



2023 Annual Report

John Hunter Hospital School



JOHN HUNTER HOSPITAL SCHOOL

SCHOOL | FAMILY | COMMUNITY

5558

Introduction

The Annual Report for 2023 is provided to the community of John Hunter 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

John Hunter Hospital School

Ward J2 Lookout Road

New Lambton Heights, 2305

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

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

4985 5090

Message from the principal

Reflecting on the 2023 school year fills me with immense pride and gratitude due to the remarkable milestones we have achieved together as a staff and in partnership with our communities. From the vibrant colours and laughter of our very first school fete to the successful launch of our Outreach classes, our school has continued to act with hope and innovation in education.

This year, we celebrated a significant chapter in our history with the centenary of hospital schools in the NSW Department of Education. It is a poignant reminder of a century old commitment to ensuring that every child continues their education journey, regardless of their health challenges. It's an incredible legacy, one that our team is grateful to be part of and one that has evolved to meet the diverse needs of our students with compassion and dedication.

In July, we unveiled a new video highlighting our school's purpose and impact. The launch event was brought to life with the dynamic performances of the Star Struck dancers and singers, creating an atmosphere of celebration and unity. We heard from parents of our students, Muia and Alex, who generously shared their stories with our attendees. We were grateful to have many from our hospital and school community, come along.

Looking ahead we have ambitious plans for 2024. We are committed to expanding our horizons and further enriching the lives of our students. Our future directions are planned with our core values in mind; values that champion inclusivity, support, and empowerment for every student.

Amy Kurtz

Principal



School vision

To be a professional and collaborative staff, connecting with students through an innovative curriculum to achieve individual educational goals whilst meeting emotional and social needs in a friendly, safe and uniquely engaging environment.

School context

John Hunter Hospital School (JHHS) is a Kindergarten to Year 12 school operating within the John Hunter Children's Hospital. (JHCH) JHHS provides educational support to hospitalised students, from all educational systems. Our school focuses on student welfare, encompassing mental health and social and emotional wellbeing, as well as individual academic achievement.

Assistive technology is used to support all key learning areas and increase engagement in academic programs.

The total student population per term is approximately 250 students.

The Hospital School is located in Newcastle, at the John Hunter Hospital, serving a diverse regional population. Students may have varying lengths of hospital stays and some students may have recurring admissions. Students are hospitalised due to illness, trauma, medical procedures and/or psychological disorders.

The school maintains a culture which is based upon continuous improvement and quality service. The school's multi-skilled and professional staff continually enhance student's educational opportunities. Our school has a holistic approach to education and works collaboratively with medical staff, paraprofessionals, students, families and census schools to maximise student health and education outcomes.

JHHS has three permanent teacher positions which includes a principal, a classroom teacher and a dedicated ward teacher. Additionally, the school has one Student Learning Support Officer (SLSO), one part time School Administration Officer (SAO) and a full time School Administration Manager (SAM).

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>

Strategic Direction 1: Student growth and attainment

Purpose

An individual case management approach, based on Visible Learning strategies, will be used to achieve improved student's learning outcomes and build staff capacity.

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.

- Explicit Teaching
- Instructional Leadership
- Transition and outreach services

Resources allocated to this strategic direction

Professional learning
Socio-economic background
QTSS release
AP Curriculum & Instruction
Location
SSP supplementary funding

Summary of progress

Collaborative planning has streamlined programming, provided balanced, richer and more robust learning opportunities, enhanced staff competencies through peer professional learning and provided a collaborative and consistent framework and expectations across sites and within the school room context regardless of the teacher delivering the session. It has also provided the flexibility and confidence for teachers to step in where needed without impacting on the quality of teaching and learning. Explicit teaching practices are embedded into daily teaching and learning programs, evaluated and reflected upon during collaborative planning and altered as necessary to align with individual learning goals of students. Consistent assessment practices and use of exit strategies at the end of the Pirozzo learning cycle have been hugely beneficial and insightful for student learning. The informal assessment practice of number talks and the number activities of additive strategies and multiplicative thinking have also been beneficial in highlighting student capacity and responsive learning opportunities have come about as a result.

