



2021 Annual Report

John Hunter Hospital School



JOHN HUNTER HOSPITAL SCHOOL

SCHOOL | FAMILY | COMMUNITY

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Introduction

The Annual Report for 2021 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 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

To be a professional and collaborative staff, connecting with students through an innovative curriculum to achieve individual educational goals whilst meeting emotional and social needs in a friendly, safe and uniquely engaging environment.

School context

John Hunter Hospital School (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 total student population per term is approximately 250 students.

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 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 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
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: Student growth and attainment

Purpose

An individual case management approach, based on Visible Learning strategies, will be used to achieve improved student learning outcomes and build staff capacity.

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.

- Visible Learning
- Case Management

Resources allocated to this strategic direction

6100: \$1,482.38

Socio-economic background: \$6,208.51

Professional learning: \$2,618.32

6101: \$146,899.00

Literacy and numeracy: \$1,000.00

: \$1,000.00

School support allocation (principal support): \$13,604.80

Location: \$647.00

Summary of progress

Visible Learning - Our focus for 2021 was visible learning to improve the quality of teaching and learning programs. All school staff were involved in the development and implementation of learning dispositions, LISC and feedback through collaborative professional learning. Professional dialogue around visible learning principles was a focus in staff meetings and teacher mentor sessions. Teachers used student data to embed quality practices into their everyday teaching and, as a result, students were able to articulate their learning and practical application of dispositions. A model of feedback has been developed which will be implemented in 2022 once normal face to face teaching returns.

Case Management - In case management, goal setting was a key area and featured significantly in our work this year. Staff increased their capacity to coach students in developing individual learning goals, maintaining academic integrity and continuity of learning between educational settings. The executive team planned to support the staff around literacy and numeracy progressions but this professional learning has been postponed until 2022 to coincide with the release of new K-2 curriculum documents.

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
Students will gain an awareness of Learning Dispositions and identify when they can be used inside and outside the classroom.	All students have daily opportunity to engage in discussions and learning activities to enhance their knowledge of learning dispositions and identify when they can use these dispositions in their learning and situations in wider context.
All staff can identify and demonstrate effective feedback strategies using question prompts to promote student reflection. Students complete exit slips at the end of T/L sessions to gain feedback in relation to LISC.	Observation and reflection meetings indicate that all staff utilise feedback in their lessons to assess understanding and develop future learning goals in collaboration with students.

Classroom walk-throughs are introduced and all staff are familiar with the process and protocols.	Delay in implementing initiatives in semester 2 have required this work to be postponed to 2022.
Professional learning is delivered at school level for all staff and structured with a focus on reflective practice.	All staff are active participants in weekly collaborative consultations examining the impact of teaching practice resulting in ongoing responsive professional learning to meet both individual and collective staff needs.
Professional learning is delivered at school level around the literacy and numeracy progressions to increase staff capacity and confidence in supporting student learning.	Delay in implementing initiatives in semester 2 have required this work to be postponed to 2022.

Strategic Direction 2: Inclusive Personalised Learning

Purpose

To build educational aspiration and equity through collective efficacy and responsive whole school processes, based on a culture of inclusivity, so that all students can connect, learn, succeed and thrive.

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.

- Wellbeing Framework
- Reconciliation

Resources allocated to this strategic direction

: \$2,155.00

6100: \$1,300.00

Professional learning: \$2,800.00

6101: \$46,596.65

Summary of progress

Reconciliation - In 2021, John Hunter Hospital School was the first DoE school in the Hunter Region to develop and launch a RAP. The launch was celebrated in the community with distinguished guests, colleagues, Aboriginal dancers from a local school, traditional music and bush tucker catering. This demonstrated a commitment by all staff to strengthening community partnerships and improved educational outcomes for First Nation students and their families. Ongoing cultural awareness training for all staff continues to be a priority and is reflected in teaching and learning programs and classroom resources.

Wellbeing Framework - In the wellbeing framework initiative, the calming and support plans had an immediate uptake by staff and students due to the obviously visible impact they had for students experiencing distress. These plans have become standard practice across the school for all students with mental health concerns and have supported student transitions, enabling them to communicate strategies for managing distress. Wellbeing journals are another tool student's use beyond JHHS which mirrors the explicit teaching of wellbeing strategies and learning dispositions. In 2022, our focus will be to use the information from the self-assessment tool to develop a whole school wellbeing plan.

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 staff are confident collaborating with students to develop calming and support plans. Wellbeing Framework self-assessment tool is completed collaboratively with all staff with areas for improvement	All identified students have co-developed calming and support plans in place. All staff contributed to the completion of the Wellbeing Framework self-assessment tool to identify areas for improvement.

identified.	
Reflection Reconciliation Action Plan (RAP) is completed with community consultation. The RAP is communicated widely and launched across the wider school community.	Reflection RAP was completed, ratified by Reconciliation Australia and launched with community involvement. Action will be ongoing with view to developing an Innovate RAP in 2022.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$6,208.51</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at John Hunter 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"> • Visible Learning • Case Management <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: improved outcomes for all students in the areas of learning dispositions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide resourcing to increase equitability of resources and services to support students from low socio-economic backgrounds.</p>
<p>Location</p> <p>\$647.00</p>	<p>The location funding allocation is provided to John Hunter 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"> • Case Management <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 <p>The allocation of this funding has resulted in: improved outcomes for identified students in the area of engagement</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide access to technology resources it increase student engagement</p>
<p>Literacy and numeracy</p> <p>\$1,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at John Hunter Hospital School from Kindergarten to Year 6.</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"> • Case Management <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in school visits <p>The allocation of this funding has resulted in: no change due to activities not being completed.</p> <p>After evaluation, the next steps to support our students with this funding will be: for these activities to be actioned in 2022.</p>

<p>QTSS release</p> <p>\$17,378.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at John Hunter 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"> • Other funded activities <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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: improved outcomes for all students in the areas of curriculum and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to provide additional staff to support the implementation of quality teaching initiatives.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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"> • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: development of high quality remedial learning programs in the areas of literacy and numeracy to support identified students with additional learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to implement the program for identified students and evaluate its effectiveness.</p>

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)	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 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	505,726
Revenue	852,489
Appropriation	852,270
Investment income	218
Expenses	-933,076
Employee related	-877,607
Operating expenses	-55,468
Surplus / deficit for the year	-80,587
Closing Balance	425,139

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	6,209
Equity - Aboriginal	0
Equity - Socio-economic	6,209
Equity - Language	0
Equity - Disability	0
Base Total	725,679
Base - Per Capita	13,756
Base - Location	647
Base - Other	711,277
Other Total	96,816
Grand Total	828,704

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

Parent satisfaction surveys are always very positive and support the school's endeavour to providing continuity of learning throughout their child's hospitalisation. Parent comments are positive in regards to the caring and empathic nature of the school staff and the efforts made, by all staff, to make the learning engaging and relevant to the child's needs and interests. Communication is also regarded highly by parents and they appreciate the lengths that the school goes to to keep the students connected to their census school and classroom teacher. Parents also acknowledge and appreciate the school's focus on wellbeing and the range of activities and strategies offered, by the school, to cater for the mental health and wellbeing of the students, as well as the educational content offered. Parents comment that the school is more than just a distraction for their child, it actually supports their child to continue with their learning in a meaningful and engaging way. Transition is also another area where the parents are grateful for the time and effort the school invests in ensuring the move back into their mainstream school setting is relatively smooth. The school attempts to ensure, in all cases, that the transition back to their census school is as anxiety free as possible.

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.