

School plan 2015-2017

Sutherland Hospital School 5546



School background 2015–2017

School vision statement

At Sutherland Hospital School, we believe in educating all students in our unique and inclusive environment so that they can continue their education even though they are in exceptional circumstances.

School context

Sutherland Hospital School staff allocation consists of a Teaching Principal, 1.252 classroom teacher, 0.496 School Administrative Manager and a full time School Learning Support Officer. The school is located within the Child and Adolescent Ward of Sutherland Hospital and provides educational support to hospitalised students from Kindergarten to Year 12 from all school systems.

There are three key components to the structure of the school. Firstly, individual learning programs are devised after consultation with medical staff, parents, the student and where necessary, the home school, and are delivered either in the bright stimulating school room where socialisation with peers is also encouraged, or for those who are confined to their bed, programs are delivered to the bedside. Students may have short term, long term or recurrent admissions and when student's attendance is longer than three days school staff liaise with the home school regarding shared enrolment and continuity of education.

Sutherland Hospital School also conducts a weekly Orientation Tour for students in Stage 1 from surrounding primary schools and also for students in support units in the local high schools. The tour not only meets the outcomes for Human Society and Its Environment but introduces students to the hospital environment in a safe and practical manner. The excursion provides opportunities for students to become familiar with the diverse roles of hospital staff, medical terminology, technology and the hospital environment, making the process of hospitalisation less foreign.

The school operates a three to six week out-patient program also. Students who have disengaged from school and who are under the care of The Child and Adolescent Mental Health Service attend the schoolroom and engage in a gradual transition back to their home school.

In 2016 Sutherland Hospital School began a collaboration with Community Health to deliver a "Ready For School

School planning process

In 2014 the school sought the opinions of parents, students, medical staff and teachers to establish our future strategic directions for the next three years. The survey results showed that students were most concerned with remaining engaged with their education whilst hospitalised, teachers were most concerned with The Australian Curriculum and remaining current while the new curriculum is rolled out into New South Wales schools. The Child and Adolescent Mental Health Service were satisfied with the program delivered by the school for their clients. Parents were very satisfied with the school's delivery of educational services but interested in the school continuing to target the welfare of students whilst hospitalised.

The evaluation process has resulted in two key strategic directions being identified. These are:

- Quality teaching and learning programs to equip students to be 21st century learners.
- Students will be highly engaged in schooling and emotionally aware.

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Program". The program is delivered by an occupational therapist and the teaching principal and focuses on fine and gross motor skills, school readiness and social skills.

School planning process

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Strategic direction 1: Quality teaching and learning programs to equip students to be successful 21st century learners.

Purpose:

PURPOSE

To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, individual learning plans, increasing teacher capacity and engaging students with meaningful learning opportunities in our unique school environment

STRATEGIC DIRECTION 2

Strategic direction 2: All students will be highly engaged in schooling and emotionally aware.

Purpose:

PURPOSE

Build leadership skills to improve student engagement in a positive learning environment. To improve students' social and emotional wellbeing. To establish more effective partnerships with families, hospital staff, local schools and the community.

Strategic Direction 1: Strategic direction 1: Quality teaching and learning programs to equip students to be successful 21st century learners.

Purpose

PURPOSE

To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, individual learning plans, increasing teacher capacity and engaging students with meaningful learning opportunities in our unique school environment

Improvement Measures

IMPROVEMENT MEASURE/S

An increase in the use of technology as a tool for teaching and learning is evident.

All staff participate in professional learning activities and achieve their yearly professional learning goals.

Appropriate resources are available for staff to implement The National Curriculum.

Teacher survey reflects teacher confidence in knowledge of the national curriculum and implementation of the curriculum.

People

Students

Students: Students will be engaged with teaching and learning programs that are meaningful and engaging.

Staff

Staff: Staff will be engaged with professional learning that is purposeful, current and directly linked to our unique learning environment.

Parents/Carers

Parents/Community: Hospital staff, parents and teachers will work together to achieve outcomes in a hospital setting.

Community Partners

Collegial network: Continued development of NSW Hospital School's Association and The Sutherland Small School Alliance to enhance professional knowledge to support implementation and evaluation of pedagogical practice.

Processes

National Curriculum Implementation:

Lead staff training in the National Curriculum syllabus documents in order to effectively implement new curriculum as per Bostes and DEC guidelines.

Whole school approach in the implementation of the Curriculum:

Examine and explore new resource options for the schoolroom.

School Learning Alliances: Build proactive learning alliances with NSW Hospital School's Association, Support Unit at Endeavour High School and St George Hospital School. Continue to build on established relationships within the Hospital/Health System.