2023 saw the second year of providing a school outreach program to Maitland Hospital two days per week. This has ensured students from regional areas are not missing out on school whilst in hospital and have access to adaptive and innovative lessons. Anecdotally medical staff have commented on how helpful this program is in supporting their mental health, ensuring their connected to their education and creating a supportive social environment in which to heal.

The John Hunter Hospital School (JHHS) Outreach Class represents a groundbreaking effort to address school refusal and re-engage vulnerable youth. This program underscores the school's commitment to providing an inclusive and adaptive educational experience that meets the unique needs of every student. The Outreach Class offers a personalized 10-20 week program at Wiripaang Public School, developed in collaboration with The Rites of Passage Institute, utilising the Berry Street Education Model, Trauma Informed Practice, and Equi Energy Youth's Coach 2 Cope services. This initiative is tailored to foster a sense of belonging, resilience, and self-respect among students, building their capacity to thrive academically, socially, and emotionally. The pilot program witnessed remarkable outcomes, including significant increases in student attendance and engagement, both academically and socially. Over the duration of the pilot program the school has have seen not only increases in student attendance but also their engagement in their learning and socially with their peers. Young people with a previous attendance of 0% due to crippling social anxiety were able to successfully attend the classroom, experience positive friendship interactions, volunteer by giving back to the community at Ronald McDonald House, build their capacity to manage their distress so it doesn't stop them from engaging in things they want to do and provide support to younger students, at the host school, with art and craft activities.

The Outreach Class has accepted referrals for students from Nexus and John Hunter Children's Hospital to provide a supported transition from an acute setting back to the community and their census schools. This has been successful in providing a wrap around approach to their medical, mental health and academic needs. During 2023 staff have worked to establish a partnership between services that offer alternative pathways for young people. For whatever reason students have disengaged from their local high schools, John Hunter Hospital School believes there is a place for all of them to be successful and reach the future they deserve. The school's Partnership Pathways network now includes JHHS Outreach Class, Alesco College, North Academy, Margaret Jurd College, St Lawrence Flexible Learning Centre,

Dynamic Learning College, NSW TAFE Career Pathways, Indie School and Big Picture. Through this collegial network, students that may not fit our eligibility criteria are referred to alternate pathways to support their continued engagement in education and support to enter the workforce. Within this first 12 months of operation, there have been 34 referrals to access our program. There have been 15 successful graduates with 6 still currently engaged in the class. Of these graduates, 7 returned to their census schools with additional supports in place, 6 transitioned to alternate educational pathways and 2 are still navigating their next steps supported by family and community service teams.

Comments from families tell us once again that we are not only impacting student lives when they are in our classroom but also their family environment at home:

"We don't start the day fighting anymore, she is happy to come to school." (Tony, father of N)

"When it's hard I walk outside, take a deep breath and think what would Leisa and Amy do" (Paul, father of A)

"Thanks for not giving up on us" (Adam, father of E)

"You have done so much for them, we couldn't ask for more" (Donna, mother of M)

In 2024 the school will continue to embed a culture of high expectations and quality teaching practice. A continued focus on effective feedback and inclusive practices will foster a strong collaborative culture.

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
A culture of high expectations is established across the school and is the expected collective quality practice based on visible learning and curriculum reform.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.
Feedback processes and procedures inform the students future individual academic and well-being learning goals. Staff routinely reflect on learning goals with students and make reasonable adjustments to support student achievement to determine future goals.	Teachers regularly review learning with students both in class and on work submitted, ensuring all students have a clear understanding of how to improve.
Walk-throughs are embedded into the culture of the classroom and teachers reflect on and implement the observation feedback into teaching practice. All staff evaluate the impact of professional learning on teaching practices and student learning.	All staff are active participants in weekly collaborative consultations examining the impact of teaching practice resulting in ongoing responsive professional learning to meet both individual and collective staff needs. Evidence of Visible Learning is embedded in daily teaching and learning and consistent learning intentions and success criteria have been established for all lessons.

RESILIENCE IN LEARNING

SCHOOL VISION

To be a professional and collaborative staff, connecting with students through an innovative curriculum to achieve individual educational goals whilst meeting emotional and social needs in a friendly, safe and uniquely engaging environment.

WELLBEING

Our school focuses on student welfare, encompassing mental health and social wellbeing, as well as individual academic achievement.

