

2023 Annual Report

Illawarra Hospital School



ILLAWARRA HOSPITAL SCHOOL

5551

Introduction

The Annual Report for 2023 is provided to the community of Illawarra 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

Illawarra Hospital School

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School vision

Illawarra Hospital School is committed to providing a holistic education that is focused upon supporting the continuity of quality education for every student.

The school's inclusive, safe and supportive environment will enable students in exceptional circumstances to connect and engage in meaningful learning and promote student wellbeing.

We will foster authentic partnerships with students, parents, census schools and medical staff to ensure the health and education needs of every student is supported.

School context

Illawarra Hospital School is K-12 SSP located in the Child and Adolescent Ward of Wollongong. The school provides highly individualised and differentiated education, catering for students from Kindergarten to Year 12 who have been admitted to Wollongong Hospital. It provides a supportive and engaging environment enabling students to maintain their educational program. Students are either inpatients or outpatients of Wollongong Hospital. Our students are an extremely diverse group, coming from a range of cultural backgrounds and all sectors of schooling. While the school is situated in the Child and Adolescent Ward, it also caters for older students who may be admitted into other wards. The school staff work closely with the student's census school, parents and family members, medical staff, therapy teams and social workers on a daily basis to provide high quality care and individualised education.

Illawarra Hospital School has an Anxiety and Engagement Outreach Class located on a local primary school site in Fairy Meadow. The flexible learning space providing a shared and alternative education to support children who are showing signs of anxiety and are at risk of disengaging from their school setting. The students are identified by their school. The students are provided with a tailored program that implements strategies to help students overcome their anxieties associated with school and enables them to feel safe in a small and supported environment. The program aims to enhance the student's engagement in education and to partner with schools to build their capacity to manage students with anxious behaviours.

Based on our situational analysis we have identified a need for a strong emphasis on embedding quality, differentiated teaching practices across the curriculum and establishing innovative, high possibility classrooms. The wellbeing and engagement of our students remains a priority. We will revisit our understanding of effective wellbeing practices, reflecting on the needs of our increasing student mental health admission cohort. We will continue to implement and support our initiative supporting primary aged students with anxiety in Wollongong and North Wollongong networks. To ensure every teacher and every leader improves every year we will embed explicit systems that facilitates the sharing of professional knowledge and collaborative practice to sustain whole school improvement.

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

Strategic Direction 1: Student Growth and Attainment

Purpose

To ensure students connect, succeed and thrive in their learning through explicit, evidence-based teaching practices in an innovative learning environment. Our teachers will understand the learning needs of individual students, differentiate their teaching, evaluate their effectiveness and adapt their practice to optimise student outcomes.

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.

- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning
SSP supplementary funding

Summary of progress

A sustained focus on effective classroom practice has been driven through explicit teaching and data informed practice. The focus of data informed practice shifted to strengthening processes and practices in gathering external data for long-term students to support the literacy and numeracy development of these students. Teachers engaged in a range of professional learning opportunities to build their capacity in implementing explicit literacy, numeracy and creative arts teaching strategies. Internal measures indicate an increased shared understanding of processes and practices to support explicit teaching. This was evidenced through observation of teacher practice, professional discourse and teacher self-reflection of professional practice. This learning was supported by improved processes and practices in gathering data from the census schools of long-term students. As a result, long-term students were known in their learning and learning was differentiated to meet their needs.

Next year the focus will be to establish a narrow and deep focus on the implementation of explicit teaching of literacy and numeracy with greater opportunity for staff collaboration. Continue to build strong partnerships with census schools to ensure students are known in their learning.

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
Internal measures indicate the developed formative or interim assessments assists teachers to effectively gather literacy and numeracy area(s) of development for long-term students.	Internal measures indicate increased collaboration with the census school of long-term students leading to improved understanding of the literacy and numeracy needs of these students.
Internal measures show evidence of enactment and refinement of whole school processes and practices to support explicit teaching.	Self-assessment against the School Excellence Framework in the theme of explicit teaching shows the school currently performing at Sustaining and Growing.

Strategic Direction 2: Engage and Thrive

Purpose

To build a positive and inclusive learning environment, in each educational setting, through whole school wellbeing processes and practices that support the wellbeing of all students so they can engage and thrive in their learning and wellbeing.

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.

- Whole School Approach to Student Wellbeing

Resources allocated to this strategic direction

Location

Professional learning

Per capita

6101 Consolidated Fund Carry Forward

Socio-economic background

Summary of progress

Whole school approach to student wellbeing had the focus of enhancing student wellbeing and learning. The implementation of the approach varied across the two different settings based on student needs. The Anxiety and Engagement Outreach Class has demonstrated significant positive impact on student wellbeing as a result of the explicit teaching of social and emotional learning. All students attending the Hospital School reported feeling comfortable in the learning environment and their learning was supported. All parents/carers felt the Hospital School supported the learning and wellbeing needs of their child.

Substantial progress has been achieved in the delivery of the Anxiety and Engagement Outreach Class and the development of the program. Twenty-one students from twelve schools across Wollongong and Wollongong North Networks engaged in the program. Students, teachers and parents/carers mostly indicated a significant improvement in student attendance, and engagement in learning and social activities. A sustained and detailed reflection and refinement by teachers has resulted in further development of the evidenced-based program.

Next year the focus will be to continue to build positive partnerships with all key stakeholders to ensure the wellbeing needs of all students are supported. To build the capacity of staff to support the implementation of teaching and learning practices to develop student understanding of wellbeing. Deliver the Anxiety and Engagement Outreach Class with the focus of improving student data to identify achievements and progress.

