

2023 Annual Report

St George Hospital School



ST GEORGE
HOSPITAL SCHOOL

5513

Introduction

The Annual Report for 2023 is provided to the community of St George 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.

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Message from the principal

Welcome to the 2023 Annual Report. I am very proud to report that our school has continued to achieve many significant achievements this year in providing Personalised Learning Plans (PLPs) for all students with a focus on achieving literacy and numeracy outcomes, wellbeing and successful transitions. The school has continued to build on and successfully operate the outreach class, providing personalised learning and support to students disengaged from school due to diagnosed mental health conditions. The school has also continued to work in strong partnership with the staff of the paediatric ward at St George Hospital School and Arncliffe West Infants School, where the outreach class is located.

Our school's attendance data and student engagement outcomes continue to be a source of pride for all of us. Daily attendance data for the outreach class continues to reflect substantial growth and a positive increase in student mental health and well-being. This achievement is a testament to the effort of all students as well as the dedication of our hard-working staff.

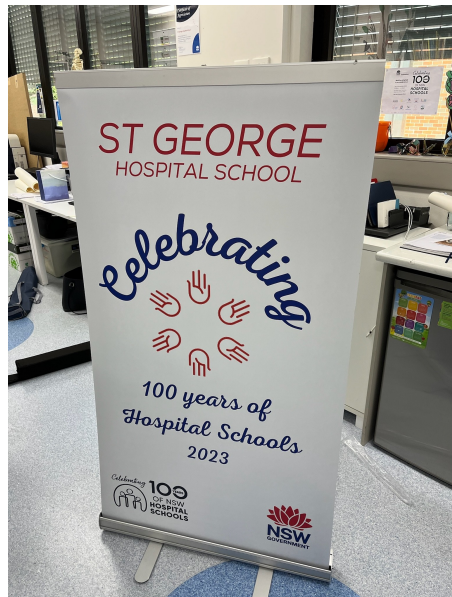
Finally, I wish to acknowledge the school's ongoing commitment to fostering collaborative and positive connections that continue to grow with the families and allied health professionals, forming effective partnerships.

It has been an honor to lead St George Hospital School.

Vanessa Marsden

Relieving Principal

St George Hospital School.



School vision

St George Hospital School puts student wellbeing needs as the focal point for the delivery of continuity of teaching and learning in an inclusive and supportive learning environment.

School context

St George Hospital School is a NSW Department of Education School for Specific Purposes. The school currently operates from two locations occupying a classroom within the Paediatric ward of St George Hospital, Kogarah NSW and an Outreach class located within the grounds of Arncliffe West Infants School. The school provides educational support to students from Kindergarten -12 who are inpatients at the hospital as well as students who are identified as outpatients or have experienced extended periods of disengagement from their census school and who require extended educational support for re-engagement and transition.

The school has a strong sense of working with the community, forming significant partnerships with health, families and census schools. These partnerships are imperative and form the basis for student's learning continuity, achievement and success.

St George Hospital School offers a caring and supportive learning environment in the delivery of quality teaching and learning experiences for students during hospitalisation or when enrolled in the Outreach Class. Students work towards personalised learning goals and the achievement of curriculum outcomes. School staff work collaboratively with census schools showing dedication and commitment to continuous learning for all students.

The situational analysis involved a review of the 2022 School Excellence Framework (SEF), Self-Assessment Surveys (SAS), the future directions from the 2021 external validation report and the 2021-2025 Strategic Improvement Plan (SIP). This was supported by thorough consultation with parents, hospital and school staff and a self-assessment against the SEF. The situational analysis provided directions as follows: enhanced staff capacity in the development and implementation of Personalised Learning Plans, as well as knowledge and implementation of the new syllabuses. The situational analysis also highlighted the importance of data skills to ensure authentic evaluation of impact of attendance in the outreach program. School staff made reference to the importance of emotional wellbeing, enhanced opportunities for student feedback and strong parent, health and community partnerships. Staff also indicated the importance of teaching and learning programs that focus on literacy and numeracy targets for students with short term hospital attendance. The situational analysis involved consultation with school staff and health services.

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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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

Every student learns every day in every context and setting. The continuity of learning supports the broad range of periods of hospitalisation from 1 day to extended periods of stay. School practices ensure that there is a personalised learning plan for all students that is relevant, engaging and developed in partnership with census schools and health staff.

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.

