

# 2021 Annual Report

## The Childrens Hospital School



THE HOSPITAL  
**SCHOOL**  
AT WESTMEAD

5751

# Introduction

The Annual Report for 2021 is provided to the community of The Childrens 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

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The Children's Hospital School is a Department of Education Public School and is the largest Hospital School in NSW. Co-located in Westmead Children's Hospital. As the provider of educational support, we teach patients K-12 and siblings by arrangement. We teach lessons by the bedside for patients who are unable to attend the classroom and run four fully functioning classrooms for those students able to access our full program of teaching and learning activities. We are proud of the high quality, personalised learning we provide both in our classrooms and at the bedside, to each student while working collaboratively with families and our health colleagues to prioritise support for student wellbeing.

Our passionate teaching and learning team strives daily to ensure our students feel a sense of connection and continuity with their schooling, seeking to challenge and inspire our students as lifelong learners. Through the challenges 2021 brought, the school has used innovative methods to keep students connected to their learning including hybrid learning delivery utilising various technologies including telepresence robots.

All of our teachers are tertiary qualified and meet the Australian Professional Standards for Teachers. Qualified and experienced School Learning and Support Officers (SLSOs) provide additional assistance to implement Personalised Learning and Support Plans in each of our ward and classroom settings.

Our teaching and learning team engages in ongoing professional development and collaborative collegial discussions to provide the highest-quality teaching and learning opportunities for our students using research, evidence-based strategies, and innovative thinking.

Critical reflection and feedback drive our practice. The Children's Hospital School firmly supports the understanding that high quality education requires the collaboration of the school, the student, the family and caregivers, the medical teams, and the broader community.

Take some time to explore The Children's Hospital at Westmead website, <https://childhosp-s.schools.nsw.gov.au/> - but please be mindful that this is only a glimpse of what we offer. You can also follow us on our Facebook page at <https://www.facebook.com/TheHospitalSchoolWestmead> Feel free to contact the school at any time for more information.

Mercedes Wilkinson

Principal

The Children's Hospital School at Westmead

## Message from the school community

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The school community including families and medical teams would like to acknowledge the continued hard work and

dedication to support students in their learning and continued growth. Through collaboration, The Children's Hospital School staff go above and beyond to respond to the individual needs of each student. We value your knowledge and insight to help navigate educational pathways to best accommodate for all students and their parents and carers. It has been an absolute pleasure working with you and we thank you for your endless support. This year has posed many challenges, yet you continued to thrive in providing excellent resources and teaching programs for students. Thank you for everything that you do each and every day.

## Message from the students

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Students from The Children's Hospital School would like to thank the teachers for creating a safe learning and enjoyable environment, which has allowed them to excel and achieve their individual educational goals. Our teachers have assisted in ensuring students do not fall behind in their learning. We would also like to thank them for being caring and kind. Thank you for creating activities that relate to teamwork. We have made a lot of friends and have really enjoyed coming to class each day.

"When I first started class here at Westmead Hospital, I was totally against the idea, I wanted no part in this, but as I've been here, I've grown to enjoy it. Being here has given me the motivation to learn again and has given me the confidence to pick up mathematics again. ....I'm pretty glad I had the opportunity to be here and I'll keep the knowledge I've learnt here for a while. Thank you for everything!" - Senior Student, March 2021



Students interacting with the Aboriginal Garden at The Children's Hospital.

## School vision

Our vision is to become the national benchmark for hospital school education, where students feel known, valued and cared for, through access to high quality, targeted personalised learning; and to continue building collaborative and productive partnerships with our stakeholders.

## School context

The Hospital School at The Childrens Hospital at Westmead is the largest hospital school (with a daily enrolment of over 100 students) of the ten hospital schools in NSW. The specialist teaching and learning staff deliver targeted education programs that empower students in their learning, where they're at through personalisation in both pedagogical delivery and curriculum content.

As a centre of expertise for the education of students with chronic illness, The Hospital School at Westmead provides evidence-based proactive and future-focused education to develop academic motivation and resilience.

The Children's Hospital School at Westmead uses specialist knowledge to develop and apply neuroscience to education. We have been looking at evidence-based research, from neurological findings, to develop learning strategies to promote learning in alignment with the way the brain is naturally designed to learn. Our specialist teachers provide opportunities that focus on all students becoming critical and creative thinkers who are known, valued, and cared for, through access to high quality, targeted personalised learning which is adjusted to meet the needs of all students.

The Hospital School provides education for students from K-12, and delivers content in either one of our four flexible, well-resourced learning spaces, by the students' bedside, located on the ward or by connected learning using telepresence technology.

Our unique setting accommodates patients and under the arrangement, their siblings, from NSW, other states, and overseas.

We provide personalised and individualised educational programs for all students designed in consultation with families and stakeholders. We implement the NSW NESA Curriculum incorporating The Australian Curriculum, with accommodations and adjustments for complex learners as required.

We have a strong focus on school improvement and attainment. Our Strategic Directions will guide our planning and accountability.

Strategic Direction 1: Student Growth and Attainment

Strategic Direction 2: Improved Transition Planning

Strategic Direction 3: Best Practice for Students with Chronic Illness



An engaged learner working on her numeracy program.

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

We completed an executive summary of the school progress across the domains of Teaching, Leading and Learning.

### Learning

In our schools' self-assessment of this evidence set, in relation to the element of Learning Culture, we believe our evidence places us at Sustaining and Growing. This is evidenced by our ability to ensure the needs of students are addressed, front and centre, and that communication is clear. Community and engagement are at the core of our daily practice. At The Hospital School, we drive a dynamic environment that maintains connections with our students, parents, carers, and the community. It is apparent that some parents/carers are unable to connect physically within our setting and, therefore, communicate through online platforms. As a school, we understand and acknowledge the need to cater for complex cases. Thus, our school engages in strong collaboration with parents, carers, students, and the community to support learning and development.

