



2022 Annual Report

The Childrens Hospital School

THE HOSPITAL SCHOOL AT WESTMEAD

5751

Introduction

The Annual Report for 2022 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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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 Children's Hospital at Westmead is the largest hospital school 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 provides evidence-based proactive and future-focused education to develop academic motivation and resilience.

The Hospital School uses specialist knowledge to develop and apply neuroscience to education. We use evidence-based research from neurological findings to develop learning strategies which promote learning that is in alignment with the way the brain is naturally designed to learn. Our specialist teachers focus on providing opportunities for all students to become critical and creative thinkers, who are known, valued, and cared for. We achieve this 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 and well-resourced learning spaces, by the students' bedside on the ward or by connected learning using telepresence technology.

Our unique setting accommodates patients and where needed, their siblings. Our students come from across NSW, other states, and overseas.

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

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	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	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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: \$131,850.78

AP Curriculum & Instruction: \$22,585.65

COVID ILSP: \$8,625.00

Summary of progress

In 2022, The Hospital School provided flexible and dynamic learning to accommodate the complexity of our students. Our initiatives for 2022 focused on developing a systematic and reliable approach to the assessment and reporting of student learning, growth, and wellbeing.

Supporting student growth in Literacy and Numeracy is critical in the context of chronically unwell students who may have missed time at school, due to their health needs. Strengthening understanding of Literacy and Numeracy progressions, assessing student need against formative assessment tools and using data to inform instruction have been central to student growth and attainment in 2022.

Our next steps in 2023 will be a stronger focus on building consistent teacher judgement, using data effectively to drive personalised learning and using feedback to clarify personal learning goals and achievements.

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.	All teachers received professional learning on the Literacy and Numeracy progressions and 50% students have been assessed and plotted against these.
All Teachers will have identified Literacy and Numeracy goals on students IEPs as a baseline of expected growth.	All teachers have identified Literacy and Numeracy goals on student IEPs as a baseline of expected growth.

Strategic Direction 2: Transition planning.

Purpose

To create a strategic approach to collaborative transition processes that embeds 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

SSP supplementary funding: \$27,727.77

Professional learning: \$2,416.00

QTSS release: \$52,174.13

Socio-economic background: \$45,968.00

SSP quality teaching support: \$53,912.81

Summary of progress

In 2022 The Children's Hospital School focused on building consistent school wide practices aligned to the syllabus, to support learning and wellbeing for all students. This was achieved through collaboration with census schools, engagement with medical teams, supporting student entry and exits, and accountability systems of personalised planning and documentation.

Through collaboration with other schools both within our network and further afield, we were able to set up effective and informed transition processes and systems by employing a specialist transition teacher.

All teachers ensured consistent implementation of individualised learning and wellbeing programs using appropriate school wide data sources. The accountability around delivering, Personalised Learning Plans, Individual Education Plans, formative assessment results, and summative assessments to census schools had increased significantly.

The next step will lead to administrative systems being in place to record, store and share educational planning.

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
Teachers will demonstrate consistent school wide practices in using syllabus outcomes and metalanguage in both learning and wellbeing goals in plans for students through IEPs and PLPs.	Teachers demonstrate consistent school wide practices in using syllabus outcomes and metalanguage in both learning and wellbeing goals in plans for students through IEPs and PLPs.
The school wide processes of transition will be trialled and evaluated in each school setting.	The school wide processes of transition have been trialled and evaluated in each school setting.
The teaching and learning cycle will be consistently implemented to program for individual student learning and wellbeing need based on current and appropriate student data.	The teaching and learning cycle has been consistently implemented to program for individual student learning and wellbeing need, based on current and appropriate student data.

Strategic Direction 3: Best practice for students with chronic illness.

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.

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

Resources allocated to this strategic direction

SSP supplementary funding: \$85,221.60

Professional learning: \$1,200.00

Per capita: \$49,060.29

Summary of progress

Our school is committed to implementing effective, explicit teaching through evidence-based teaching and learning pedagogies and is dedicated to having a planned approach for student wellbeing and community engagement. Strengthening how staff understands, supports, and works with students with chronic health conditions is central to high quality and flexible delivery of teaching and learning programs.