Administration: Continued involvement in all DEC Professional Learning on LMBR and Financial management strategies.

Workforce capabilities and sustainability: All staff will attend the NSW Hospital School Conference, hosted by Newcastle Hospital School. Conference. Further develop staff workforce capability through improved knowledge and understanding of the Australian Teacher Development Framework, Australian Charter for the professional learning of teachers and leaders and the Australian standards for Teachers and Principals. Participate in Professional Learning which supports critical evaluation and reflection and PDPs.

Evaluation Plan

Strategic Direction 1 is in the process of being achieved. Professional Learning is being logged in school planer and reports on PL have been delivered in staff meetings. Principal and SAM have

Practices and Products

Practices

Practice: Expectations of teaching staff are met by Hospital School Staff.

Practice: Improve student engagement in Literacy and Numeracy across all Key Learning Areas.

Practice: Ongoing, meaningful, evidence based teacher professional learning is embedded into the culture of the school

Products

Product: A range of resources that reflect the Australian curriculum – K–6 English and Maths, 7–10 English, Maths, History and Science.

Product: Students confidently use 21st Century technology.

Product: Accessible, appropriate resources which meet the learning needs of our students.

Product: Specific resources for HSC students available on technology devices

Strategic Direction 1: Strategic direction 1: Quality teaching and learning programs to equip students to be successful 21st century learners.

Improvement Measures

People

Processes

reported back on LMBR updates. The Hospital tour has been reviewed and outcomes updated line with NSW History Syllabus K-2. Two ipads have been purchased with additional apps. All resources, literacy and numeracy culled and updated.

Practices and Products

Strategic Direction 2: Strategic direction 2: All students will be highly engaged in schooling and emotionally aware.

Purpose

PURPOSE

Build leadership skills to improve student engagement in a positive learning environment. To improve students' social and emotional wellbeing. To establish more effective partnerships with families, hospital staff, local schools and the community.

Improvement Measures

IMPROVEMENT MEASURE/S

Community Health partnerships formed and ongoing program embedded into the school organisation and curriculum.

Incremental growth in the number of students supported in their return to school.

Consistent and explicit assessment practices leading to meaningful feedback for students and staff.

People

Students

Students: will be confident, active participants in their learning to enhance success and positive self-esteem.

Staff

Staff: will provide quality teaching and learning activities through the delivery of a rich curriculum that meets the needs of every student

Parents/Carers

Parents: will be supportive and value the importance of encouraging students to be lifelong learners.

Community Partners

Community: will engage with the school and support its learning objectives and programs.

Community Partners

Collegial Networks: continued development of NSW Hospital School Association, The Child and Adolescent Mental Health Service and Sutherland Small School Alliance.

Leaders

Leaders: will lead improvement, innovation and change.

Processes

Engaging and effective community of learners – Build staff capacity to support adolescents with mental health illness through targeted Professional Learning.

Personalised learning and support – Improve staff capacity to develop and implement individual learning plans to meet all students' social and emotional needs. Development of successful, collaborative transition plans to re-engage students in learning at their local school.

Collaborative and connected culture: Build on the professional relationship with The Child and Adolescent Mental Health Service and local high schools through regular meetings and shared student information. Teaching Principal will be involved in Community Health 'Transition to School' groups.

Innovative Educational resourcing—Implement innovative resourcing to engage students and encourage them to continue their learning under exceptional circumstances.

Teacher Quality—Lead and engage in Professional Learning to support knowledge of the curriculum, how students learn and current changes and innovations in teaching.

Evaluation Plan

Strategic Direction 2 is in the process of being achieved. the Outpatient Program has been reviewed and students are also being referred through Mindset and School refusal Program. A new Learning and Support Plan was developed by staff for the Outpatient Program. The Ready for School/Transition to School program

Practices and Products

Practices

Practice: Students equipped with strategies to improve resilience and to develop social skills.

Practice: School staff work collaboratively with all agencies involved in the care and education of students.

Practice: Home school and students are confident in the expertise of Hospital School staff to support transition plans.

Practice: Confident staff implement learning plans.

Products

Product: A safe and positive school environment encouraging of all student's learning needs and supportive of their mental health.

Product: Successful, collaborative transition plans.

Product: The percentage of students who successfully re-engaged in their education is incremental.

Strategic Direction 2: Strategic direction 2: All students will be highly engaged in schooling and emotionally aware.

Improvement Measures

People

Processes

Practices and Products

developed and implemented. The project will be evaluated in term 1. Principal and SAM will begin roll over to LMBR in term 4, 2016.

Effective partnerships have continued between school and hospital staff. the Orientation Tour continues to receive 95% positive evaluation forms from visiting teachers.