## Teaching

The school is recognised as excellent and responsive by its community. Our commitment to, planning of and reflecting on efficient, informative and transparent communication systems ensures we reach our community, especially our parents who may be from anywhere in NSW. Our communication and engagement reflect and showcase the high standards and expectations of staff and leaders. The Hospital School staff and leadership team are committed to developing strong, positive, respectful relationships with students, families, each other, the wider local school community and the wider educational community. A key focus is to promote community confidence at a time of potential grief and stress (with their children hospitalised), student well-being and assure parents that schooling options are available and finely tuned to address individual students' needs.

We continue to build strong, workable partnerships with NSW Health stakeholders. Ensuring that collaborative case management and practices are employed at every stage of a student's hospitalisation means that we are wrapping individualised planning and support around every student, regardless of the reason for hospitalisation. Continuity of education provides a distraction from the rigors of medical treatment and promotes students' well-being. Our school values high-quality service delivery, and together we maintain a clear focus on students' progress and achievement whilst they are hospitalised.

## Leading

Our school plan has demonstrated a strong connection with our community through our leadership. We are deeply committed to continuous improvement in communicating and engaging our parents and community. We have employed a Communications Manager to facilitate the ongoing expansion of our platforms and events and have targeted strategic planning to reach our parents and community and strive for continued excellence in our collaborative practices ensuring every one of our students is known, valued and cared for to the best of our abilities.

The Children's Hospital School is a unique setting. The enrollment of a student at our school can be from a few days in the hospital to a long term stay, and possibly a reoccurring stay. This is a significant challenge to building relationships with parents as we may see very little of them, or indeed we may never meet them, depending on the circumstances of the hospitalisation and the distance from their hometown. For this reason, we have focused on driving effective digitally supported communication systems now and into the future, ensuring we embed a culture of high expectations.

In our school's self-assessment of this evidence set, in relation to the element of Management Practices and Processes, we believe our evidence places us at Excelling. We value the importance of both formal and informal feedback from students, parents/carers, stakeholders and the community. This feedback is used to inform new directions and new initiatives that can be incorporated into our learning practices, policies and procedures. We also take a whole school approach to improving the delivery of lessons as well as parent/carer experiences with our staff members. Not only does this strengthen relationships, but it creates a positive image in the community.

## Strategic Direction 1: Student Growth and Attainment

### Purpose

To use student progress and achievement data to drive teaching decisions and track continuous improvement over time.

### 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.

- Data Skills and Use in Literacy and Numeracy
- Assessment and Reporting of Student Learning Growth

### Resources allocated to this strategic direction

SSP - supplementary funding: \$159,205.66

### Summary of progress

In 2021 The Children's Hospital School, provided flexible and dynamic learning to accommodate the complexity of our students. Our initiatives for 2021, focused on developing a systematic and reliable approach to assessment and reporting of student learning, growth, and well-being.

Through our explicit systems for collaboration and feedback are a key component in sustaining effective teaching strategies and practices. This is evident within our daily practice of collaboration, team, executive, professional learning, and allied healthcare meetings. We model effective teaching practice through our capacity to improve student learning and engagement. Our expert teachers support staff in professional dialogue when supporting students, parents, census schools, community members, and medical teams. Our executive and expert teachers are also given the opportunity to mentor and coach beginning teachers to develop their capacity and confidence. This ensures there is ongoing guidance to further improve staff development and inter-school relationships. We also encourage informal and formal feedback to enhance our professional knowledge and practice. This allows all staff to reflect on their teaching strategies within a classroom or ward setting.

This led to the development of programs that were designed and differentiated in alignment with the curriculum to meet the needs of our students. With the support of the executive team, 80% of teachers worked collaboratively to reflect on their daily practice. Literacy and numeracy planning and programming are centered around stages to show both continual revision and explicit teaching. School leaders also assisted in building teacher practice through professional learning, support, and modeling teaching strategies.

This resulted in an improved understanding of professional learning and implemented literacy and numeracy within programs and daily practice. Teachers gained a clearer understanding of how to utilise assessment strategies to inform feedback and reporting.

### 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 Teachers will receive professional learning in the Literacy and Numeracy progressions and students will be assessed and plotted against these.	<p>In 2021 The Children's Hospital School provided professional learning for teachers and non-teaching staff to engage in Literacy and Numeracy progression training. This was focused on the importance of strengthening the whole school's knowledge and understanding of student growth and attainment.</p> <p>Through our whole school approach to delivering professional learning, teachers were given opportunities to build their skills in understanding the literacy and numeracy progressions. This knowledge will be embedded in programs that will reflect</p> <p>This led to teachers utilising and engaging in high-impact professional</p>

<p>All Teachers will receive professional learning in the Literacy and Numeracy progressions and students will be assessed and plotted against these.</p>	<p>learning that develops their capacity to map students against progressions, give feedback and. reflect on practice.</p> <p>This resulted in teachers establishing a clear understanding of the Literacy and Numeracy progressions.</p>
<p>All Teachers will have identified Literacy and Numeracy goals on students IEPs as a baseline of expected growth.</p>	<p>In 2021 The Children's Hospital School recognised the need for quality IEPs with a focus on literacy and numeracy goals for every student. Our plans needed to reflect internal measures that indicated the number of staff actively collaborating to support the Literacy and numeracy goals of student IEPs.</p> <p>Through our ability to implement professional learning, collaboration meetings, and shoulder to shoulder support teachers achieved a greater understanding of the baseline of expected growth.</p> <p>This resulted in whole school approach to systematic use in Literacy and Numeracy incorporated in their IEPs and teachers establish explicit, challenging, and achievable learning goals for all students that illustrate a clear connection with the syllabus outcomes.</p>



Celebrating Education Week.

