

2021 Annual Report

St George Hospital School



ST GEORGE
HOSPITAL SCHOOL

5513

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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Message from the principal

St George Hospital school continued to move forward with innovative practices to support student learning in 2021 taking into consideration the significant changes to the way schools operated due to the continuing health orders around COVID-19.

During term 1 with the approval of a proposed second class, the hospital school began planning and constructing the outreach class at Arncliffe West Infants School to support our outreach transition program. Additional resources to support this initiative was established from a separate supplementary fund. The school now occupies one demountable and is staffed with one teacher and two school learning support officers.. During 2021, the school successfully supported seven students from our local network of school's transition back to their census school. Students engaged in a 10-week structured transition program, supported by health and their census schools.

The unprecedented reaction of the COVID-19 pandemic had significant, and an ever-changing impact on the school. The most significant was the lock-down period during terms three and four. During this time, access to the hospital class was unavailable as was access to the outreach class. Learning from home was implemented by school staff. To support our students who were inpatients at the hospital, our teachers created a series of lessons on demand across the stages. Teachers communicated daily with hospital staff and engaged students on the ward using a QR code and via the google classroom platform. Teachers supported students with online learning, maintaining continuity of learning for all students.

Students enrolled in our outreach program also received teaching and learning support from our teachers daily via the online platform. Case meetings and communication with families, health and census school staff continued via teams and zoom.

In 2021 St George Hospital school implemented a strategic improvement plan and participated in an external validation process. These processes provided an opportunity for staff to discuss our judgments around our school practices and to analyse the evidence that underpins our practice. It is pleasing to report that evidence presented to the external validation panel sits within the elements of the School Excellence Framework.

Funds were used to support the diverse range of programs and student needs.

St George Hospital School continued to receive outstanding support from the community, including the Morris Children's Fund who support our Music therapy program and will support our Art therapy program in 2022.

Ana-Lucia Mowle

School vision

St George Hospital School puts student wellbeing needs as the focal point for the delivery of continuity of teaching and learning in an inclusive and supportive learning environment.

School context

St George Hospital School is a public education school for specific purposes. The school currently operates from two locations occupying a classroom within the paediatric ward of St George Hospital in Kogarah NSW, and an outreach class within the grounds of Arncliffe West Infants School. The school provides educational support to students from K-12 who are hospitalised, as well as students who are identified as outpatients requiring extended educational support for re-engagement and transition.

The school has a strong sense of working with the community, forming significant partnerships with health, families and census schools. These partnerships are imperative and form the basis for student's learning continuity, achievement and success.

St George hospital school offers a caring and supportive learning environment in the delivery of quality teaching and learning experiences for students during hospitalisation and periods of transition to their census school or alternative educational environment. Students work towards personalised learning goals and the achievement of curriculum outcomes. School staff work collaboratively with census schools showing dedication and commitment to continuous learning for all students.

The situational analysis involved consultation with parents, hospital and school staff and self assessment against the school excellence framework. The situational analysis provided directions as follows: clear processes for transition, enhanced hospital school staff capacity in the development of personalised learning plans and transition plans, enhanced capacity for census schools in supporting students with ongoing health and wellbeing needs, maintaining student engagement in educational programs. School staff made reference to the importance of emotional wellbeing, enhanced opportunities for student feedback and strong parent and community partnerships. Staff also indicated the importance of teaching and learning programs that focus on literacy and numeracy targets for students with short term hospital attendance.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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

In 2021 St George Hospital School participated in external validation. The process involved school staff evaluating current processes within the school and identifying five evidence sets which would address the 14 elements of the School Excellence Framework and demonstrate to the external panel evidence of the school's self-assessment across 4 descriptors: *Working towards delivering*, *delivering*, *sustaining and growing* and *excelling*. The evidence sets were also aligned closely to the three strategic directions in the School Improvement Plan:

Evidence set 1: *Personalised Learning*. This evidence set is aligned closely to Strategic Direction 1.

Evidence set 2: *Transitions*. This evidence set is aligned closely to Strategic Direction 2

Evidence set 3: *Professional Learning and Engagement*. This evidence set aligned closely to Strategic Direction 3

Evidence set 4: *Student Wellbeing*. This evidence set aligned closely to Strategic Direction 1

Evidence set 5: *Innovative Practices and Processes* This evidence set aligns closely to Strategic Direction 2

The external panel of a lead principal and peer principal concurred that upon review of the school's self-assessment, that we were operating at Excelling in 6 domains based on the evidence provided to the panel.