Expert teachers provided staff at census schools with professional learning to deliver their teaching via Telepresence Robot.

Mind Brain Body Education (MBBE) and Trauma Informed Practice (TIP) were identified as best practice pedagogical approaches through which teachers have made adjustments to learning programs. This has led to increased engagement and learning outcomes for students

School profile has improved and community awareness has increased through an ongoing social media presence in our community and increased access to enrolment through the online processes.

Next steps for 2023 will be to embed the expertise and innovation across all school settings in partnership with Sydney Childrens Hospital Network.

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
Expertise and Innovation - 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.	Whole school capacity has been 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.
Expertise and Innovation - Pedagogy Researching and targeting best practice pedagogical approaches to make	Through researching and targeting best practice pedagogical approaches adjustments to learning programs have been made and this has led to improve in engagement and learning outcomes for students.

adjustments to learning programs to improve engagement and learning outcomes for students.

Community Partnerships

Electronic communication will be enhanced to engage a wider stakeholder audience in supporting and informing the work of The Hospital School.

Data capture mechanisms will be embedded in the school website and social media channels with the data being used to inform further enhancements to build The Hospital School at Westmead as the NSW Centre for Expertise in the Education of Students with a Chronic Illness in partnership with SCHN.

Electronic communication has enhanced engagement with a wider stakeholder audience which has supported and informed the work of The Hospital School.

Data capture mechanisms have been embedded in the school website and social media channels with the data being used to inform further enhancements to build The Hospital School at Westmead as the NSW Centre for Expertise in the Education of Students with a Chronic Illness in partnership with SCHN.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$56,000.94</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>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"> • Informed transition processes • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • PL - Build staff capacity in transition processes with a focus on Aboriginal students • SLSO to support school wide DEAR reading program, targeting reading for students from low-socio-economic backgrounds • Transition Teacher employed to develop and document transition process, procedures and products. <p>The allocation of this funding has resulted in the following impact: Capacity has been built in most of our teachers to support successful transition of students back to census schools through a school wide processes, procedures and products. A Drop Everything and Read (DEAR) reading program has been successfully established within the school community to promote reading in our co-located context.</p> <p>After evaluation, the next steps to support our students will be: All teachers will have the skills and capacity to develop and support high quality student transition planning across all transition points.</p>
<p>Professional learning</p> <p>\$17,224.01</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 The Childrens 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"> • Community Partnerships • Personalised learning plan (PLP) • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Special Education Principals and Leaders Association - All Staff • Initial Lit - 3 teachers trained • Mandatory Training - CPR/ Anaphylaxis • ZART Conference visual arts PL - CAPA Teacher • Sentral professional learning suite of modules - 2x Exec • APPA Conference, SPC Deputy Conference, HELP Conference, NSW SPC • Trauma Responsive Practice in Education, Cochlear Technology in the Classroom <p>The allocation of this funding has resulted in the following impact: All staff have had capacity built to maintain currency and explore new pedagogical approaches.</p> <p>After evaluation, the next steps to support our students will be: Professional learning will focus on data use to improve teaching and learning programs for students.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Childrens</p>

<p>\$52,174.13</p>	<p>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"> • Personalised learning plan (PLP) • Informed transition processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The employment of an additional teacher has supported our improvement of IEPs for all students, incorporating evidence-based learning goals, and a rubric for assessment.</p> <p>After evaluation, the next steps to support our students will be: To document this in Literacy and Numeracy progressions onto PLAN software to better support all students.</p>
<p>COVID ILSP</p> <p>\$75,520.00</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"> • Assessment and reporting of student learning growth • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The employment of an additional SLSO has enabled us to deliver targeted literacy and numeracy support to individuals and small groups to target specific areas of growth.</p> <p>After evaluation, the next steps to support our students will be: Maintain this program to continue to support our students to achieve growth in Literacy and Numeracy.</p>
<p>Per capita</p> <p>\$49,060.29</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>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"> • Community Partnerships • Telepresence - Expertise and Innovation <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Hybrid teaching resources IWB/Notebooks/Proloquo to go communication App • Aboriginal Education enhance program <p>The allocation of this funding has resulted in the following impact: Funding was used to upgrade technology such as interactive whiteboards and laptops for classrooms and ward teaching.</p> <p>After evaluation, the next steps to support our students will be: Develop and implement a hybrid teaching model to better engage and support teaching and learning in classrooms and by bedside.</p>