## Strategic Direction 2: Transition Planning

### Purpose

To create a strategic approach to collaborative transition processes embedding shared responsibility with census schools that ensure continuity of student performance.

### 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.

- Personalised Learning Plan (PLP)
- Informed transition processes
- Differentiated approach to curriculum delivery

### Resources allocated to this strategic direction

**QTSS release:** \$36,776.00

**SSP quality teaching support:** \$75,343.29

**SSP - supplementary funding:** \$106,010.34

### Summary of progress

In 2021 The Children's Hospital School focused on School-wide Transition Planning. This involved the management of the transition process of those students whose continuity of learning was at risk and required their teaching and learning program to be personalised and differentiated to meet their needs.

Through collaboration with other schools within our network, we were able to set up an effective transition process by employing a specialist transition teacher. We were able to provide differentiated and personalised teaching and learning programs by employing an AP Learning and Support. This led to the implementation of a school-wide transition management process. We also achieved an increase in teacher understanding around the legalities of personalised learning plans and the importance of having student programs differentiated to meet their learning needs.

The result was in an increased number of Transition Plans and Personalised Learning Plans.

### 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
Accountability processes and systems for review of PLPs will be embedded across all classrooms and ward teaching.  SENTRAL will be updated to reflect school needs regarding record keeping and school wide communication	<p>In 2021 the School Executive team reviewed and engaged the whole school community in understanding the legalities, the importance, and the accountability of the systems and processes around writing a quality Personalised Learning Plan (PLP)</p> <p>The Leadership Team actively supported the changes that lead to improvement by offering consistent Professional Learning and establishing a clear process with accompanying timelines and milestones to direct this specific school activity around the process improvement.</p> <p>This led to one on one mentoring for staff and clear staff induction to the new staff coming into our school systems around writing, recording, and delivering quality PLP. This has also shown an increase in the number of plans on SENTRAL.</p> <p>This resulted in the whole school approach to improving service delivery in the school accountability process and systems on SENTRAL plans page reflecting the new updates and diligent record. The huge development in the learning and development of staff and the improvement in the management process uplifted both areas and was rated as excelling in our recent External Validation</p>

<p>Evidentiary analysis of student transition will be completed and analysed.</p> <p>Research into best practice mechanisms for the process of transition will be completed.</p> <p>School wide processes and procedures for transitions at all stages will be documented.</p>	<p>In 2021 the Executive team identified the need for a responsive and collaborative school-wide transition process for students whose continuity of learning is at risk. The transition process at THS would ensure that all students with a shared enrolment, would be acknowledged/ identified as needing transition support upon admission and at discharge. The process would involve two key transition phases, a transition 'in' during the admission phase and a transition 'out' phase at student discharge.</p> <p>Through consultation and collaboration with schools in our network, a new system and process for transition were established. The Executive team also identified that a specialist transition teacher would be required to manage the transition process of the school including delivery of the professional learning to upskill all staff.</p> <p>This led to the use of a centralised system using Google Drive where all student folios were created and managed. These Folios contained documents including PLP, IEP, attendance, and work samples that will inform the census school about the students learning during their time at the hospital.</p> <p>This resulted in an increased number of quality transition plans delivered and recorded. The process and procedure have been set up as part of our transition policy.</p>
<p>A school wide scope and sequence guiding programs for each setting will be developed.</p> <p>Consistency in high expectations of teaching and learning programs for all settings will be built.</p>	<p>In 2021 the Executive team reviewed and evaluated evidence-based changes to whole-school programs and practices and set aspirational expectations of learning progress achievement for all students, and is committed to the pursuit of excellence. This led to the recognition of the need for a school-wide scope and sequence to guide the whole school's learning and wellbeing of students at the hospital school which would enable a consistent program across the Ward and the Classrooms.</p> <p>Through consultation and collaboration with other hospital schools and specialist subject teachers at The Children's Hospital School, a team of teachers worked on the offsite days working on the new curriculum preparation.</p> <p>This led to a new Google Drive being created and used to create stage level and grade level course work that staff could share with the rest of the team. Google classroom has been set up for Primary classrooms and High school Classrooms.</p> <p>This resulted in the resources being set up and ready for 2022.</p>



Delivering learning packs to students.

**Purpose**

To create a school community that is committed to implementing effective, explicit teaching through evidence based teaching strategies and a planned approach to well being 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.

- Pedagogy Expertise and Innovation
- Community Partnerships
- Telepresence - Expertise and Innovation

**Resources allocated to this strategic direction**

**SSP - supplementary funding:** \$88,139.00

**Per capita:** \$33,250.00

**Socio-economic background:** \$54,322.00

**Summary of progress**

In 2021 the exec team was driven towards creating a school community that was committed to implementing effective, explicit teaching through evidence-based teaching and learning pedagogies and dedicated to having a planned approach for student wellbeing and community engagement.

Through expert teachers providing staff with professional learning to build capabilities to deliver teaching via Telepresence Robot, and incorporating Mind Brain Body Education Science (MBBEs) and Trauma Informed Practice (TIP) into all learning programs, the school promoted the expert staff to our community. We worked collaboratively with the social media team at the Department of Education to promote our The Hospital School and the staff through the 'Hero video' showcasing one of our teachers.

This led to the staff sharing their expertise on MBBEs and Trauma Informed Practice with other staff within and outside of the school. Staff providing telepresence support for students at the school who transition out of the hospital school and were using telepresence to keep connected to their census school during convalescence at home. Increase in the number of online enrolments and well as promote the school brand and portfolio.