Through this external validation process future directions were identified in some elements:

Assessment: There is a need to strengthen and develop teacher knowledge with summative assessment strategies within literacy and numeracy. The handover to census schools will then be comprehensive, valued and incorporated into their own assessment processes and enhanced authentic assessment of student learning will be shared across the settings.

Data skills and use: Strengthen a whole school commitment to data literacy and data analysis so that all staff are able to analyse student progress and plan interventions. Practices will be modified where required and reporting to students, parents and census schools will be based on this valid and reliable data. Whole school commitment in the analysis of data will improve learning outcomes for students.

Learning and development: Continued support for students with mental health and mental illness. Strengthening of professional learning in this area to include the impact in the classroom and regular reviews of classroom practices to ensure the implementation of the professional learning strategies. Professional learning will be actively evaluated, shared and learning discussed.

School planning, implementation and reporting: Strengthening the processes to monitor and report on the progress of the strategic improvement plan. This will be achieved by scheduling regular meetings to specifically address progress of individual projects and activities within the SIP. By doing this the school will be able to effectively address the school plan and adopt, adapt or abandon.

Strategic Direction 1: Student growth and attainment

Purpose

Every student learns every day in every context and setting. The continuity of learning supports the broad range of periods of hospitalisation from 1 day to extended periods of stay. School practices ensure that there is a personalised learning plan for all students that is relevant, engaging and developed in partnership with census schools and health staff.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality learning environment
- Curriculum delivery
- Assessment planning and reporting

Resources allocated to this strategic direction

Professional learning: \$2,414.00

QTSS release: \$4,828.00

Summary of progress

The initiatives of strategic direction 1 were achieved. Teachers participated in professional learning on the development of personalised learning plans (PLP's) and all students have a PLP which were collaboratively developed with health, census school, student and families.

Teacher participation in professional learning on the literacy and numeracy progressions and the use of the progressions to support student assessment in literacy and numeracy.

Daily student reports form the basis of reports that are forwarded to the census school. The reports are informative, comprehensive and reflective of the continuity of learning in the hospital setting.

Teacher feedback indicates that the formative assessment process has provided confidence in planning, assessing and implementation of the curriculum.

Attendance data indicates that students attend the hospital school on a regular basis.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All hospital staff undertake professional learning on the development of PLP's appropriate to the students needs and period of hospitalisation.	Teachers participated in professional learning on the purpose and importance of individualised learning programs for students attending the hospital school. Training included an understanding of the key elements of a PLP including collaboration with students, parents and key stakeholders and the link to curriculum.
100% of teachers are familiar with the literacy and numeracy progressions to identify descriptors appropriate to each student and to support the continued acquisition on literacy and numeracy skills in the census school.	Teachers were introduced to the literacy and numeracy progressions in 2021. One teacher assessed students according to the descriptors of the progressions.. The lock down period impacted the implementation of assessment by the other teachers.
100% of teachers use formative assessment on a daily basis to inform their practice and deliver relevant curriculum.	All teachers conduct pre and post assessments within their lesson planning for students admitted to the hospital school as well as the outreach program. Reporting is conducted daily within a shared software program to account for the students who participated in learning programs and to

<p>100% of teachers use a literacy and numeracy assessment tool.</p> <p>Teachers collaborate on processes for reporting for students relevant to the period of hospitalisation.</p>	<p>gather a cumulative report for weekly reporting to the census school.</p>
<p>Baseline attendance data is established.</p>	<p>At the hospital school attendance data is critical to ensure that the census school maintains a record of attendance.</p>

Strategic Direction 2: Successful transitions through continuity of learning

Purpose

Students transitioning from the hospital school to their census school or alternative educational setting feel confident and empowered by the targeted support provided at the hospital school through a comprehensive transition plan that is focused on learning and student wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Continuity of learning through effective practices
- Attendance

Resources allocated to this strategic direction

School support allocation (principal support): \$4,828.00

Summary of progress

In 2021 following professional learning on the development of transition plans teachers identified the context, support and resources available in the census school to collaboratively develop individual transition plans for students.

Teachers ensured that the transition plans include a staff member from census school or alternative educational setting in order to provide advice, support and assistance to help students re-engage in their learning.

For students who were re-engaging with their census school, regular case review meetings at the census schools were conducted. Data indicated successful transition from the outreach program to the census school.