The premise of MAKING LEARNING VISIBLE is simple, yet profound: learning is best when you can see it.

At John Hunter Hospital School we focus on four learning dispositions to help all students understand how to be a lifelong learner.

WHAT IS A LEARNING DISPOSITION?

Learning dispositions are characteristics or attitudes to learning and are about learning how to learn rather than what to learn.



TEACHING & LEARNING

- The school maintains a culture which is based upon continuous improvement and quality service.
- The school's multi-skilled and professional staff continually enhance student's educational opportunities through a trauma informed lens.
- Teaching and learning goals are not only challenging but explicit.

DID YOU KNOW?

- The JHH School serves a region the size of the UK
- The JHH School educates over 1000 students per year



SCAN ME



Strategic Direction 2: Inclusive Personalised Learning

Purpose

To build educational aspiration and equity through collective efficacy and responsive whole school processes, based on a culture of inclusivity, so that all students can connect, learn, succeed and thrive.

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.

- Well Being Framework
- Cultural Competency
- High Expectations

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Location

QTSS release

Summary of progress

All staff completed advanced *Trauma Informed Practice* and *Berry Street Education Model* professional learning. This ensured consistency from the front office and across all educational settings and staff within the school. This has resulted in a trauma informed environment, ready to learn scales that enable teachers to see at a glance where their students are at. The anxiety prevention pilot has been crucial in supporting JHHS with access to *Life Skills Go* which provides a check in measure for students but also the ability to gather meaningful data relating to student wellbeing. 100% of students requiring a *Mental Health First Aid* plan have completed a *TAR3* (Trigger Action Respond Reaction Resolve) which is communicated to census schools and families when transitioning back to their census school.

Project Humble was used as a school-wide year long project to connect students to the world outside and work collaboratively with others to understand, build, and enjoy the world of bees. This built a sense of community among students and staff. There were many synergies discovered between mindful practice and bee-keeping. One strategy for resilience is the way you focus and care for others - understanding the plight of another creature can build empathy and kindness which is what was seen in abundance.

Here's A Thought program was taught across all settings and resulted in engaging conversations around the main stressors for young people today. *Here's A Thought* was taught side by side with our four learning dispositions and wellbeing program which resulted in students being able to unpack what these stressors may look like for them individually and then develop a toolkit of strategies to assist with self regulation and their overall social and emotional wellbeing.


The *Reconciliation Action Plan* (RAP) was reviewed and resubmitted for another year adding new deliverables for 2023 and the RAP committee was adjusted to reflect changes in staff roles. The revised RAP provided a framework for a targeted action focus this year and contributed to community relationship building and our commitment to reconciliation. Weekly cultural competency sessions for staff and students and Aboriginal perspectives embedded through daily teaching and learning practices have provided a culturally safe environment for students. Examples of this include; The *Stronger Smarter* Institute workplace challenges, daily practices, morning circle, an Acknowledgement of Country, visibility via Saretta designed uniforms and physical space and community engagement. This has improved Aboriginal outcomes by implementing a clear Aboriginal and Torres Strait Islander Student admission process, to support wellbeing and learning, including a referral process and regular communication with health Aboriginal Liaison Officers.

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
Students with calming and support plans are supported when transitioning	100% of students were effectively supported when transitioning back to their census schools through a strategic and planned approach, ensuring

<p>back to their census schools, with JHHS staff supporting the implementation of these plans resulting in measurable improvements in wellbeing and engagement.</p>	<p>measurable improvements were identified in wellbeing and engagement.</p>
<p>RAP Actions are realised and implemented in an authentic way, establishing a process of ongoing reflection.</p>	<p>The Reconciliation Action Plan is an authentic document guiding and supporting deliverables for all Aboriginal students, and embedding Aboriginal Perspectives in daily practices across the school.</p>


 **JOHN HUNTER HOSPITAL SCHOOL**
SCHOOL | FAMILY | COMMUNITY

TOWARDS TOMORROW

CULTURAL COMPETENCY
Aboriginal and Torres Strait Islander Education

We have continued to build stronger connections with our students, families and communities. We have introduced regular meetings with the Aboriginal Liaison Officers at the hospital, updated our Reconciliation Action Plan and continue to embed Aboriginal and Torres Strait Islander perspectives and cultural connections, knowledge and understanding throughout our teaching and learning programs.

