

2021 Annual Report

Illawarra Hospital School



ILLAWARRA
HOSPITAL SCHOOL

5551

Introduction

The Annual Report for 2021 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 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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School vision

At Illawarra Hospital School we are committed to developing the potential of every student. We provide high level professional learning for our teachers and support the development of our students focusing on student wellbeing and academic growth. We foster strong connections with our school, parent and medical communities, collaboratively empowering our students to be confident, resilient and successful learners.

School context

The Illawarra Hospital School is a School for Specific Purposes located on the Paediatric Ward of Wollongong Hospital and an outreach class located on a local primary school site in Fairy Meadow. The hospital school provides highly individualised and differentiated education, catering 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 staff work 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.

Our school's Anxiety and Engagement Outreach Class is a flexible learning space providing a shared and alternative education to support children who are showing signs of anxiety and are at risk of disengaging from their school setting. The students have been identified by their school. They are provided with a tailored program that implements strategies to help students overcome their anxieties associated with school and enables them to feel safe in a small and supported environment. The program aims to enhance the student's engagement in education and to partner with schools to build their capacity to manage students with anxious behaviours.

Through our situational analysis we have identified a need for a strong emphasis on embedding quality, differentiated teaching practices across the curriculum. professional learning around the new NSW curriculum K-12 and high impact teaching strategies to build on opportunities to challenge students. The sharing of staff expertise, collaborative practices and inter-school observational days will further strengthen this. Technology will be an integral part of our practice.

The wellbeing and engagement of our students remains a priority. We will revisit our understanding of effective wellbeing practices, reflecting on the needs of our increasing student mental health admission cohort. We will continue to implement and support our initiative supporting primary aged students with anxiety in Wollongong and North Wollongong networks.

The implementation of quality communication structures for feedback will provide both qualitative and quantitative data on student, parent/carer engagement and the effectiveness of the support we provide to our students census schools . Strong links with our parents, census schools and medical community will be further embedded in our practice.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 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	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: Innovate

Purpose

Our purpose is to ensure students connect, grow and aspire in their learning through explicit, explicit and evidence based teaching practices. Our teachers will understand the learning needs of individual students, differentiate their teaching, evaluate their effectiveness and adapt their practice to optimise student outcomes.

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.

- Effective Classroom Practice
- Monitoring individual student progress

Resources allocated to this strategic direction

QTSS release: \$5,606.00

School support allocation (principal support): \$13,605.00

SSP supplementary funding: \$27,241.22

Professional learning: \$2,000.00

Summary of progress

Staff identified learning trends and patterns within their student groups, acting to address them by supplementing their knowledge and skills through strategically planned professional learning that meet the learning needs of all students, improving student engagement and performance. Student engagement surveys have been reviewed and re-designed before implementing in Term 4. Expectations around the collection of literacy and numeracy data was delayed however it will be revisited in 2022.

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
Staff undertake professional learning in the effects of trauma and complex mental health to meet the needs of students in our specialised setting.	100% of school teaching and support staff have participated in professional learning on the effects of trauma and mental health on students' capacity to engage in learning.
Established expectations around the collection, analysis and use of literacy and numeracy data in our specialised school setting.	Delayed initiatives in Term 2 have required this work to be postponed to 2022.
Developing baseline data for monitoring student engagement.	Hospital school staff collaboratively developed a student engagement survey. Delay to this work in Term 3 required implementation of the surveys to commence in mid-Term 4.
Developing baseline data for monitoring student engagement in learning after returning to home school.	Delayed initiatives in Term 2 have required this work to be postponed to 2022.

Strategic Direction 2: Engage and Thrive

Purpose

To ensure that all of our students are able to succeed, thrive and learn, there will be a planned approach to developing school wide processes that support high levels of wellbeing and engagement.

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.