The result was staff demonstrating the ability to identify, discuss and regulate their own emotions before teaching the skills to others. The Children's Hospital School is working towards being the national benchmark for innovative practices including online and Telepresence Robot modes of delivery to inform best practices. School image has improved by the creation of the professional looking enrolment packages and an ongoing social media presence in our community.

**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
<p><b>Telepresence - Expertise and Innovation</b></p> <p>Telepresence - Whole school capacity will be built to confidently use telepresence technology in appropriate learning situations to support engagement and wellbeing growth in students both in the hospital school and their census schools.</p>	<p>In 2021 all staff had the opportunity to experience teaching online and have an orientation to use the telepresence robot in the classrooms.</p> <p>Through resource purchase of a school fleet of robots and professional learning and guided practice, staff was able to program for robot use to support students who were unable to be in the classroom, promoting their connection to learning.</p> <p>This led to staff being confident to use the robot as an adjustment to enable authentic connection for students unable to be present in the classroom. Staff was also able to support robot placement in census schools for students not returning to school after hospital stays.</p>

<p><b>Telepresence - Expertise and Innovation</b></p> <p>Telepresence - Whole school capacity will be built to confidently use telepresence technology in appropriate learning situations to support engagement and wellbeing growth in students both in the hospital school and their census schools.</p>	<p>This resulted in improved continuity for 12 students who were able to successfully access school and authentically participate in learning and social activities as they recovered at home. improving learning and wellbeing outcomes for the students, their peers, their family, and the broader school community.</p>				
<p><b>Community Partnerships</b></p> <p>School communication mechanisms (online and print and in person media) will be audited, updated, and extended to build increased community engagement for participation and capacity building.</p>	<p>In 2021 the school made the decision to move our enrolment process to a digital and more accessible platform. Our social platforms were updated and revamped. The Hospital School also worked collaboratively with the Department of Education to promote our teacher's expertise to our community. Feedback surveys were planned.</p> <p>Through</p> <ul style="list-style-type: none"> <li>• Online tools such as QR codes simplified the access to the enrolment questionnaire. School advertising has also been improved by the creation of enrolment folders that contain relevant enrolment information for parents/carers.</li> <li>• Facebook to promote our school and staff across our community.</li> </ul> <p>Promoting our teaching expertise and sharing feedback from our community (students, parents/carers, health allies) in the 'School Hero' video which was completed in collaboration with the social media and filming team from the Department of Education.</p> <ul style="list-style-type: none"> <li>• Regular posts on our Facebook page.</li> </ul> <p>This led to</p> <ul style="list-style-type: none"> <li>• School image has improved by the creation of professional looking enrolment packages.</li> <li>• Promoting our school across our community, and showcasing feedback from our community (students, parents/carers, health allied) in the 'School Hero' video which was worked alongside with the social media and filming team from the Department of Education. The video has had 6.4k views and has been shared multiple times, people have reacted to the video and responded positively with encouraging and 'thank you' messages for our school hero and the hospital school staff.</li> <li>• Social media platforms were created and expanded.</li> </ul> <p>This resulted in increased online enrolment compared to paper enrolment showing success in the online platform by 271% (25th January - 20th October).</p> <table border="0" data-bbox="592 1373 1484 1469"> <tr> <td>2020 Online Enrolment: 119</td> <td>2020 Paper Enrolment: 459</td> </tr> <tr> <td>2021 Online Enrolment: 442</td> <td>2021 Paper Enrolment: 88</td> </tr> </table> <p>We created awareness of the new and improved social media platforms (Facebook and website) and have monitored engagement from the school community.</p> <p><b>Increased Community Engagement:</b></p> <p>Metrics Facebook- During 2021 our Facebook page has had 14 117 reach (number of people who saw our Facebook content). We have increased to 501 Facebook followers (November 2021). The majority of our audience is aged between 25 and 54 years old. And overall, 88.4% of our audience is female and 11.6% is men.</p> <p>Metrics Website - During 2021 our website has had 3 658 visits (14% more than 2020), 2 918 visitors (9% more than 2020), 4 433 viewers (13% more than 2020).</p> <p>A student feedback survey has been prepared to collate information and determine ongoing planning, additions and improvements. The student feedback survey will start to roll out Term 1 - 2022. Additional feedback surveys (parent survey, census school survey, allied health survey and teacher survey) will be prepared in Term 1 - 2022 and data will be collated</p>	2020 Online Enrolment: 119	2020 Paper Enrolment: 459	2021 Online Enrolment: 442	2021 Paper Enrolment: 88
2020 Online Enrolment: 119	2020 Paper Enrolment: 459				
2021 Online Enrolment: 442	2021 Paper Enrolment: 88				

<p><b>Community Partnerships</b></p> <p>School communication mechanisms (online and print and in person media) will be audited, updated, and extended to build increased community engagement for participation and capacity building.</p>	<p>to determine future directions.</p>
<p><b>Pedagogy - Expertise and Innovation</b></p> <p>Teacher and SLSO capacity will be built to deliver MBBEs pedagogy to students in each setting.</p>	<p>In 2021 The Hospital school offered specialist support and expertise to Teachers and SLSOs.</p> <p>Through shoulder to shoulder in class support, collaboration with the development of IEPs and PLPs for some students, Social-Emotional Learning &amp; Educational Neuroscience - The Yes Brain Book Club and participation in the Cultivating Growth Conference with Bruce Perry.</p> <p>This led to professional learning focussed on: Linking Social-Emotional Learning and Educational Neuroscience, what do we already know from prior learning? areas of the brain, the YES and NO parts of the brain - Stress Responses, chapter reflections, cultivating courage, curiosity, and resilience in our students and case studies.</p> <p>And resulted in</p> <ul style="list-style-type: none"> <li>• 100% of School Learning Support Officers (SLSO's) participated in the professional learning of a book club on 'Social- Emotional Learning'.</li> <li>• 68% of staff participated in the professional development on 'Living into our Values', 11 face-to-face and 4 online.</li> <li>• Over 50% of the whole staff listed Trauma-Informed Practice, Social-Emotional Learning, and or Educational Neuroscience as part of their PDP and worked with the Pedagogy Leader.</li> <li>• 88% of staff participated in the professional development of a book club with the School Psychologist and the Pedagogy Leader on the book- 'The Boy Who Was Raised as a Dog'.</li> </ul>



