

2022 Annual Report

Royal Prince Alfred Hospital School

Hospital School



Royal Prince Alfred

5543

Introduction

The Annual Report for 2022 is provided to the community of Royal Prince Alfred 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

Royal Prince Alfred Hospital School

83-117 Parramatta Road

CAMPERDOWN, 2050

<https://rpahos-s.schools.nsw.gov.au>

rpahos-s.school@det.nsw.edu.au

95199934

School vision

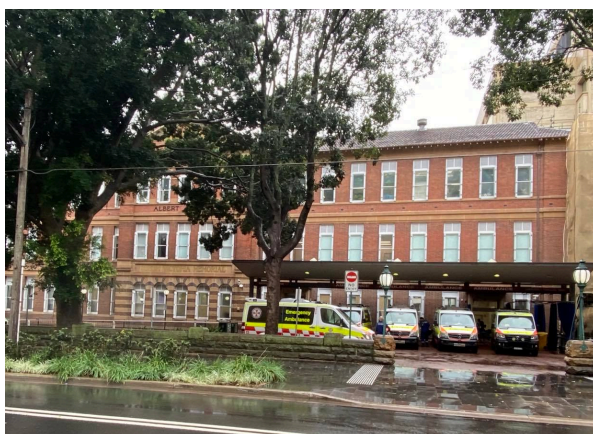
We are committed to providing an individualised educational service to all school aged patients of RPA Hospital ensuring students remain connected to their learning, connected to their school and connected to their community.

School context

Royal Prince Alfred Hospital School is a K-12 school for specific purpose in the inner Sydney suburb of Camperdown. The students of our school are the patients of RPA Hospital which is situated within the NSW Health, Sydney Local Health District. The teaching and learning takes place within the RPA Hospital Children's Ward, bedside in other wards and virtually when required. Enrolments reflect the high mobility rate of potential students and students come from all educational sectors, including Public, Catholic and Independent schools. Students from Public Schools remain on the permanent rolls of their home schools and are shared via ERN. In 2022, Royal Prince Alfred Hospital School recorded 691 school attendance days of numerous students.

There is one Teaching Principal, 1 classroom teacher, 1 temporary teacher and 2 school administration and support officers.

The school recognises that all children have a right to an education and the school has a duty to provide high quality educational opportunities which are appropriate for children who are temporarily or permanently affected by ill health or disability. In accordance with the Department's Disability Strategy we endeavour to ensure that all students feel welcomed; receive a clear demonstration of learning outcomes from teachers; and experience smooth transitions between our school and other educational settings.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maintain educational continuity in literacy and numeracy skills that meet the individual needs of the student and connect with the learning at home schools. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

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.

- Formative assessment for targeted individual learning
- Effective reading and numeracy strategies throughout stage based programming
- Wellbeing initiatives to promote connection to learning, school and community
- Successful partnerships with NSW Health, local schools and the Hospital School Network

Resources allocated to this strategic direction

SSP supplementary funding: \$27,241.22

Socio-economic background: \$1,200.00

Per capita: \$7,000.00

Summary of progress

ENGAGING LEARNERS

Activity: Individualised Learning Plan's (ILP's) are prepared for every student, every lesson, every day. ILP's include: enrolment data, gathered from enrolment surveys; lesson focus area; learning intentions and success criteria; syllabus links; and evidence of learning activities, including photographs of all assessments and learning tasks. Data from student and parent surveys is also recorded on ILP's and this record of learning is sent to census schools, showing the student's continuity of learning at the RPA Hospital School.

Impact: ILP's provide evidence of targeted literacy and numeracy lessons meeting the individual student's learning needs. The daily feedback and data provided by students, parents and census schools indicates that our school is meeting the learning needs of the students and the assessment, explicit teaching and reflection strategies we have employed proficiently meet educational needs. A review of ILP's over time has shown: teachers are consistently using assessment data to plan individualised lessons; students are regularly reflecting on their learning; and parents have given positive feedback on the educational support 100% of the time.

The data indicates that teachers know how students learn and that adjustments have been made in accordance with student need. The data indicates that high potential learners have been engaged in literacy and numeracy tasks that extend their knowledge and students currently operating below stage levels in literacy and numeracy have had scaffolds to assist in their learning tasks.

The RPA Hospital School has also ensured the priorities of census schools are taken into consideration when making literacy or numeracy lesson decisions. The RPA Hospital School staff use NAPLAN and attendance data to frame their discussions and lesson decisions.

Implications: The RPA Hospital School will continue to use the current format of the ILP and strategies currently employed by all staff. We will ensure that new curricula is taken into consideration throughout 2023 and beyond. We will also advocate for ILP's to be utilised within the Hospital School network, as contextually appropriate.