- Explicit personalised learning for all students
- Whole school approach to student wellbeing

Resources allocated to this strategic direction

COVID ILSP: \$5,606.00

Professional learning: \$5,700.00

Socio-economic background: \$700.00

SSP quality teaching support: \$6,797.04

Summary of progress

Critical to supporting student wellbeing and engagement in learning, and informing adjustments, has been ongoing professional learning in mental health and wellbeing. This year we extended our X-Cite class pilot program to support students in Stage 2 in addition to Stage 3. This program supported students, whose anxiety was impacting their learning and wellbeing, across Wollongong and Wollongong North Principal Networks. It provided structured and explicit teaching giving students the tools they need to build resilience, whilst maintaining connection with their base school. A strong partnership for success was developed through authentic collaboration between the student, parents/carers, outreach teacher, and base school teacher to support students transitioning to full time attendance at their school. In 2022, all staff will continue build their professional knowledge and understanding of mental health through professional learning. Students with anxiety will be supported by the X-Cite pilot program and in partnership with the University of Wollongong, the effectiveness of the program will be examined through a research project to be conducted in 2022.

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
Collection and analysis of baseline data to effectively identify students with high levels of anxiety.	Three cycles of data collection have enabled the procedures for student selection into the X-cite class to be refined and tailored to meet student demand.
Developing baseline data collection methods to measure student feelings of psychological safety, inclusion and value in our Hospital School.	Student and parent surveys have been developed to measure student feelings of psychological safety, inclusion and value in our Hospital School. Delays in implementing the survey in Term 3 have seen their first use in mid-term 4.
Establishment of whole school expectations and implementation strategies toward SEF 'Wellbeing' and 'Learning Culture' elements assessed at excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Wellbeing. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.

Strategic Direction 3: Connect and Belong

Purpose

To deliver a high-quality service that connects all stakeholders, building on relationships with our education, health, family and community partners, maximising the outcomes for all students.

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.

- Collaborative Community Engagement
- Engaging contemporary resources to inspire connection

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Location: \$647.00

Summary of progress

Connecting with both our local community and hospital schools, has informed and supported the continuity of learning for our students, ensuring student absences did not impact on learning outcomes. Staff observed classroom practice, collaborated in professional learning and implemented newly acquired skills into classroom practice. Our successful Annual NSW Hospital Schools Association Conference saw delegates from seven different hospital schools come together over two days for professional learning. In 2022 we will maintain our connection with community for professional learning and further investigate supporting students admitted to Shoalhaven Hospital.

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
Development of baseline data collection to measure community connections.	Baseline data has been collected to identify the number of ways the school connects with its immediate and wider school communities.
Development of baseline data collection to measure student access to support services.	Hospital procedures identify support services which best meet the needs of students enrolled in the hospital school. Hospital school staff liaise with the home school, informing them of additional support services.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,183.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Illawarra 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"> • Explicit personalised learning for all students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • implementation of therapy dog program to support identified students with additional needs. <p>The allocation of this funding has resulted in: A reduction in student anxiety levels and increased engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain program in 2022 .</p>
<p>Location</p> <p>\$1,294.00</p>	<p>The location funding allocation is provided to Illawarra Hospital School to address school needs associated with remoteness and/or isolation.</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"> • Engaging contemporary resources to inspire connection • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • technology resources to support students educational connection with their home school, particularly during the period of learning from home. <p>The allocation of this funding has resulted in: Students remaining connected and engaged with learning, minimising the impact their hospitalisation has had on their education.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further embed technology practice, purchasing resources to support innovative practice as required..</p>
<p>Professional learning</p> <p>\$8,700.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Illawarra 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"> • Monitoring individual student progress • Explicit personalised learning for all students • Whole school approach to student wellbeing • Collaborative Community Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in Basic Intensive Training, Mental Health First Aid and the Positive Schools Conference unpacked evidence based practices to support student wellbeing.

<p>Professional learning</p> <p>\$8,700.00</p>	<ul style="list-style-type: none"> evidence-based literacy practices explored in English 7-12 Curriculum: Secondary English Conference and collaboration with local schools focusing on extending Naplan literacy results. <p>The allocation of this funding has resulted in: Student wellbeing actively supported with strategies taught to alleviate student anxiety. Teachers actively embed literacy practices across the curriculum, extending student english skills and achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engage in professional learning to further embed quality practices in literacy, numeracy and wellbeing.</p>
<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>School support allocation funding is provided to support the principal at Illawarra Hospital School with administrative duties and reduce the administrative workload.</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"> Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> Staff Instructional Up-skill Program <p>The allocation of this funding has resulted in: The innovative use of technology facilitates student connection and engagement with learning. Staff capabilities in CAPA and TAS extended.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff Instructional Up-skill Program will continue to extend teacher skill set, supporting student learning and engagement.</p>
<p>QTSS release</p> <p>\$5,606.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Illawarra 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"> Effective Classroom Practice <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 <p>The allocation of this funding has resulted in: Innovative use of technology by students to connect and engage with learning. Student learning in CAPA and TAS supported.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff Instructional Up-skill Program will continue to further support student learning and engagement.</p>
<p>COVID ILSP</p> <p>\$28,030.00</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</p>

