)
The Supporting Transition to school program has been successful with the school receiving 6 referrals from the Outpatient Clinic. Five referrals have been appropriate to follow through with and teachers have completed pre-school observations, written reports with recommendations for the census school and provided resources for a supported transition to Kindergarten.	10 days casual teacher \$4676.00 Funding Sources: <ul style="list-style-type: none">• (\$4676.00)

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)
Teachers reflections illustrated an increased understanding of the complexities of teaching practice and teachers were very positive about the professional learning and critical conversations took place around best practice in our unique educational environment.	

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)
Peer support by Hospital School Principals has been invaluable as we start the process of developing the School's Strategic Improvement Plan 2021-24.	

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 (Resources)

Progress towards achieving improvement measures

The Sutherland Hospital School's Facebook page has been a positive addition to our communication strategies. Most posts are receiving over 400 views. We will continue operating our Facebook page.

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

Evaluation	Funds Expended (Resources)
Staff have found that using JAMF has been problematic for our small school. Too many steps are involved for simple tasks such as downloading apps.	

Next Steps

The Supporting Transition to School Program will continue in 2021.

The school's Facebook page will continue and staff will contribute posts in their area of expertise.

The Hospital School's Orientation Tour will be developed into a virtual tour, an e-Tour.

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)
During term 4 the school received 7 referrals from the Paediatric Outpatient Clinic. Five of these referrals were picked up by the transition team. Pre-school visits have been completed and reports written and delivered to pre-school, parents and census schools. The team will follow these students through to their census schools in term 1, 2021. The project will be officially evaluated at the end of term 2, 2021 but anecdotal reports from all stakeholders has been very positive.	40 x casual staff Funding Sources: <ul style="list-style-type: none">• Supplementary Funding (\$24000.00)

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)
All staff found the PL completed through the year very worthwhile. Teachers evaluated the CESE Professional Learning and their reflections indicated that they found it very worthwhile and a positive way to reflect on their teaching practice.	

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)
Filming has started on the e-Tour. It will be ready in term 1, 2021 Evaluation of the process to date is extremely positive and the videographer is a very professional person.	

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)
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Progress towards achieving improvement measures

All teacher's reflections have demonstrated their current knowledge does target the school's needs.

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)
The Nursing Unit Manager has said the work packages were well received but we have no way of assessing the students work as we are not on site.	

Next Steps

The e-Tour will be completed in term 1, 2021 and premiered to all hospital staff/volunteers involved in the filming. The virtual excursion will then be distributed through DART to all local schools and rural and remote schools. Delivery model will be decided in 2021.

The Supporting Transition to School Program will continue into 2021 after the success of its initial trial.

The school will continue to provide work packages for the ward which can be delivered to students during the school holidays.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	8 x casual teacher \$3674 Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$3 674.00)	Findings from parent evaluation: 100% improvement in gross motor skills 100% improvement in fine motor skills 87% improvement in social skills and behaviour. Parent comment: The best program my child has done. She loved coming too.
SSP Supplement		The Supporting Transition to School has been well supported by The Outpatient Clinic, Parents and Pre-Schools. The program has been successful with the school receiving 6 referrals from the Outpatient Clinic. Five referrals have been appropriate to follow through with and teachers have completed pre-school observations, written reports with recommendations for the census school and provided resources for a supported transition to Kindergarten. Students will be supported in Term 1, 2021.

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)	1.22
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, 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	255,974
Revenue	854,222
Appropriation	853,607
Grants and contributions	332
Investment income	282
Expenses	-488,261
Employee related	-465,001
Operating expenses	-23,260
Surplus / deficit for the year	365,961
Closing Balance	621,934

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	2,423
Equity - Aboriginal	0
Equity - Socio-economic	2,423
Equity - Language	0
Equity - Disability	0
Base Total	526,733
Base - Per Capita	6,710
Base - Location	0
Base - Other	520,023
Other Total	324,379
Grand Total	853,534

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

Thank you as always for an excellent excursion. The children were so interested and engaged in all the activities. Terrific learning experiences. - Yarrawarra P.S.

R..... was eager to engage and participate with teachers and share what he was learning. - Patient's parent.

Thank you so much for the service, it absolutely made K's stay more tolerable and meaningful. All the teachers were super nice and K.... loved the school.

They were always cheerful and helpful. The teachers contacted mt school to get me school work and that was something really helpful and I'm very grateful for that. - Year 7 student.

J loved the Ready for School program. It really did make a difference. Think he would come for ever if he could. - Parent, ready for School Program.

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.