KOLANG KUMBA
Towards Tomorrow




OUTREACH PROGRAMS
Kolang Kumba

Outreach Class 'Kolang Kumba' (Awabakal language meaning 'Towards Tomorrow'). A transition program to re-engage students with minimal to no attendance.

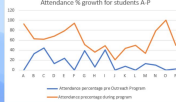
Young people with a previous attendance of 0% due to crippling social anxiety were able to successfully attend the classroom, experience positive friendship interactions, volunteer by giving back to the community at Ronald McDonald House and build their capacity to manage their distress.

OUTREACH PROGRAMS
Maitland Hospital

Our School program is provided as an outreach to Maitland Hospital two days per week.

SCAN ME! 

Attendance % growth for students A.P.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$6,554.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at John Hunter 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"> • Explicit Teaching • Well Being Framework • Cultural Competency <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • professional development of staff through explicit teaching strategies to support student learning • professional development of staff in trauma informed learning strategies and the Berry Street Educational Model. • staff release and supporting school-based activities to increase community engagement <p>The allocation of this funding has resulted in the following impact: All staff have engaged in targeted professional learning for explicit teaching and personalised learning, embedding best practice in daily teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: In 2024 this funding will continue to meet the needs of all students through the evaluation and reflective practice of the teaching and learning cycle.</p>
<p>Location</p> <p>\$647.00</p>	<p>The location funding allocation is provided to John Hunter 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"> • Instructional Leadership • Cultural Competency <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing enabling collaborate practices for staff • the revision of the Reconciliation Action Plan <p>The allocation of this funding has resulted in the following impact: Collaborative planning has streamlined programing, provided balanced, richer and more robust learning opportunities, enhanced staff competencies through peer professional learning. The RAP has provided a framework for a targeted action focus this year and contributed to community relationship building and the school's commitment to reconciliation. Partnership and regular communication with the Aboriginal Liaison Officers was strengthened and also guided changes in practice.</p> <p>After evaluation, the next steps to support our students will be: Location funds will continue to support best practices at John Hunter Hospital School.</p>
<p>Professional learning</p> <p>\$7,453.32</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 John Hunter Hospital School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Professional learning</p> <p>\$7,453.32</p>	<p>including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Well Being Framework • Cultural Competency • Transition and outreach services • High Expectations <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 • other methods of learning designed to improve student outcomes in hospital school settings <p>The allocation of this funding has resulted in the following impact: Improved outcomes for all students in the areas of literacy, numeracy and well being, evidenced by internal assessments and individualised learning plans. Project Humble was used as a school-wide year long project to connect students to the world outside and work collaboratively with others to build knowledge, skills and understandings across all key learning areas.</p> <p>After evaluation, the next steps to support our students will be: This funding source will continue to strengthen staff capacity, provide highly engaging teaching and learning programs to meet the needs of the students.</p>
<p>QTSS release</p> <p>\$22,963.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at John Hunter Hospital School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Instructional Leadership • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning for all staff using the Respectful Workplace Training Package • Purchased and implemented the Here's a Thought from the Wellbeing Distillery <p>The allocation of this funding has resulted in the following impact: Consistent expectations around respect at John Hunter Hospital School was established and this led to an increase in trust among staff and a common understanding of the roles and responsibilities of each staff member. The Here's A Thought program enabled students to develop a toolkit of strategies for self regulation and management of anxiety and common stressors for young people in today's society.</p> <p>After evaluation, the next steps to support our students will be: In 2024 staff will continue to use collaborative programming time to enhance school culture through relevant professional learning and maintain high expectations for improving students' engagement and wellbeing outcomes.</p>
<p>COVID ILSP</p> <p>\$11,927.82</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 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>