<p>COVID ILSP</p> <p>\$28,030.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit personalised learning for all students • 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 • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. <p>The allocation of this funding has resulted in: Improved vocabulary, specifically descriptive language, increasing student confidence and engagement in class.</p> <p>After evaluation, the next steps to support our students with this funding will be: Determine students requiring support in literacy and numeracy.</p>
<p>SSP quality teaching support</p> <p>\$6,797.04</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Illawarra 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"> • Explicit personalised learning for all students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • An additional teacher employed to support students in the X-Cite class. <p>The allocation of this funding has resulted in: Students successfully engaging with the X-Cite program.</p> <p>After evaluation, the next steps to support our students with this funding will be: The ongoing employment of an additional teacher in the X-Cite class.</p>
<p>SSP supplementary funding</p> <p>\$27,241.22</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Illawarra 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • additional staffing to improve curriculum implementation <p>The allocation of this funding has resulted in: Effective use of technology on online platforms. Quality delivery of CAPA and TAS.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further embed innovative practices in CAPA and TAS.</p>

In 2021 our school supported the education of 635 students from both the public and private sectors of education. Our school does not have permanent enrolments as all students remain enrolled at their census schools. The student's enrolment is 'shared' with the Hospital School. This sharing benefits the student by days spent in the hospital contributing to their overall attendance in their census school. A wide range of cultural and socio-economic backgrounds are represented. Our students were either short term, long term or recurrent admissions. The majority of students were from the Paediatric Ward, however a small number of high school students were placed in adult wards. These students either came to the school from their ward or the teacher worked at their bedside to support their educational program.

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)	1.22
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 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.

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

Throughout 2021 all teachers have had access to a range of professional learning opportunities designed to build their capacity, including:

- The Combined NSW Annual Hospital Schools Association two-day conference, focusing on wellbeing, STEM and environmental science
- Interschool observation in mainstream and special settings
- Staff Instructional Upskill Program - Technology, CAPA and TAS

- Secondary English Conference
- Extending NAPLAN literacy results
- Basic Intensive Training - psychology model
- Improving Reading and Numeracy
- Becoming Mathematicians
- Effective Reading
- Emerging Minds
- Youth Mental Health First Aid

Whole school professional development included workshops in the following areas:

- CPR and Emergency Care
- Anaphylaxis training
- Child Protection Update

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	526,887
Revenue	653,393
Appropriation	650,517
Grants and contributions	2,792
Investment income	84
Expenses	-797,167
Employee related	-728,262
Operating expenses	-68,905
Surplus / deficit for the year	-143,774
Closing Balance	383,113

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	541,043
Base - Per Capita	6,878
Base - Location	647
Base - Other	533,518
Other Total	50,422
Grand Total	593,949

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 parents/caregivers and students are asked to evaluate the provision of services by the school.

Parent surveys indicated that:

- 100% strongly agreed that their child felt comfortable in the learning environment and with the services provided
- 100% strongly agreed that the staff were friendly and approachable
- 83% strongly agreed that their child's learning was supported with 17% agreeing
- 100% strongly agreed that the staff made a positive difference to their child's wellbeing during their hospitalisation
- 83% strongly agreed that the learning resources were engaging and at an appropriate learning level for their child
- Parents reported that the staff catered for their child's individual needs in a happy, supportive learning environment.

Students surveys indicated that:

- 83% strongly agreed that they enjoyed coming to our school with 17% agreeing
- 100% strongly agreed that the school was friendly and welcoming
- 67% strongly agreed that the school supported their learning with 33% agreeing

Staff surveys indicate that:

- There is a shared commitment in the school to student and staff wellbeing
- They have access to quality professional learning to improve student outcomes
- Opportunities are provided for staff to collaborate
- They have access to quality resources to support student learning

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.

Aboriginal Education - School statement

Students attending our school come from a large and diverse drawing area. School staff deliver equitable and effective learning programs in 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 census 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 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.

Multicultural and anti-racism education - School Statement

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.

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.