THE GLEBE PROJECT

Activity: The RPA Hospital School programmed and facilitated an intensive literacy support program for a small group of Glebe Public School ES1 students who had been identified as making little progress during semester one in their classroom setting. The literacy support program included individualised programming, based on formative assessment and anecdotal evidence, as well as intensive, explicit teaching and learning sessions three mornings (Mon-Wed) per week for a period of 11 weeks during semester two. The partnership with Glebe Public School was built and strengthened during 2021-2022 due to shared enrolments between our schools. We reviewed the assessment data gathered during hospital stays, and determined that students who had visited our setting from this local school had lower than expected literacy and numeracy skills. We noted illness as one of the contributing factors. The joint venture between the schools, known as the Glebe Project, was established as an early intervention program.

Impact: On average, students who actively participated in the project successfully moved 3 learning progressions. Glebe PS has reported this progress is also evident within the classroom. Formative and summative assessment data was shared with the principal and all ES1 teachers at Glebe PS for reporting purposes.

Implications: The intensive literacy intervention proved successful for all participating students. However, the team noted the intervention may have had better results over time if started within semester 1. Future projects and interventions for ES1 students will be planned, in conjunction with local schools, for term 2.

CONNECTION TO SCHOOL

Activity: The RPA Hospital School has established links with students throughout the RPA Hospital, including the RPA paediatric outpatient program by providing a hospital stay kit which includes the provision of a book to promote reading. This hospital stay kit has been used to: connect and engage students to learning through the use of quality texts; connect students to school through teacher interactions; and connect families with trusted services (i.e. NSW Education and NSW Health) through the provision of daily interactions in the hospital space.

Impact: Anecdotal evidence from students, parents and hospital staff has indicated our hospital kit program has successfully linked students to learning and increased their sense of wellbeing during their hospital stay. Census school executives and teachers have advised hospital stay kits have been showcased during student 'news' and the hospital stay kit bag is being utilised as a library bag at school. The success of the hospital school stay kit has been shared with John Hunter Hospital School and it is introducing the concept in 2023.

Implications: This successful project will continue to be refined and replicated in the future. We will also advocate for hospital stay kits to be utilised within the Hospital School network, as contextually appropriate.

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
We will continue to Excel in the theme of Formative Assessment in accordance with assessment at the time of external validation.	Formative assessment is expertly integrated in every explicit teaching lesson with every student. Assessment is evident in ILP's which are reported on a daily basis to census schools. Each lesson is targeted to individual need.
Effective reading and numeracy strategies, in accordance with the Department of Education initiatives, will be embedded in all programs and reviewed as part of our Quality Teaching Rounds initiative. (see SD2)	Effective reading and numeracy strategies are embedded in all programs, including the early implementation of K-2 syllabus, and evidence of teaching and learning is recorded in each student's ILP.
We will continue to Excel in the theme of Wellbeing in accordance with assessment at the time of external validation.	<p>We have continued to excel in the theme of Wellbeing by implementing four focus areas:</p> <ol style="list-style-type: none"> 1. Explicit teaching bedside in the RPA Children's Ward, which includes individualised teaching and learning based on assessment data gathered at the point of contact. 2. An educational service in the RPA Emergency Department, including the safety planning for students at the time of an acute mental health crisis. 3. An educational service for outpatient appointments, which includes sharing information between Health and Education, as necessary, to cater to the needs of the patient/student within our care. 4. Transition to school support, including: team teaching; small group work; safety planning; restorative circles; and professional learning for staff in local networks.
We will continue to Excel in the theme of Transitions and Continuity of Learning in accordance with the assessment during external validation.	We have continued to excel in the theme of Transitions and Continuity of Learning. We ensure that every student is provided with individualised lessons and this is evidenced in ILP's which are reported to all census schools. We ensure that all patients/students are aware of the clear link

Hospital School staff will continue to build successful relationships with RPA Hospital staff, schools and parents and be invited to attend and/or present at professional learning opportunities.

between our school and their census school through the provision of strength based discussions about census schools. We also use the data of local schools to inform practice.

Our transition work is our strength. We ensure we partner with local schools so that transitions between school and the Health setting is seamless.

Strategic Direction 2: High quality teaching practice

Purpose

Evidence based teaching practices will provide all students with the opportunity to reach their potential. Collecting data throughout the learning cycle will inform individualised teaching and learning programs plus support student achievement. Collaborating with other service providers will ensure service delivery is coordinated, goal focused and taking into consideration the needs of the child.