- St George Hospital School PLP Proforma
- Student Attendance

Resources allocated to this strategic direction

Summary of progress

In Term 4, 2023 staff participated in enquiry and consultation regarding developing a standardised Personalised Learning Plan (PLP) for students when experiencing periods of hospitalization and from Kindergarten to Year 12 and for the students enrolled in the St George Hospital School outreach class. This involved a thorough evaluation of current PLP processes and proformas. Key features of a suitable plan were recognized and a PLP template was developed for each site. The revised PLP templates identified the learning intentions, identified syllabus outcomes, success criteria, pre and post assessment and any necessary adjustments to support student engagement and progress. This template was developed and implemented serving as a record that is shared daily and/or weekly with each student's census school. In 2024 an adapted PLP proforma for students in the outreach class program will be reviewed and developed collaboratively with parents, census school and allied health personnel. This PLP proforma will include attendance data.

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
100% of staff support the implementation of personalised learning plans for both the hospital school and Outreach Class	95% of staff continue to further develop their understanding and skills in the implementation of personalized learning plans developed for all students enrolled at both the Hospital School and/or the Outreach Class program. The non-teaching staff continue to provide relevant information to support the educational and wellbeing needs of all students.
>70% of students attend everyday	Student attendance continues to be monitored and data collected as part of each student's Personalised Learning Plan. The daily attendance data collected reflects an increase by more than 80%. The attendance data for students enrolled in the Outreach class reflects a marked increase in daily attendance when compared to their pre-enrollment data collected from the census school.

Strategic Direction 2: Successful transitions through continuity of learning.

Purpose

Students transitioning from the hospital school to their census school or alternative educational setting feel confident and empowered by the targeted support provided at the hospital school through a comprehensive transition plan that is focused on learning and student wellbeing.

A shared vision of student success is dependent on regular, collaborative, effective and informative communication with health, census school or alternative educational setting.

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.

- Transition Goals and planning.
- Attendance Data

Resources allocated to this strategic direction

Summary of progress

The focus in 2023 was to further develop effective practices as evidenced in the revised Personalized Learning Plan. The updated PLP reflected student learning with identified learning outcomes and transition goals. Staff developed a consistent approach to the implementation of PLPs and student learning when a student is an inpatient and experiencing a period of hospitalization or if enrolled in the Outreach Class program. This initiative influenced ongoing collaboration and consultation with census schools or alternative educational settings, teacher practice and student learning outcomes. For students attending the Outreach Class, school data demonstrated an increase in the number of students successfully seeking an alternate educational placement rather than returning to their census school. In 2024 the school will continue to engage in ongoing collaborative consultation with key stakeholders to evaluate and enhance PLPs to support the improvement of student learning outcomes, self-efficacy and personal wellbeing.

PLPs, review meetings and consistency of practice were key strategies to support improved student attendance. Staff analyzed each student's pre- enrolment attendance data and wellbeing needs to identify and plan the appropriate adjustments to support their attendance at school. This became a key component of each student PLP. Further, there was an emphasis on sharing attendance data with census schools with ongoing strategies to increase successful reengagement and attendance in all settings. In 2024, the school will transition to the School Bytes platform to ensure a standardized approach to the collection of student attendance data for both sites.

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
80% of students from the the hospital school as inpatients or from the Outreach program will transition successfully to either their census school or an alternative educational setting.	Whole school processes of supporting students to transition to either their census school or an identified alternative educational setting has been implemented successfully. The revised PLP proforma, developed in consultation and collaboration with school community, census school staff and allied health professionals clearly identifies transition goals and outcomes. All students who have attended the outreach class have successfully transitioned to either their census school or an identified alternative educational setting.
70% increased student attendance from base line data gathered from 2022 for longer term students.	All students enrolled in the Outreach Class have data that reflects an increase in their daily attendance. Census School attendance data collected on enrollment at Outreach is then compared to the Outreach Class daily attendance, demonstrating an increase of 75% to 80% of daily student school attendance.

Strategic Direction 3: Collaborative and effective partnerships

Purpose

A shared vision of student success is dependent on regular, collaborative, effective and informative communication with health, census school or alternative educational setting.

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.

- Professional Learning Packages
- Collaborative partnerships with health professionals

Resources allocated to this strategic direction

Summary of progress

The school continues to provide support and opportunities in capacity building at local census schools so to develop greater awareness, understanding and support of students who are diagnosed with internalizing mental health conditions and present with acute disengagement from school. It is provided through a range of collaborative approaches; attending student case meetings, meetings with parents and caregivers and allied health professionals, providing reports and plans to support student transitions and access request applications.