<p>SSP quality teaching support</p> <p>\$53,912.81</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>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"> • Differentiated approach to curriculum delivery <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to improve curriculum implementation <p>The allocation of this funding has resulted in the following impact: A scope and sequence of lessons that incorporate aboriginal culture was developed.</p> <p>After evaluation, the next steps to support our students will be: This scope and sequence will be delivered in 2023 across all classroom settings to strengthen cultural understanding.</p>
<p>SSP supplementary funding</p> <p>\$343,321.84</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>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"> • Data skills and use in Literacy and Numeracy • Assessment and reporting of student learning growth • Community Partnerships • Personalised learning plan (PLP) • Informed transition processes • Differentiated approach to curriculum delivery • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of executive team to lead high quality teaching and learning programs • employment of a business manager to improve the communication between the school and external stakeholders <p>The allocation of this funding has resulted in the following impact: Employment of an Assistant Principal Learning and Support who works collaboratively with medical teams to coordinate high quality educational pathways for all students. Employment of a Business Manager to build relationships with all stakeholders and to grow our communication strategy.</p> <p>After evaluation, the next steps to support our students will be: To better support our students and thier families navigating education in a hospital setting.</p>
<p>AP Curriculum & Instruction</p> <p>\$22,585.65</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</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"> • Data skills and use in Literacy and Numeracy • Assessment and reporting of student learning growth <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of AP to support development of high quality teaching and learning programs aligned to the Literacy and Numeracy progressions

<p>AP Curriculum & Instruction</p> <p>\$22,585.65</p>	<p>The allocation of this funding has resulted in the following impact: Aligning our teaching and learning programs and assessment and data with the Literacy and Numeracy progressions.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop the capacity of all teachers to use the Literacy and Numeracy progressions for growth for all students.</p>
<p>Curriculum Reform Teacher Release</p> <p>\$5,438.00</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>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 allocation include:</p> <ul style="list-style-type: none"> • Release K-2 teachers to complete curriculum reform learning modules <p>The allocation of this funding has resulted in the following impact: All K-2 teachers completed the relevant curriculum reform training and created new programs reflecting the curriculum changes.</p> <p>After evaluation, the next steps to support our students will be: Use the created programs in teaching and learning.</p>

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures 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
Assistant Principal(s)	0.2
Classroom Teacher(s)	10.13
Teacher Librarian	0.2
School Counsellor	0.2
School Administration and Support Staff	6.02

*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	1,028,324
Revenue	2,828,706
Appropriation	2,822,419
Sale of Goods and Services	-250
Grants and contributions	3,725
Investment income	1,312
Other revenue	1,500
Expenses	-2,508,032
Employee related	-2,207,271
Operating expenses	-300,761
Surplus / deficit for the year	320,673
Closing Balance	1,348,997

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	56,001
Equity - Aboriginal	0
Equity - Socio-economic	56,001
Equity - Language	0
Equity - Disability	0
Base Total	1,871,957
Base - Per Capita	49,060
Base - Location	0
Base - Other	1,822,897
Other Total	702,455
Grand Total	2,630,413

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

All students have been given the opportunity to reflect on their time at The Hospital School and respond to a survey. The survey reports that 80% of students feel supported in their learning and wellbeing by their teachers at The Hospital School. Of our students, 74% strongly agree or agree that they are making positive relationships with their peers while attending The Hospital School.

All parents/caregivers have been given the opportunity to provide feedback to The Hospital School. Our outstanding result is that parents/caregivers report that they are informed about our school and their child's learning progress. Parents/caregivers report they feel welcome, can easily speak with their child's teacher and that written information is in clear plain language.

All teachers have been given the opportunity to complete the Tell Them From Me survey. In their responses it can be seen that 100% of teachers report that they have the skills and confidence to meet the needs of students with disability or special needs. Our focus for 2023 will be to improve teachers' capacity and confidence to better meet the needs of our Aboriginal students.

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.