2020 Annual Report

John Hunter Hospital School

5558

Introduction

The Annual Report for 2020 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.

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School vision

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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)
To what extent are our students able to articulate what strategies effective learners use? Evidence: focus groups, student interview questions. What do students think about: 1) teaching and learning strategies used in the classroom? 2) the quality of relationships with their teachers? Evidence: teacher feedback surveys Due to COVID restrictions and limited numbers, in the classroom, for the majority of the term, the use of focus groups to ascertain students responses has been difficult to coordinate. When planning our visible learning journey, at the beginning of the year, we were very optimistic as to what we thought was achievable and then COVID hit and put the brakes on everything. Moving forward, we plan to implement Hattie's visible learning concepts of LISC, learning dispositions and formative assessment throughout 2021-2022. Walkthroughs will hopefully provide the feedback and evidence of achievement of student understanding of "What is an effective learner?'	CORWIN training materials, Evidence into Action planning template **Funding Sources:** • RAM - Professional Learning ($0.00)

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)
What impact are we having on students' progress in Reading Comprehension? Evidence: Pre/post testing, school-based assessments, Benchmark Kit, progressions, "Know Thy Impact" grid What feedback is provided to/from students? Evidence: feedback interview, feedback observation template Formative feedback has been collected from students throughout the term	AP - Instructional Leader CORWIN training materials

Progress towards achieving improvement measures

related to the LISC of the lesson/series of lessons. The feedback demonstrates a high level of student understanding of the LISC. Formative feedback will continue as a focus for 2021-2022. Professional learning will be directly linked to the research that tells us that feedback has a big impact on student achievement the PL will focus on the most effective types of feedback and how to give and seek feedback from students to evaluate our impact.	

Next Steps

Staff develop practices of visible learning strategies that enhance student learning through collective efficacy and whole school implementation.

Staff use literacy and numeracy progressions to collaborate with students to set learning goals, reflect on achievements and plan where to next.

Strategic Direction 2

Resilient, confident and empowered learners.

Purpose

To create and impelment a high quality stratagem, 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 stratagem through professional learning and the development of a context specific wellbeing framework.

Evaluation	Funds Expended (Resources)
Do staff understand their level of "psychological flexibility" and demonstrate this level in their everyday interactions with other staff, students and parents? Do they focus on constructive action that will improve a situation and is aligned to the school's "Window of Certainty?" Evidence: staff observations, staff feedback, school culture. Staff feedback was positive and comments related to the ability of staff to develop a new mindset around managing recovery and making relaxation a habit rather than something that you do if you have the time. Being present was also a key element that was identified as a strategy the staff were embracing and making a part of their daily routine eg meditation, hobby/interest. A concept that generated a lot of thought and dialogue was around trying to fight difficult thoughts and feelings. When we fight these thoughts and feelings we remain in a cycle of inaction. Staff reported that by acknowledging the dialogue in their head, viewing it from another perspective and then accepting their own reaction to a situation, helped them to focus on taking more constructive action to improve the situation more aligned to their values and purpose. They have greater psychological flexibility when accepting their thoughts and feelings without judgement, reducing the power they have over us.	Flourish on-line training materials

Process 2:   Community Links

Staff utilise community links to enhance wellbeing curriculum.

Evaluation	Funds Expended (Resources)
Was the RAP accepted for publication? Review RAP in 12 months Evidence: Published RAP on Narragunnawalli website Continuing the work carried out in Term 3, it was agreed that the school would include the 14 mandatory actions in the school RAP. We had a RAP committee meeting and invited the hospital ALOs along with other indigenous	Narragunnawalli website - Professional Learning, Curriculum Resources Hospital Aboriginal Community Liaison Officer

Progress towards achieving improvement measures

ward staff from J2. A school "Acknowledgement of Country" and a RAP "Vision Statement" was developed and this process was led by our AEO. Both were ratified by the committee, in agreeance with our indigenous partners, at the hospital.

We are working through each of the 14 actions. Each action will have a purpose with a number of deliverables. At this point in time we hope to launch our RAP during Reconciliation Week in 2021.

Next Steps

A tailored whole school well-being framework is developed and implemented focusing on evidence based strategies which include strengthening cognitive, physical, social, emotional and spiritual development.

An inclusive environment that supports reconciliation is established and promoted within the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	Art w'shop - $1495.00 Blinds - $3811.00 Robot - $293 Teacher Resources - $457 **Funding Sources:** • Socio-economic background ($6 057.00)	Q. Do students feel welcome and connected to their learning, in the classroom.? Do all students have equity of access to the the curriculum and a continued connection to their census school? JHHS staff is confident and competent in including indigenous and multicultural perspectives in all classroom teaching and learning programs. To complement this business as usual practice, funds were used to improve the aesthetics of the classroom and create a visually engaging, immersive and inspiring learning space where all students can feel welcome and safe to learn to their full potential. Resources were updated to support cultural awareness in the classroom. Students who miss school, due to ongoing medical and sometimes life-saving treatment, have the opportunity to stay connected to their census school teachers and peers through the "Missing School Telepresence Robot Service," relieving their anxiety around falling behind with their studies.

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)	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, 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	275,535
Revenue	1,064,446
Appropriation	1,063,925
Investment income	521
Expenses	-834,255
Employee related	-769,680
Operating expenses	-64,575
Surplus / deficit for the year	230,191
Closing Balance	505,726

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	6,057
Equity - Aboriginal	0
Equity - Socio-economic	6,057
Equity - Language	0
Equity - Disability	0
Base Total	707,678
Base - Per Capita	13,420
Base - Location	647
Base - Other	693,610
Other Total	350,190
Grand Total	1,063,925

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. Following are some of the responses we received:

What are some of the things we do well:

Make the hospital stay fun and educational during school hours. The teachers are friendly and caring and very supportive to individual needs.

Communication, flexibility and support.

The schoolroom is good to pass the time during the day. They have interesting games and art. It is a good distraction and the teachers support the students with the census school work.

The teachers interact well with the students.

The children come together as a class and make hospital enjoyable. The teachers make the children laugh and teach different things.

The teachers make the children feel welcome and encourage them to do well.

The teachers encourage learning in a fun and supportive environment.

Education is delivered in a caring way, directed towards child's interest. The teachers are patient, upbeat and loving towards the children, creating a sense of belonging and fun.

Everything from working with the child at the bedside to accommodating the transition to the classroom, especially for students in traction. Amazing also liaising with our child's school teacher.

How do you feel the communication with you child's school has been?

Excellent at all times.

Excellent. I like how the children write their name on the board when they go to school so if, during the day, a parent pops in, they know where they are.

It has been good.

No good at all.

Great, continual communication everyday.

I'm not aware of what communication there has been with my child's school.

100%

What would be the least successful aspects of our service?

Nothing

Nothing, we have felt very welcome and cared for. My child has enjoyed the art exposure.

Nothing, all good.

Because my child was in Yr 12, getting distracted from her schoolwork and having too much fun doing better things.

Did the educational service meet your expectations? How could it be improved?

Yes.

Exceeded my expectations.

10/10, amazing teachers, loved it.

Yes, it did. And nothing, everything is great.

Better than I expected. More space for a bigger room.

Beyond our expectations. All the tactile activities were excellent for my child.

Sure, above and beyond.

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.

- An inclusive environment that supports reconciliation is established and promoted within the community. A Reconciliation Action Plan (RAP) is developed and implemented, in consultation with community, to maximise achievement for all Aboriginal and Torres Strait Islander students and cultural awareness for the wider school community.

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.