

2020 Annual Report

Illawarra Hospital School



ILLAWARRA HOSPITAL SCHOOL

5551

Introduction

The Annual Report for 2020 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.

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School vision

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. 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	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

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.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
This Strategic Direction was completed in 2018.	

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)
Professional learning in technology and CAPA/TAS has resulted in visible changes in teaching practice focused on individualised and differentiated learning. This has lead to improved student engagement and outcomes. Due to this initiative's success it will continue into 2021. The technology assistant principal will provide further professional learning support and training on a weekly basis.	Funding Sources: <ul style="list-style-type: none">• SSP Supplement (\$72498.00)

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.

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>All staff reported that professional learning in staff and student wellbeing was particularly relevant and appropriate given our very unusual year as a result of the Covid-19 pandemic. Professional learning has extended staff members' ability to support students admitted with mental health diagnoses.</p> <p>The Anxiety and Engagement Outreach class has been established to meet the needs of students, identified by their census school, as having anxiety which was impacting on school attendance and engagement. Teaching and learning programs have been developed to address individual student needs. The first intake of students commenced Term 4, 2020.</p>	<p>SSP Supplementary Funding \$42,436.37 = (Outreach Teacher = \$29,782.66; Outreach SLSO = \$12,653.71)</p> <p>Professional Learning = \$3,500.23</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• SSP Supplement (\$42436.37)• Professional learning (\$3500.23)

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.

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)
Due to Covid-19 we were unable to engage with our community this year. Contact with our medical team has also been very restricted. This will be addressed in next year's plan.	

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Allocation = \$6563.00	Due to Covid-19 restrictions we were unable to implement either of the planned initiatives this year. This will be implemented in our next management plan.
Socio-economic background	Allocation = \$2423.00	This year has been a challenging year. Student access to education has been supported through the engagement of an SLSO however opportunities were limited due to Covid-19 restrictions within the hospital. The therapy dog visits were suspended at the end of Week 6 Term 1 due to hospital Covid-19 restrictions. In Term 4 the therapy dog was introduced to the anxiety outreach class. It is hoped that we have the dog back in the hospital classroom in 2021 when restrictions are lifted.
SSP Supplement	Anxiety Outreach Teacher = \$29,782.66 Anxiety Class SLSO = \$12,653.71 0.2 AP TAS = \$14,190.13 0.4 AP IT = \$28,380.25 TOTAL = \$85,006.75	<p>The Anxiety and Engagement Outreach class has been established to meet the needs of students, identified by their census school, as having anxiety which was impacting on school attendance and engagement. Teaching and learning programs have been developed to address individual student needs. The first intake of students commenced Term 4, 2020.</p> <p>Professional learning in technology and CAPA/TAS has resulted in visible changes in teaching practice focused on individualised and differentiated learning. This has lead to improved student engagement and outcomes. Due to this initiative's success it will continue into 2021. The technology assistant principal will provide further support and training on a weekly basis.</p>

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)	1.23
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, 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.

At Illawarra Hospital School we have a whole school approach to professional learning, focusing on continuous learning throughout the year.

Throughout 2020 all teachers have had access to a range of professional learning opportunities designed to build their capacity, including:

- Supporting Reading in Stages 4-6
- Use of data charts to teach note taking for Y7 Research

- Dr Adam Fraser: 'Overcoming Struggle and Uncertainty
- Inside Out - Dealing with eating disorders during the COVID-19 outbreak
- Engaging Early Learners at Home with iPads
- Teacher productivity with iPads and testing
- Book Creator - spark creativity with your students
- Google Classroom - functionality and use
- Positive Schools virtual conference
- VR and CoSpaces
- Everyone can code
- Lego: Spike and WeDo
- Book Creator - sparking creativity

Whole school professional development included workshops in the following areas:

- School Improvement Plan
- CPR and Emergency Care
- Anaphylaxis training
- Child Protection

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	224,392
Revenue	882,223
Appropriation	880,660
Grants and contributions	1,367
Investment income	196
Expenses	-579,728
Employee related	-524,649
Operating expenses	-55,079
Surplus / deficit for the year	302,495
Closing Balance	526,887

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	527,393
Base - Per Capita	6,710
Base - Location	647
Base - Other	520,036
Other Total	334,909
Grand Total	864,725

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

Prior to discharge from the hospital students and their parents/caregivers are asked to evaluate the provision of services by the school.

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

- friendliness of all staff
- high sense of belonging
- 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
- education delivered in a fun way.

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

- student wellbeing
- positive relationships with students and their families
- the inclusive nature of the school and its community
- caters for students' individual needs, educationally and emotionally
- the school facilities are welcoming and well maintained.

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, including with staff in other hospital schools
- professionalism of the staff
- shared commitment to student wellbeing
- access to quality resources and technology.

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 under 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.

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 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.