Teaching on the ward

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at The Childrens Hospital School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Reading materials that meet the needs of the whole cohort of our students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ensuring we continue to build resources and materials that are stage-appropriate and engaging for students.</p>
<p>Professional learning</p> <p>\$16,583.11</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 The Childrens Hospital School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging providers to deliver professional learning to staff in identified areas.</li> <li>• Completion of a music program K-12</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The increased capacity of teachers to embed effective practices in the areas of CAPA across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> PL funding 2022- strengthening teachers skills in Inclusion, whole school activities and PL students growth and attainment and data and assessment. focus on students measures across literacy and numeracy. Continue to implement professional learning in Neuroscience teaching strategies to support the teaching and learning for students with chronic illness and lifelong health conditions</p>
<p>Socio-economic background</p> <p>\$59,601.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Childrens Hospital School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Partnerships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff and the broader community in</li> </ul>

<p>Socio-economic background</p> <p>\$59,601.88</p>	<p>increasing school profile and culture</p> <ul style="list-style-type: none"> <li>• employment of additional staff to support community engagement program and implementation.</li> <li>• resourcing to increase equity of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  We have a completed and active social media platform that has resulted in increase engagement and communication with parents carers and the community. This has provided extensive information to support parents in their understanding of the role of the hospital school and how students learning is communicated. The site showcases exemplary teacher practice and celebrates students learning, whilst also improving the whole school profile within the broader community. We have created and implemented a whole of school, branding and communication plan to profile our school within the hospital environment. A new suite of communication tools and resources have raised the profile and culture of the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued partnerships with community, strengthening our image and culture across the community building relationship and rapport through effective use of our media platforms. Outreach collaborating with Department of Health to expand our brand within the hospital, building the capacity of external providers to understand our work and our role with the hospitals provisions. Gaining timely feedback to inform our planning for supporting our community</p>
<p>School support allocation (principal support)</p> <p>\$18,395.96</p>	<p>School support allocation funding is provided to support the principal at The Childrens Hospital School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a peer principal mentor to facilitate and guide the Hospital School Executive Team through External Validation, School Strategic Planning, Situational Analysis and Annual School Report.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The completion of The Situational analysis, School Improvement Plan, External Validation and Annual School Report 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Employment of an additional Assistant Principal to support school planning and school leadership.</p>
<p>QTSS release</p> <p>\$45,743.98</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Childrens Hospital School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning Plan (PLP)</li> <li>• Differentiated approach to curriculum delivery</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic</li> </ul>

<p>QTSS release</p> <p>\$45,743.98</p>	<p>Improvement Plan and develop the capacity of staff</p> <p><b>The allocation of this funding has resulted in:</b>  An increase in the completion rate of PLP/IEPs for students from less than 25 PLPs to the current total of 280 quality PLPs that are reviewed and monitored regularly. Strengthened the assessment processes for literacy and numeracy across K-12. Check in assessments for 4,6,8,10 and for ward as well as class students.  In preparation for the DEAR project we completed PL in phonological awareness, and phonemic awareness. We completed pause prompt praise strategies. We completed the purchase of resources for literacy progressions. Reading session cards were completed to support students growth in literacy skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued employment of a teacher to facilitate literacy development and provide intensive 1:1 and small group support across primary aged students. This teacher will support the implementation of the DEAR and InitialLit training. Engage targeted staff in continued professional learning in the area of literacy.  All students will have differentiated PLP/IEPs recorded, maintained and accessible on on centralised data systems.</p>
<p>COVID ILSP</p> <p>\$94,399.82</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Overview of students literacy levels across the primary school. It has enabled us to provide targeted literacy support for students that needed it most.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to provide one on one and group tutoring to students.  Continue to strengthen staff skills and assessment, programming and reporting.</p>
<p>Per capita</p> <p>\$33,250.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Childrens Hospital School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Partnerships</li> <li>• Telepresence - Expertise and Innovation</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Reviewed, enhanced and implemented digital enrolment procedures.</li> <li>• Purchase of 5 Telepresence robots to enhance virtual attendance and</li> </ul>

<p>Per capita</p> <p>\$33,250.00</p>	<p>engagement of chronically ill students.</p> <p><b>The allocation of this funding has resulted in:</b> Transition of manual enrolment to online enrolment. Improved access to information and technology resources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> There has been a significant increase in online enrolments making the process fast and easy for parents/carers. To continue to facilitate the use of robots across the entire school.</p>
<p>SSP quality teaching support</p> <p>\$75,343.29</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Childrens Hospital School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning Plan (PLP)</li> <li>• Differentiated approach to curriculum delivery</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the creation of high-quality teaching and learning programs and to improve programming expectations and practices.</li> <li>• To mentor and supervise teachers</li> <li>• release time to engage staff in professional learning</li> <li>• additional staffing to support the implementation of individual students' healthcare and Personalised Learning Plans (PLPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Significant increase in the completion of Personalised Learning Plans and Individualised Education Plans across the school. This has resulted in improved reporting practices. Additional mentoring provided to teachers to support implementation of new programming practices under a consistent framework.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to embed the personalised planning processes across the school, with a focus on new teachers and new programming practices under a consistent framework.</p>
<p>SSP - supplementary funding</p> <p>\$439,573.74</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Childrens Hospital School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use in Literacy and Numeracy</li> <li>• Assessment and Reporting of Student Learning Growth</li> <li>• Personalised Learning Plan (PLP)</li> <li>• Informed transition processes</li> <li>• Pedagogy Expertise and Innovation</li> <li>• Differentiated approach to curriculum delivery</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to improve the communication between the school and external stakeholders</li> <li>• employment of external support services including the engagement of dedicated specialists to address areas of specific student need</li> <li>• engagement of Instructional Leader to support student growth and attainment outcomes</li> <li>• additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs)</li> </ul>