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 in accordance with 'What Works Best'
- Explicit teaching strategies to cater to the needs of our short term stay students
- Quality Teaching Rounds to improve teacher practice
- Teacher accreditation to support teacher development

Resources allocated to this strategic direction

QTSS release: \$3,447.63

SSP quality teaching support: \$6,739.10

Professional learning: \$5,575.01

Summary of progress

QUALITY TEACHING ROUNDS (QTR)

Activity: The RPA Hospital School team attended the inaugural QT conference in May 2022 to gauge a better understanding of the QTR journey from a school perspective and engage with the data of QTR schools overtime. During the conference, we established a relationship with senior research fellow Dr Leanne Fray who agreed to research the QTR journey of staff in the hospital space. This research project has grown to include three hospital schools: Royal Prince Alfred Hospital School, Royal North Shore Hospital School, and Sydney Children's Hospital School, Randwick and will continue to be our focus in 2023.

Impact: Teachers reflect on their practice, and hold collegial discussions with points of reference from the QT Framework.

Implications: These collegial discussions will be embedded in future QTRs and the future impact of QTR's will be researched by the University of Newcastle in conjunction with the staff of RPA Hospital School.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
We will continue to Excel in the theme of Differentiation in accordance with assessment at the time of external validation.	We have excelled in the theme of differentiation as evidenced by our Individual Learning Plans which cater to the individual needs of all students. We pre-assess all students and target teaching and learning to their need.
We will continue to Excel in the theme of Explicit Teaching in accordance with assessment at the time of external validation.	We excel in explicit teaching due to the nature of bedside teaching. We set clear learning goals for all students, with success criteria. Our teachers model tasks, support students and independently challenge students to succeed. We provide students with timely, relevant feedback and opportunities to reflect on the learning process every lesson. Evidence of learning, including learning intentions, success criteria, work samples and feedback gathered is reported for every lesson, every day.
We will continue to Excel in the theme of Improvement in Practice within	We continue to increase our service delivery in the hospital space due to the strengthening of our relationships with NSW Health colleagues and our

Professional Standards in accordance with the Teaching Domain of the School Excellence Framework.

local school networks. This is evidenced through our work in the RPA Emergency Department, with RPA outpatients and our Glebe PS Project.

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$5,575.01</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 Royal Prince Alfred Hospital School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching strategies to cater to the needs of our short term stay students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All teaching staff attended the Quality Teaching Rounds Foundation course, QTR Conference and implement QTR in semester two. <p>The allocation of this funding has resulted in the following impact: Teachers have begun to reflect on their practice, and hold collegial discussions with points of reference from the QT Framework. These collegial discussions will be embedded in future QTRs and the future impact of QTR's will be researched by the University of Newcastle in conjunction with the staff of RPA Hospital School.</p> <p>After evaluation, the next steps to support our students will be: Ensure all teaching staff are involved in the QTR process in 2023 to maintain high expectations and professional growth.</p>
<p>Socio-economic background</p> <p>\$1,200.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Royal Prince Alfred 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"> • Effective reading and numeracy strategies throughout stage based programming <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • iPads were purchased for students to access the curriculum during their hospitalisation. <p>The allocation of this funding has resulted in the following impact: A review of ILP's overtime has shown that teachers are consistently using assessment data to plan individualised lessons; students are regularly reflecting on their learning; and parents have given positive feedback on the educational support 100% of the time. All students have access to technologies required to connect with the curriculum.</p> <p>After evaluation, the next steps to support our students will be: The RPA Hospital School will continue to use the current format of the ILP and strategies currently employed by all staff. We will ensure that new curricula is taken into consideration throughout 2023 and beyond, and all students will have access to the technology needed to access the curriculum.</p>
<p>QTSS release</p> <p>\$3,447.63</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Royal Prince Alfred Hospital School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching strategies to cater to the needs of our short term stay