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
St George Hospital teachers to provide information to allied health staff and census schools 100% of teachers undertake professional learning in the new English and Mathematics syllabus in early stage 1 and stage 1.	The school has provided support and information to a range of allied health professionals and census schools on the wellbeing of students. The 2 hospital-based teachers have undertaken professional learning in the new English and Mathematics syllabus in Early Stage 1 and Stage 1.
School staff will provide regular information to allied health professionals on the wellbeing of students. Health professionals to provide updated information and management strategies as part of an ongoing collaborative process. Hospital staff work collaboratively to plan and implement the new English and Mathematics syllabus. St George Hospital School teachers to work collaboratively in developing personalized learning plans for students and share with census schools	Teaching staff continue to provide relevant information to allied health professionals to support the wellbeing of students. Allied health professionals continue to provide relevant information to support the wellbeing of all students. Hospital School teaching staff have developed an updated personalized learning plan to support students when inpatients at the hospital.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,621.86</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St George 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs. • employment of additional staff to support the art therapy program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Access for all students to an art therapy program with increased student engagement and greater wellbeing outcomes achieved. This program enables students to complete outcomes aligned to the visual and creative arts syllabus.</p> <p>After evaluation, the next steps to support our students will be: St George Hospital School will continue to offer an art therapy program in 2024. The school will ensure that new curricula is taken into consideration and addressed in lesson plans and teaching strategies.</p>
<p>Professional learning</p> <p>\$5,759.31</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 St George Hospital School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • regular professional learning sessions for all staff. • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses. <p>The allocation of this funding has resulted in the following impact: Enhanced staff capacity to further develop teacher practice in supporting the ongoing complex learning, mental health and wellbeing needs of our student cohort.</p> <p>After evaluation, the next steps to support our students will be: Continuation of professional learning in 2024 with specific focus on differentiating the curriculum, personalized learning, explicit teaching and addressing the wellbeing and mental health needs</p>
<p>QTSS release</p> <p>\$5,326.56</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St George Hospital School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$5,326.56</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: Transition processes were successfully implemented.</p> <p>After evaluation, the next steps to support our students will be: Maintenance of a transition teacher at the outreach site.</p>
<p>COVID ILSP</p> <p>\$11,927.71</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 2023.</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"> • providing targeted, explicit instruction for student groups in literacy and numeracy • providing intensive small group tuition for identified students • releasing staff to participate in professional learning. <p>The allocation of this funding has resulted in the following impact: All students attending the hospital school site were assessed on their Literacy and Numeracy mapped against the Progressions. The results of the assessments were provided to the census schools.</p> <p>After evaluation, the next steps to support our students will be: Literacy and numeracy focus will continue into 2024 with staff consultation regarding enhancement of the program at both sites.</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 St George 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 site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs • additional staffing to improve curriculum implementation • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. <p>The allocation of this funding has resulted in the following impact: Successful operation of school programs on both sites.</p> <p>After evaluation, the next steps to support our students will be: Continuation of staffing allocation of a teacher and school learning support officer for 2024 so to ensure the operation of the outreach class program, located onsite at Arncliffe West Infants School.</p>

Student information

St George Hospital School provides educational programs to students from Kindergarten to Year 12, who are inpatients and enrolled in Department of Education schools (DoE) as well as the independent sector.

Students attending the Outreach class are from local DoE schools from Years 3 to 12. and local census schools.

St George Hospital School reviews school attendance data for all students attending the Outreach class. Attendance data is collected from census school to reflect the previous 2 terms and then post transition from Outreach. This data is compared to attendance data collected during enrollment at Outreach program.

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	1.21
Teacher Librarian	0.08
School Administration and Support Staff	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	556,075.84
Revenue	678,622.09
Appropriation	655,624.04
Sale of Goods and Services	19,125.00
Investment income	3,823.05
Other revenue	50.00
Expenses	-785,068.66
Employee related	-628,206.91
Operating expenses	-156,861.75
Surplus / deficit for the year	-106,446.57
Closing Balance	449,629.27

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	2,622
Equity - Aboriginal	0
Equity - Socio-economic	2,622
Equity - Language	0
Equity - Disability	0
Base Total	568,549
Base - Per Capita	7,261
Base - Location	0
Base - Other	561,287
Other Total	45,384
Grand Total	616,554

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

St George Hospital School prides itself on our positive and collaborative relationships between parents/carers, teachers and students. Due to the dynamic and changing nature of our student enrolment, the St George Hospital School ensured that all students were given the opportunity to provide feedback each day and reflect on their time at the school. Daily check-ins and surveys were provided to students at both the Hospital School and Outreach class. The school continued to track regular feedback from students, parents/carers, census school staff, and allied health professionals.