SSP - supplementary funding

\$439,573.74

- executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs.
- employment of a Deputy Principal to support all elements of school improvement planning and leadership.
- employment of a Pedagogy Leader to support Trauma Informed Practices and Neuroscience Educational Practices.

**The allocation of this funding has resulted in:**

Strengthened leadership and support across the school with the employment of a Deputy Principal to monitor and implement school improvement strategies.

A significant increase in the quality of Personalised Learning Plans and Individualised Education Plans, that has led to improved students learning outcomes and supportive transition planning.

Additional mentoring provided to teachers to support implementation of neuro-sequential models of educational practice.

An increase in communication, education planning and health care planning between the census school and The Hospital School. The employment of a School Psychologist complemented the critical work of stakeholders working with chronically ill students.

**After evaluation, the next steps to support our students with this funding will be:**

To continue to employ qualified and specialist staff to support the unique and personalised requirement of our school and students.



Personalised support is provided to meet the needs of all students across all subjects.

## Student information

All students K-12 who attend The Children's Hospital at Westmead may enrol at our school and so may siblings. The enrolment levels for students attending The Hospital School at Westmead varies considerably throughout the year as students are admitted to hospital when required and thus they are able to access the school medical conditions of students enrolled may vary from chronic long term health care needs to short term episodic admission. school accommodates in excess of 850 different students annually. Students attending The The Hospital School at Westmead remain enrolled at their census school throughout their stay. The shared enrolment ceases on discharge unless they are a long term returning patient.

On average around 71 students attend classes or are taught on the wards at The Hospital School at Westmead every day, but for 130 days of the year there are over 100 students. Enrolment is greatly affected by therapeutic program calendars and bed numbers. The Hospital School at Westmead caters for students who are inpatients and ,under arrangements based on educational need and well being, outpatients and siblings.

We currently have 160 students regularly readmitted into The Hospital School. This is explained as daily students taught versus the number of ongoing case management students who do not go back to their census school between hospital admissions.

Our student cohort is made up of students with chronic illness, acute mental health and the siblings of these patients. Student may attend school daily for up to three sessions, a full school day.

Students are taught in 16 wards and clinics and four classrooms across the two hospitals on the Westmead Health Campus. Students enrolled at The Hospital School at Westmeadl may receive their educational programs within the allocated classrooms or on the ward that they are being accommodated.

Currently 9.3% of students identify as being Aboriginal or Torres Strait islanders decent and 20% are noted as EALD. This fluctuates substantially throughout the year as students enter and leave hospital.

Census school enrolment: 70% of students attend public education schools, 16% catholic schools and 14% independent schools.

17% of the students at the school are siblings of patients.

On average our enrolments are as follows, 61% of students are female 38% of students and male and 1% of students identify as other. 47% of students are Primary 53% of students are High School

Categories for students with disabilities is as follows (Primary Disability)- 71% Physical, 20% Social Emotional, 7% Cognitive and 2% Sensory.

At the Hospital School, our vision is to become the national benchmark for hospital school education, where students feel safe, valued and cared for, through access to high quality, targeted personalised learning. We work collaboratively with our stakeholders to form trusted partnerships. Attendance for our students may be impacted by individual students health care situations and the need for medical and therapeutic teams to work with students. We maximize attendance by providing a flexible delivery of education for students. We deliver teaching and learning at the bedside, in the classrooms, via online media platforms and by telepresence robots.

Our mission is to 'Empower students in their learning, where they're at'. We deliver learning experiences that cater to individual needs, including physical location, learning ability, the medical and health implications for education and wellbeing. We are focused on ensuring our students experience a successful transition from school to their future pathway. We know that chronic health can impact attendance and we endeavour to maximise contact with teaching and learning at all times.

As a school, we demonstrate commitment within the school community that all students attend when they are well and make learning progress. We pride ourselves in giving our students a voice in their education and partner with parents/carers and all the stakeholders, and the hospital allied health team with a clear aim to improve the students' wellbeing, planning and learning.

### Attendance

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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

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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.

## Post school destinations

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The Hospital School at Westmead works closely with census schools to identify and access work streams for students in preparation for their transition back to their school and ultimately to life beyond school. Whilst we support teaching and learning for students at all levels of schooling, the standardized assessments required of students moving to post school destinations are reported back to census schools only. The transition data for students moving to post school destinations is also maintained by census schools.

## Year 12 students undertaking vocational or trade training

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The Hospital School at Westmead facilitates the theoretical learning for vocational or trade courses whilst students are receiving medical treatment, but not the practical aspect. Census schools provide all work for the students whilst they are receiving medical treatment. Where prioritised, teachers are able to access online platforms and tele presence robots to enable students to be present to view practical aspects of vocational or trade training with their census school or educational provider. This allows students to maximise engagement with their census school and their elected courses.