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
Internal staff data indicate that all staff have a shared understanding of the elements of successful wellbeing program and are incorporating practices to support the wellbeing needs of individual students.	Internal measures indicate all staff have an improved understanding of social and emotional learning primarily demonstrated through a shared school goal in Performance and Development Plans. Self-assessment against the School Excellence Framework in the theme of Wellbeing shows the school currently performing at Sustaining and Growing.
Internal data identifies that refinements to the Anxiety and Engagement Outreach program has increased the attendance and engagement rates of participants post-intervention over the 2022 baseline.	Internal measures indicated a significant improvement in accessing attendance and engagement data as limited baseline data was collected in 2022. The majority of teachers and parents indicated improved student attendance at census school, and engagement in learning and social activities after the conclusion of the program.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,243.72</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Illawarra 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"> • Whole School Approach to Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • weekly engagement of PAWS Dog Therapy visits to students at both school settings. <p>The allocation of this funding has resulted in the following impact: Students reported positive engagement with therapy dogs, provided a distraction from medical concerns and calmed their emotions. Staff, parents and carers indicated the therapy dogs reduced the stress and anxiety of the children, provided a much needed distraction to the student and their families, and generally brought happiness to all.</p> <p>After evaluation, the next steps to support our students will be: To maintain the current frequency and timing of PAWS Dog Therapy attending both settings within the school.</p>
<p>Location</p> <p>\$647.00</p>	<p>The location funding allocation is provided to Illawarra Hospital School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Approach to Student Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing to support the delivery of information session for the parents/carers of students attending the Anxiety and Engagement Outreach Class <p>The allocation of this funding has resulted in the following impact: All parents/carers who attended the information session reported that the session for most helpful in understanding the Anxiety and Engagement Outreach program.</p> <p>After evaluation, the next steps to support our students will be: To continue the delivery of the information session for parents/carers to build their capacity in supporting the wellbeing needs of their child.</p>
<p>Professional learning</p> <p>\$5,765.00</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 Illawarra 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 Classroom Practice • Whole School Approach to Student Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses

Professional learning \$5,765.00	<p>The allocation of this funding has resulted in the following impact: Staff engaged and evaluated professional learning targeted to school priorities and student needs. The Anxiety and Engagement Outreach Program was further refined and developed through the analysis of student data and teacher reflection.</p> <p>After evaluation, the next steps to support our students will be: Greater opportunity for teachers to collaborate to share and embed explicit teaching practice.</p>
QTSS release \$5,918.40	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Illawarra Hospital School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teacher to deliver COVID Intensive Learning Support Program to a Stage 1 student who attends the school once a week. <p>The allocation of this funding has resulted in the following impact: The Stage 1 student demonstrated growth in phonic knowledge and word recognition, and additive strategies.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the student using Small Group Tuition funding and other funding sources.</p>
COVID ILSP \$11,908.89	<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"> • additional teacher to deliver COVID Intensive Learning Support Program to a Stage 1 student who attends the school once a week. <p>The allocation of this funding has resulted in the following impact: The Stage 1 student demonstrated growth in phonic knowledge and word recognition, and additive strategies.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the student using Small Group Tuition funding and other funding sources.</p>
SSP supplementary funding \$27,241.22	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Illawarra 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 Classroom Practice • 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

SSP supplementary funding \$27,241.22	<ul style="list-style-type: none"> • additional teacher to deliver COVID Intensive Learning Support Program to a Stage 1 student who attends the school once a week. <p>The allocation of this funding has resulted in the following impact: Enhanced CAPA teaching and learning programs with internal measures indicating positive student engagement in the programs. The Stage 1 student demonstrated growth in phonic knowledge and word recognition, and additive strategies.</p> <p>After evaluation, the next steps to support our students will be: To continue to use the funding to support tailored programs to meet the needs of students.</p>
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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)	1.22
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	383,852.11
Revenue	665,649.69
Appropriation	663,394.99
Investment income	2,254.70
Expenses	-706,110.31
Employee related	-661,329.63
Operating expenses	-44,780.68
Surplus / deficit for the year	-40,460.62
Closing Balance	343,391.49

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	5,244
Equity - Aboriginal	0
Equity - Socio-economic	5,244
Equity - Language	0
Equity - Disability	0
Base Total	569,350
Base - Per Capita	7,261
Base - Location	647
Base - Other	561,442
Other Total	58,004
Grand Total	632,598

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

Parents/caregiver and students who attended our school were asked to evaluate the provision of services by the school.

Parent surveys indicated that:

- 75% strongly agreed that their child felt comfortable in the learning environment and/or with the services provided.
- 100% strongly agreed that the staff were warm, friendly and approachable.
- 100% strongly agreed that their child's learning was supported by staff.
- 100% strongly agreed that the staff made a positive difference to their child's wellbeing during their hospitalisation.
- 100% strongly agreed that the learning resources were engaging and at an appropriate learning level for their child.

Student surveys indicated that:

- 60% strongly agreed that they enjoyed coming to the school with 40% agreeing.
- 60% strongly agreed that the school was friendly and welcoming with 40% agreeing.
- 60% strongly agreed that the school supported their learning with 40% agreeing.

Staff annual reflection survey indicated that:

- All staff were provided with sufficient and relevant professional learning opportunities to support their Performance and Development Plans.
- Majority of staff would like greater opportunity to collaborate with colleagues to support the development and implementation of quality teaching and learning programs.
- All staff felt that school processes and practices were clearly organised and communicated by the leadership team.

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.