<p>QTSS release</p> <p>\$3,447.63</p>	<p>students</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All teaching staff participated in learning walks, in collaboration with other hospital school settings, and engaged in QTR training. <p>The allocation of this funding has resulted in the following impact: We implemented QTR in Term 4 of 2022. This has included the registration of teachers; initial online surveys, online pre-implementation interviews, and staff observations from university staff. Prior to implementation, the team incorporated reflections on professional readings within team meetings. This practice will now occur in the QTR process.</p> <p>After evaluation, the next steps to support our students will be: Teachers reflect on their practice, and hold collegial discussions with points of reference from the QT Framework. These collegial discussions will be embedded in future QTRs and the future impact of QTR's will be researched by the University of Newcastle in conjunction with the staff of RPA Hospital School.</p>
<p>COVID ILSP</p> <p>\$8,619.00</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 2022.</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"> • Targeted, explicit instruction for student groups in literacy and numeracy was provided and outcomes reported to census schools. <p>The allocation of this funding has resulted in the following impact: A review of ILP's overtime has shown that teachers are consistently using assessment data to plan individualised lessons; students are regularly reflecting on their learning; and parents have given positive feedback on the educational support 100% of the time. Every lesson, every day caters to the individual needs of the student and is reported to census schools for continuity of learning.</p> <p>After evaluation, the next steps to support our students will be: The RPA Hospital School will continue to use the current format of the ILP and strategies currently employed by all staff. We will ensure that new curricula is taken into consideration throughout 2023 and beyond.</p>
<p>SSP supplementary funding</p> <p>\$27,241.22</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Royal Prince Alfred Hospital School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective reading and numeracy strategies throughout stage based programming <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • The employment of additional staff to improve curriculum implementation. <p>The allocation of this funding has resulted in the following impact: These funds have allowed for additional staff release to create, refine and deliver whole school literacy and numeracy virtual units of work, with new curricula embedded, that can be utilised with students in a classroom, bedside or virtually.</p>

SSP supplementary funding \$27,241.22	After evaluation, the next steps to support our students will be: The RPA Hospital School will continue to refine our programs and incorporate new curricula throughout 2023.
--	---

Student information

RPA Hospital School students range from Kindergarten to Year 12. In 2022, 62% of enrolments were in our primary school program and 38% were secondary students. 58% of students were regularly enrolled in NSW Public Schools, while 42% were from the independent education sector. In 2022, 60% of enrolments at the RPA Hospital School were for a single day, while 40% of our cohort were enrolled for multiple days during their hospital stay. These statistics parallel the short term nature of the model of care currently at RPA Hospital.

In 2022, the RPA Hospital School recorded 691 school attendance days of numerous students.

The RPA Hospital School reviews school attendance data from census schools and holds attendance discussions with every student. Attendance matters raised during a hospital stay are reported to census schools for local management with families.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.2
Teacher Librarian	0.08
School Administration and Support Staff	2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,142,418
Revenue	624,275
Appropriation	622,913
Sale of Goods and Services	-250
Investment income	1,612
Expenses	-702,868
Employee related	-595,449
Operating expenses	-107,419
Surplus / deficit for the year	-78,592
Closing Balance	1,063,826

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	1,273
Equity - Aboriginal	0
Equity - Socio-economic	1,273
Equity - Language	0
Equity - Disability	0
Base Total	549,400
Base - Per Capita	7,050
Base - Location	0
Base - Other	542,350
Other Total	43,086
Grand Total	593,759

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

Due to the ever changing nature of our student enrolment and community, the RPA Hospital School ensures all community members are given opportunities to provide feedback each day, each lesson and each external interaction. Students are surveyed at the end of each lesson to gauge engagement. Parents are surveyed at the end of each lesson to gauge parent satisfaction in our educational service. Census schools are given an opportunity to provide feedback each day, as part of our daily reporting of individualised learning plans. NSW Health colleagues are also surveyed annually and results are shared with colleagues.

STUDENT FEEDBACK

Student feedback is requested at the end of each lesson via a QR Code system. In 2022, 100% of students surveyed were able to articulate their lesson goal. All students surveyed indicated they were engaged in their learning, were able to record what they did well and how they could improve.

PARENT/CARER FEEDBACK

Parent and/or carer feedback is requested at the end of each student's lesson via a QR Code system. In 2022, 100% of parents and/or carers surveyed strongly agreed that the teaching and learning activities were appropriate and engaging. 100% of parents and/or carers surveyed strongly agreed that the communication from the RPA Hospital School and staff was clear and easy to understand. The following is a sample of additional comments left by parents and/or carers:

Real, balanced, calm and level-headed teachers that helped break the drudge of the hospital day and bring a sense of normal to proceedings.

The hospital school is a service that I did not know existed before my son had an extended stay in hospital. It is a wonderful service, staffed by enthusiastic and caring teachers. Even though my son has a dedicated classroom teacher and supportive school, the hospital teachers bridged the gap and ensured that my son had no concerns about falling behind his classmates. Thank you!

[Teacher] was so great. She went to lengths to engage [student] and to tailor learning to her level. Thanks a lot!

Thank you for the amazing work you do to help children continue their learning while they are in hospital. You are modern day heroes.

[Teacher] has been incredibly kind, patient and supportive of [student's] learning whilst in the short stay children's ward. RPA Hospital School is a service we weren't expecting but greatly appreciate.