## Year 12 students attaining HSC or equivalent vocational education qualification

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Students are supported with all aspects of their learning whilst they are in Hospital, including work that contributes to their Higher School Certificate for students who are in Year 12.. The student receive assessment tasks set by their census schools and tasks are completed here and returned to the census school for marking and rating. When required, adjustments and accommodations are put in place to support students to complete their assessment tasks. If required Higher School testing can be completed here on site under the supervision of external assessors.. Results and post school destinations remain the with the census schools and not with the hospital school.



Students enjoying a creative Maths learning activities.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	10.12
Teacher Librarian	0.2
School Counsellor	0.2
School Administration and Support Staff	6.02

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

The Hospital School at Westmead have a highly qualified staff with 36.4% of staff holding a Masters of Education and 63.3% holding formal degree qualifications. Our Principal holds Masters Degrees in both Special Education and Instructional Leadership. We have teaching staff qualified across various disciplines within Primary and Secondary teaching, such as Mathematics, English, Creative arts, Economics, Science, early learning and general primary.

All staff are accredited at Proficient with the NSW Educational Standards Authority.

In 2021 we engaged two Covid ILSP teachers on a part time basis, to support student learning. As the current teachers

were aware of the schools process and procedures, they were able to liaise with the classroom and ward teachers effectively. There was a focus on administering the test through ALAN, which is the Department of Educations portal providing assessment tools. there was a focus on the teaching of Phonological Awareness a throughout programs.

In 2021, the Hospital School completed external validation. This process requires the school reflect on and evaluate all areas of the schools performance and to provide an evidence based document for the review of a external validation Panel. The school engaged a retired principal to provide mentoring and support throughout the process and to ensure timelines were met.

The school employed a Deputy Principal in 2021 to provide administrative, strategic and educational support for all areas of the school. The deputy position strengthened educational support, supervision and mentoring for teaching staff.



Creative and Performing Arts professional learning.

# 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 (\$)
<b>Opening Balance</b>	1,034,000
<b>Revenue</b>	2,737,948
Appropriation	2,737,307
Grants and contributions	493
Investment income	148
<b>Expenses</b>	-2,616,841
Employee related	-2,353,031
Operating expenses	-263,810
<b>Surplus / deficit for the year</b>	121,107
<b>Closing Balance</b>	1,155,107

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.

School operational funds increased in 2021 to \$84207 signifying increased costs for the school. Data was provided to NSW DoE to identify increased needs across the school. Students transition in and out of the hospital school constantly. This presents challenges in the consistent application of formulas for funding purposes related to our context. Therefore an on average principle is applied.

In 2021 specialised schools received a Site-Specific allocation of funding referred to as SSP Supplementary Funding. This allocation of \$459,276 was used to increase executive staff to support the operational needs of the school and maintain a level of equity with other SSP settings according to staffing formulas. This included a Head Teacher, Assistant Principal, a Deputy Principal, Business and Community Engagement Manager.

An additional primary teacher was employed to support the delivery of Literacy and Numeracy programs in the Primary Classroom as well as Aboriginal Education.

Due to the operational challenges of students needing hospitalisation for varying lengths of time from short term to long term, our Resource funding Model allocation is impacted, as students do not attend for the entire year and remain enrolled at their census school.

RAM Funding was used to target the individualised delivery of literacy programs to identified students through teacher mentoring by a literacy specialist.

QTSS funding was used to target professional learning to improve student outcomes and engagement through a further understanding of the neurobiology of learning and its implication for the delivery of student learning programs within our specialist school context.

COVID Funding for 2021 is being utilised to increase teacher capacity 0.6FTE to deliver additional targeted Literacy and Numeracy programs to students who are identified in the IEP process as requiring intensive support.

Using the PDP process and Teachers Standards, PL is designed in a bespoke way to support all staff in improving their capacity to deliver teaching and learning programs. Where staff mandatory and compliance training related to both Health and DoE is undertaken, the release may be provided for individual staff to meet the requirements of both government agencies.

The principal support allocation was also used for additional administration support and coaching in finance.

Literacy and Numeracy Allocation of \$1,365 were used to update current resources to meet curriculum requirements across stage 6. Moving forward the priority is to ensure that the school is sufficiently resourced to support all students appropriately with current educational resources in appropriate formats to meet their needs.



The joy of learning about science.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	59,602
Equity - Aboriginal	0
Equity - Socio-economic	59,602
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	1,829,787
Base - Per Capita	47,864
Base - Location	0
Base - Other	1,781,923
<b>Other Total</b>	705,973
<b>Grand Total</b>	2,595,362

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.

In 2021 specialised schools received a Site-Specific allocation of funding referred to as SSP Supplementary Funding. This allocation of \$459,276 was used to increase executive staff to support the operational needs of the school and maintain a level of equity with other SSP settings according to staffing formulas.



Conducting a science experiment.

## Parent/caregiver, student, teacher satisfaction

At The Hospital School, we collect, analyse and use feedback from students and parents to refine our whole school approach to teaching. In our 'Every Student is Known, Valued and Cared For' School insight series, we capture a parent, Jane Brookes, outlining what she valued most about the provisions of the Hospital school when her son was unwell. "The school provides a different structure, not a medical structure, it's a constructive kind of time that is purely for wellbeing, and he really likes to learn".

Our evidence also addresses the well-being of students from their perspective. This validates the imprint that teachers have on student progress and further encourages lifelong learners.

We celebrate positive feedback from our students within our community regularly. This collection of anecdotal feedback from students has been showcased on our website. We value the voice of our students, and we are responsive to any suggestion that they make. This is a powerful strategy that supports parents when they are researching information from our school. We set high expectations in our teaching practices, and this is evidenced through the expert lessons we deliver to our students.