STUDENT FEEDBACK:

Systems are in place to support student voice and feedback. At the Outreach class, a student wellbeing check-in is provided on arrival and at the end of the day via a QR code system. All students surveyed were able to articulate how they felt about attending the Outreach class and the impact on their learning. After completing the Outreach program, students are interviewed and able to reflect on their time at Outreach and their feedback is recorded as part of the St George Hospital School video. A sample of some student feedback:

"I feel safe and can learn more". "I feel supported". "I like the class and how inclusive they are". "I have friends here". "Outreach has made such a difference to my life."

When attending the Hospital Class, students are able to provide feedback via a QR code which is reflected in their Personalised Learning Plan (PLP). All students gave a positive response and enjoyed attending the class at the hospital school.

PARENT/CARER FEEDBACK

Parents and /or carers are given the opportunity to provide feedback at the end of a student's attendance at the Hospital School via a QR code and all parents reported that their child's attendance at the school provided continuity of learning and a positive impact on their child's wellbeing.

Hospital and allied health staff continue to value the hospital school and work in partnership with the school staff.

At the Outreach class feedback from parents /carers was collected via a QR code, written correspondence and verbal communication. All parents reported that their child's attendance had increased, the continuity of their learning and their child felt supported and valued, resulting in improved mental health and wellbeing. A sample of some parent/carer feedback:

"I am not sure what we would have done without the Outreach class". "Outreach has made such a difference to my daughter's life and education". "The hospital school class was incredible. Thank you".

The feedback from the census schools was positive and reported that the hospital school provided a personalised and specialised program to support student learning, attendance and wellbeing.

TEACHER FEEDBACK

The teaching staff at St George Hospital School continue to work in a collaborative manner with the NSW Health staff at St George Hospital, Department of Education (DoE) census schools, non-DoE schools and the other allied health professionals. Teacher satisfaction was demonstrated through their daily contribution and dedication to ongoing school improvement and student learning and engagement. All teachers acknowledged and demonstrated a commitment to the continuity of learning through the development of personalised learning plans for all students and the importance of wellbeing being embedded in all daily learning practice. Staff were provided with opportunities to have input into the direction of the school and the school's Strategic Direction through professional discussions, professional learning meetings, staff meetings, daily briefings and check-ins via teams. A weekly bulletin and daily What's App. messaging kept staff informed of school information, events and any operational matters. Teachers also reported being supported by the principal and a sense of professional wellbeing. A sample of some teacher feedback:

"Thank you for your support and communication". "Thank you for advising me of the professional learning and enabling me to attend".



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

St George Hospital School has a strong commitment to embedding Aboriginal perspectives and practices throughout the school. In 2023 hospital school staff supported the implementation of acknowledgement of country to all lessons and meetings. Hospital School staff embedded aboriginal perspectives and policies in daily lesson planning and delivery. Staff also attended professional learning on Aboriginal Education.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

St George Hospital School is committed to building a diverse and inclusive learning environment that benefits all students including students from language backgrounds other than English. The student population reflects a diversity of nationalities. Diversity is embraced and embedded in teaching and learning practices. St George Hospital School celebrated annual events such as Harmony Day, Easter, Ramadan and Eid and Diwali

Other School Programs (optional)

Art Therapy

In 2023, St George Hospital School engaged an external provider to deliver a weekly art therapy program to the students attending the Outreach program. The program was aligned to the Visual and Creative Arts syllabus and formed part of each student's wellbeing strategies. Students valued learning about the various ways throughout history that art is created, its influences and meanings, the different artists and their individual styles. The program also enabled student's opportunities for practical hands-on experience and self-expression through creating art works.

Student feedback continued to be very positive. Students reported enjoying the weekly art lesson with Ramona, looking forward to the lesson. Other feedback included that the art therapy lesson provided them with an opportunity to be

motivated, create and be successful.

Music Therapy

In 2023, St George Hospital School engaged an external service provider to deliver a weekly music therapy program to the students attending both the Hospital school and Outreach class. At the hospital school the music program was highly successful in providing students who are inpatients on the ward and in the class, the opportunity to engage in a fun and supportive learning activity through listening to and creating music. The program was well received by all students, families and the hospital paediatric staff.

The weekly music therapy program offered at the Outreach class provided the students with an opportunity to explore and strengthen their wellbeing, creativity and resilience building through singing, creating music and the writing of lyrics.

The Hospital School also provided music therapy to students with additional needs attending Arncliffe West Infants School. This program provided students who have additional needs and an autism diagnosis with sensory opportunities and communication skill building through a music lesson.