In 2021 attendance data at the census school demonstrated that regular attendance was maintained following an exit from the transition program.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Hospital staff identify the key qualities of a good transition plan and support the transition of students to the census school. .Teachers collect base-line data on students successful continuity of learning at their census schools.	Hospital school staff participated in professional learning on the key qualities of a good transition plan to support the transition of students attending the outreach program to their census school or alternative educational setting. The transition program was paused in 2021 for semester 2 as a result of lock down and COVID restrictions. The use of the class within the hospital and outreach was not accessible during the period of lock down.. Links to students in the hospital ward and the outreach was undertaken by hospital school staff virtually. Teachers developed stage based learning on demand lessons.
Gathering base-line data on student attendance. Student attendance plans are developed and demonstrate an increased attendance pattern.	Student attendance plans were developed for students in the outreach program. This was particularly important as these students had a history of non-attendance. During lock-down student attendance was gauged through connection with the virtual classroom and recorded. Teachers maintained daily contact with the students enrolled in the outreach program during learning from home. Daily connection was critical to ensure students remained engaged and to monitor students mental health.

Strategic Direction 3: Collaborative and effective partnerships

Purpose

A shared vision of student success is dependent on regular, collaborative, effective and informative communication with health, census school or alternative educational setting.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Transition processes embedded in local schools
- Capacity building
- Collaboration with health professionals

Resources allocated to this strategic direction

teaching principal relief: \$34,900.00

School support allocation (principal support): \$7,340.00

Summary of progress

The development and implementation of transition plans were successfully undertaken in 2021. All hospital school staff implemented processes to support transition and census school appointed a coordinator to facilitate the process.

Students reported positive feedback on the process and the support from the hospital school staff and the census school.

The five week review of transition plans conducted in first semester ensured that the plans were dynamic and modified according to feedback.

The Learning Support Team (LST) within the census school maintained personalised learning plans for the students re-engaging with their school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Base-line data established on the number of students transitioning to census schools or alternative settings. Six month tracking system implemented for students exiting in first semester.	In 2021 baseline data was established for students attending the transition program. A tracking system was established and monitored on a regular basis for the students who exited the transition program back to their census school.
Liaising with health professionals on paediatric mental health conditions and management strategies. The development of professional learning modules on mental health conditions for local schools.	The development of professional learning modules on mental health conditions for local schools. was paused due to the COVID-19 pandemic.
Transition processes developed collaboratively with health professionals. CAMHS staff support the development of PLP's for transition students with specific reference to management	Health professionals were consulted for students enrolled at the hospital school. Where required health staff participated in case conferences.

strategies. and updated information.

Health staff participate in case conferences.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,360.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St George Hospital School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • One day a week teacher allocation was provided to support literacy and numeracy skills for identified students. Funds from the COVID ILSP program supported continuation of this activity in semester 1 2021. <p>The allocation of this funding has resulted in: Intensive individualised support for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support the attainment of literacy and numeracy skills for identified students.</p>
<p>QTSS release</p> <p>\$4,828.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St George Hospital School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment planning and reporting <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: The development of assessment strategies from program implementation with a focus on pre and post assessment. Teachers using formative assessment strategies in all lessons to inform practice and guide next steps.</p> <p>After evaluation, the next steps to support our students with this funding will be: To review and refine the practice and to establish an effective tracking system to ensure successful and continuing student re-engagement in learning.</p>
<p>COVID ILSP</p> <p>\$5,580.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition

<p>COVID ILSP</p> <p>\$5,580.00</p>	<ul style="list-style-type: none">• Employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: Continued focus on literacy and numeracy skills as a basis for learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue one to one support for identified students.</p>
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Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	681,369
Revenue	607,837
Appropriation	608,448
Sale of Goods and Services	-775
Investment income	164
Expenses	-637,978
Employee related	-582,692
Operating expenses	-55,286
Surplus / deficit for the year	-30,141
Closing Balance	651,228

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	2,483
Equity - Aboriginal	0
Equity - Socio-economic	2,483
Equity - Language	0
Equity - Disability	0
Base Total	540,244
Base - Per Capita	6,878
Base - Location	0
Base - Other	533,366
Other Total	44,039
Grand Total	586,766

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 2021 St George Hospital School continued to track regular feedback from students, parents/carers, hospital staff, allied health and local census schools.

Feedback from students, parents and key stakeholders is valued and was provided through verbal communication and written correspondence.

Feedback received from all stakeholders 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 and in transition back to their census schools. 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.

Student feedback from participation in the outreach transition program was positive. Students feedback indicated that they felt supported and valued during the program and appreciated the one to one support to maintain their continuity of learning.

Teacher satisfaction was evident through their dedication and commitment to school improvement. Staff maintain a positive and committed attitude to the school's vision. Staff collaboration and feedback was critical in addressing educational, wellbeing and safety issues within the school. Staff were provided with opportunities to have an input into the direction and operation of the school via, staff meetings, committee meetings, team meetings and daily briefing meetings. Communication via a weekly bulletin and term calendar kept staff informed of events and operational issues.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.