### Parent/Caregiver Feedback

"My daughter experienced 3 admissions to The Children's Hospital Westmead in 2021. During each admission, she attended The Hospital School's High School classroom. At the beginning of her first admission, I was passing the hospital school after the end of the school day and I saw the door was open so I walked in to meet the teacher. I was enthusiastically welcomed. This first experience was a taste of the support and enthusiasm we received during each admission and beyond with my daughter's transition to her regular school. The whole team at the hospital is nothing short of outstanding, including the teachers and Assistant Principal. We experienced their genuine interest, care, and unrelenting involvement in their students' education during very stressful times for their students. They adapted to accommodate the needs and capabilities of my daughter as her situation changed by the day. They happily worked with her regular school and medical team, not only during her admission but for quite a while afterward to ensure her transition to school was smooth and well supported. They also were instrumental in organising a Telepresence robot to facilitate her transition back to her regular school. All our interactions were positive and supportive. We are very grateful to the whole team" - Gina

### Students feedback

"A place to meet new friends. It's helped me with learning maths, reading, handwriting, and playing which is like learning because it helps with my creativity." - Makayla, 9 years.

"A way to help me get things off my mind and have fun and a good time. I like playing games and getting to know and learn about others." - Annalise, 11 years.

"A more enjoyable environment than a normal classroom. It makes it easier to avoid falling behind at school." - Georgia, 16 years.

"Relaxing. Fun. Calming. Pleasant. Welcoming and friendly." - Hall Ward students.

A place that "Gives us routine and something to look forward to during our time in the hospital." - Lola, 16 years.

"Actually really fun as we do activities related to teamwork. The teachers are really kind and caring and don't force you to do anything you don't want to do. They have gotten work from our schools so we don't have to stress about getting it. They help you complete school work and when you don't feel up to doing it then they help to refocus and do other things to get the mind where it needs to be." - Hall Ward student, 16 years.

### Allied Healthcare Feedback

"Thank you for the fantastic job you do every day in supporting our young people and their education. We appreciate your thoughtfulness and responsiveness to each student's individual needs. And we particularly appreciate the support you give in working collaboratively with our team." - The Mind-Body Team (Psychological Medicine)

"Thank you for your patience and dedication in helping our Rehab Inpatients to get back on their feet. We appreciate everything you do for them. Thank you heaps." - The Rehabilitation Team

"To all the awesome teachers in CHW School. Thank you, Thank you, Thank you. Needing to have dialysis three times every week makes it so difficult to keep up at school. Your help in the Renal Treatment Centre while we have dialysis and after transplant is invaluable. Thank you all." - The Renal Team

"To all our wonderful hospital school teachers, thank you for all of your hard work, dedication, and support of our Adolescent Medicine Unit (AMU) patients and their families. Each and every one of you is always willing to help the young people we see reach their full potential and achieve their educational goals. Your valuable knowledge and insight have helped us navigate educational pathways for young people which has been invaluable. This year has been particularly challenging in more ways than one, but you have all worked extremely hard in keeping our young people safe while still meeting their educational needs. It's a pleasure working with you all as part of our team." - The AMU Team

"All the staff on Hall Ward would just like to thank you so much for all of your help this year. Teaching our young people is not just about supporting them with the curriculum, it's also about supporting them around their fears and anxieties. You all seem to step up to this challenge with ease. This means a lot to us all." - The Hall Ward Team



Students and staff enjoying the outdoors

# Policy requirements

## Aboriginal Education Policy

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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

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The Hospital School at Westmead is dedicated to fostering our students' knowledge and understanding of Aboriginal and Torres Strait Islander people as the first people in Australia. This is demonstrated at every opportunity where the students show respect by listening to and actively participating to the acknowledgement of country and observing the Aboriginal flag. Students are able to actively engage in this ritual by discussing the lands, cultures, languages, arts and histories of the Aboriginal people from the lands from which they live on based on their home schools. We have students that come from across NSW and live on many lands of our Aboriginal elders.

Throughout the year each class also engages in units of work incorporating celebrating aboriginal people and culture. We welcome Aboriginal parents and community members to our school and value their contributions and engagement with The Hospital School at Westmead.

## Anti-Racism Policy

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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.

## Anti-Racism - School statement

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The anti-racism officers plays an important role in assisting the principal to implement three major aspects of the anti-racism policy:

- promoting anti-racism education
- supporting the handling of complaints
- monitoring incidents of racism

## Multicultural Education Policy

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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

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The students at The Hospital School at Westmead reflect the global community with over one third having a language background other than English. At The Hospital School at Westmead, we deliver high quality teaching programs to develop English language proficiency. Improved English language proficiency enables English as an Additional Language or Dialect (EAL/D) students to effectively communicate with peers and teachers plus participate in the curriculum content to achieve learning outcomes.

The EAL/D program continues to expand with a greater number of students receiving personalised literacy and communication tuition. Students participated in extra routine social interactions and structured reading activities to develop English Language proficiency. Resources have also been prepared and distributed to classrooms and the school library for use with EAL/D learners in consultation with the classroom teacher.

We celebrated Harmony Day as a whole school. Students prepared themed works of art and craft throughout the day and engaged in some fun and games. Harmony Day is about promoting inclusivity, respect and a sense of belonging for everyone.

## Other School Programs (optional)

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### The Deafness Centre Programs

The Hospital School at Westmead has a Specialist Teacher-Hearing (ISTH) placement in the Deafness Centre at the Children's Hospital at Westmead. Working as a collaborative team with specialised hearing paediatricians and social workers, the specialist teacher consulted on educational issues and provided educational pathways for Deaf and Hard of Hearing children. In 2021, the ISTH refined Telehealth practices during lockdowns and updated and distributed educational information specific to hearing loss to families at the hospital and across the state.



Some of our primary students acknowledging Sorry Day.