<p>COVID ILSP</p> <p>\$11,927.82</p>	<ul style="list-style-type: none"> • development of resources and planning of small group tuition • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy and numeracy, evidenced by internal assessment data, tracking against PLAN2 and individualised learning plans.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of remedial intervention to support student outcomes in literacy and numeracy.</p>
<p>Per capita</p> <p>\$14,522.51</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at John Hunter 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 operational funding include:</p> <ul style="list-style-type: none"> • Purchase of school consumables and stationery items and online subscriptions for student access. <p>The allocation of this funding has resulted in the following impact: Per Capita funding has supported the students to engage equitably in their learning and access online platforms complimenting teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: In 2024 this funding will continue to support all students to engage in their learning successfully.</p>
<p>SSP supplementary funding</p> <p>\$54,482.44</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at John Hunter 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"> • Transition and outreach services <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of an additional teacher two days per week to deliver an outreach school program at Maitland Hospital. • employment of additional staff to implement Pilot Re-engagement Transition Program. <p>The allocation of this funding has resulted in the following impact: Improved attendance rates for students with high levels of anxiety and internalised behaviors. Students in regional hospitals having access to a school program during hospital admissions.</p> <p>After evaluation, the next steps to support our students will be: This funding source will continue to provide additional staffing to maintain the Outreach Services provided by John Hunter Hospital School to enhance the educational outcomes for students with serious illness and mental health needs.</p>
<p>AP Curriculum & Instruction</p> <p>\$31,017.60</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>

<p>AP Curriculum & Instruction</p> <p>\$31,017.60</p>	<ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The Assistant Principal Curriculum and Instruction and the Principal supported both the Outreach program and curriculum reform implementation. <p>The allocation of this funding has resulted in the following impact: School led professional learning around curriculum reform and staff release to observe local schools implementing the new syllabus has built staff capacity in their knowledge, skills and understanding of the new K-10 English and Mathematics Syllabus</p> <p>After evaluation, the next steps to support our students will be: In 2024 the Assistant Principal Curriculum and Instruction will work in the classroom and lead collaborative programming to support staff in implementing and differentiating the K-10 Syllabus to improve learning outcomes of students in a hospital school setting.</p>
---	--

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.45
Teacher Librarian	0.08
School Administration and Support Staff	2.21

*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	298,970.18
Revenue	972,313.11
Appropriation	943,090.15
Sale of Goods and Services	754.01
Grants and contributions	24,353.47
Investment income	4,115.48
Expenses	-1,066,715.48
Employee related	-948,638.23
Operating expenses	-118,077.25
Surplus / deficit for the year	-94,402.37
Closing Balance	204,567.81

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	6,555
Equity - Aboriginal	0
Equity - Socio-economic	6,555
Equity - Language	0
Equity - Disability	0
Base Total	763,077
Base - Per Capita	14,523
Base - Location	647
Base - Other	747,907
Other Total	134,270
Grand Total	903,902

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


Parent satisfaction surveys are always very positive and support the school's endeavour to providing continuity of learning throughout their child's hospitalisation. Parent comments are positive in regards to the caring and empathic nature of the school staff and the efforts made, by all staff, to make the learning engaging and relevant to the child's needs and interests. Communication is also regarded highly by parents and they appreciate the lengths that the school goes to keep the students connected to their census school and classroom teacher. Parents also acknowledge and appreciate the school's focus on wellbeing and the range of activities and strategies offered, by the school, to cater for the mental health and wellbeing of the students, as well as the educational content offered. Parents comment that the school is more than just a distraction for their child, it actually supports their child to continue with their learning in a meaningful and engaging way. Transition is also another area where the parents are grateful for the time and effort the school invests in ensuring the move back into their mainstream school setting is relatively smooth. The school attempts to ensure, in all cases, that the transition back to their census school is as anxiety free as possible.



IT TAKES A VILLAGE



PEYTON & MUIA'S STORY


"The presence of the John Hunter Hospital School staff each morning, letting us know that school was there has made a world of difference. The school has provided crucial emotional support, immense patience and care, routine, consistency and a sense of normality."



EMMA'S STORY

"Emma hasn't been able to attend mainstream school for over 12 months now. For her to feel that she is achieving and enjoying learning is invaluable. For Emma, most other aspects of hospital are challenging. This time is really special and always a positive part of the day. When I asked Emma what she likes most about hospital school she said, 'They make my learning flexible, fun and achievable.' We are so proud to be part of this school family and will be forever grateful for the love and support given to us all."



SCAN ME! 

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.