[Teacher] was fantastic and engaging! My son learnt some new maths strategies in the short time that he was here. Thank you.

TEACHER FEEDBACK

The teaching staff at the RPA Hospital School are highly trained individuals who work collaboratively with NSW Health to ensure all teaching and learning decisions made are student centred. It is important that our teaching staff feel supported in their role and understand how the school's Strategic Improvement Plan drives improvement in results, in practice and in priorities. When teachers were surveyed about their job satisfaction the following statement was recorded:

The communication from the school principal is clear, precise and supportive, allowing me the opportunity to develop my own skills as a teacher as well as a leader in the Assistant Principal role. The principal has included me in the development of the SIP process, ensuring that I have an in depth understanding of the school. Engaging with students to deliver quality educational, individualised learning plans, allows for a high level of job satisfaction.

CENSUS SCHOOL FEEDBACK

The RPA Hospital School provide Individualised Learning Plan (ILP) reports to census schools every lesson, every day. Feedback is requested from census schools via a QR Code system. In 2022, 100% of census schools surveyed strongly agreed that the teaching and learning activities were appropriate and engaging. 100% of census schools surveyed strongly agreed that the communication from the RPA Hospital School and staff was clear and easy to understand. The following is a sample of additional comments left by census schools:

*This was a particularly well designed task as it aligned with our writing focus - poetry. I also loved that [student] learnt about a new poet. We agree that [student] is a delight to teach and we are so pleased that she is in such good care while she is away from us. **Teacher, Medlow Public School***

Thank you for taking the time to send through the lesson you completed with [student]. It is great to see her connecting during her stay. **Teacher, Goodooga Central School**

[Teacher] was fabulous with her lesson choices and her ability to gauge [student's] zone of proximal development. The lesson plans, including photos that were sent to me each day, were comprehensive and informative. It was very comforting to know that [student] was receiving instruction and a continuity of learning whilst in hospital. It was also evident that [teacher] was able to build a rapport with [student] to support him academically and emotionally. I am very grateful and impressed with the Hospital School. Congratulations on a fabulous service. **Teacher, Wilkins Public School**

On behalf of Petersham Public school, I would like to send my sincere thanks for keeping [student's] needs at the forefront of every decision made at RPA. The partnership between our schools promoted consistency during a time of uncertainty. The daily feedback forms and regular phone calls allowed [teacher] and I to feel connected to [student], and I have no doubt this played a large role in his successful transition back to our school. **Principal, Petersham Public School**

NSW HEALTH FEEDBACK

100% of NSW Health staff surveyed strongly agreed that the RPA Hospital School and education is a valuable asset to RPA Hospital. 75% strongly agreed and 25% agreed that the RPA Hospital School and the educational opportunities provided play an important role in the care of school aged patients at RPA. 75% strongly agreed and 25% agreed that the RPA Hospital School and the wellbeing support provided play an important role in the care of school aged patients at RPA. The following is a sample of additional comments provided by NSW Health colleagues:

We are so privileged to have a hospital school with such passionate, engaged and skilled teachers. The partnership that has developed with Wendy and Linda at the helm has been exceptional and our kids and families are better supported than ever before. Wonderful work has and is being done in facilitating transition back to school, support around mental health, involvement in the child protection/child safety space and learning support. Much of this work is innovative and has the potential to change strategy and policy in the Hospital School space more broadly. Hats off to all the staff of the Hospital School. We look forward to an ongoing and exciting future together.

Dr John Cass-Verco, Head of Department Paediatrics, Royal Prince Alfred Hospital

I've seen the transition of our new school teachers and programs they have set up over the last year or so and I'm very impressed. From amazing new equipment being used, interaction with patients and families being patient centred care and interventions delivered either at the bedside, in the classroom and even those with COVID in isolation, I've been amazed with the transformation of this service. Furthermore, the importance of this team linking in with the child's current school has highlighted areas that the child maybe struggling with due to illness, learning difficulties that have been assessed whilst being an inpatient and informing schools of tricky family dynamics/ mental health issues that were observed whilst being in hospital. This gives me a great sense of knowing once our children leaves our ward they will be not only supported with follow up medical appointments but their educational journey will be shared back to their school so that when they return to school, teachers and principals will be well informed to support these little individuals as they continue to flourish through their young lives. Another fabulous involvement of the school teachers on our ward is the feedback they receive from schools and families on returning to school is shared with us which I greatly appreciate, as we always like to know how things progress for them once they get discharged from our services. This team is very much valued by our staff, patients, families and the wider community as a whole. I look forward to continuing to work closely with this fabulous team.

RPA Children's Ward nurse.

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.