

School plan 2018-2020

St George Hospital School 5513



St George Hospital School

every child every day

School background 2018–2020

School vision statement

St George Hospital School is committed to providing an inclusive, stimulating and supportive environment enabling students in exceptional circumstances to maintain educational continuity. Our school advocates for students and provides a conduit to the multi-disciplinary teams, census schools and community. Our school develops positive relationships to support engagement in learning, leading to successful outcomes and transitions.

The wellbeing of our students is our highest priority.

School context

St George Hospital School provides educational services for inpatients who are students enrolled in Kindergarten to Year 12. The hospital school caters for students from government and non-government schools..

The school supports students during their stay in hospital by offering motivational and positive learning experiences. There is regular discussion and interaction between health professionals and school staff concerning the current health and ability of individual students. Effective partnerships and collaboration with medical staff and parents facilitates the formation and teaching of appropriate individual programs.

In collaboration with the Child and Adolescent Mental Health Service (CAMHS), the school also provides a structured and supportive program for students who are likely to experience difficulties in transitioning to their home school after hospitalization.

School planning process

The annual evolution was led by the NSW Hospital School principals combining their expertise to produce a hospital school survey for all NSW hospital school communities. Hospital schools cater for a diverse and dynamic community and consultation included education and medical staff and involved participation of and consultation with key stakeholders. Key stakeholders included executive staff, teaching and support staff, students, parents, and community groups.

In developing the 2018–2020 school plan the following internal and external data was collected by the school self-evaluation team for information analysis through the following processes.

- DoE – Strategic Planning Consultation Survey – 50 responses. Members of the community including students, parents, medical and hospital staff and visitors were requested to participate in this consultation.
- Evaluation survey sent to Penshurst HS, Blakehurst HS, Kogarah HS and Woniara School commenting on our service to their school and requesting suggestions for improvement.
- NSW Premier's Priorities 2017–2019 – Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019.

School strategic directions 2018–2020

**STRATEGIC
DIRECTION 1**
STRENGTHS BASED FUTURE
FOCUSED LEARNERS

Purpose:

To minimise the impact of illness on the students education journey by utilising their strengths, ensuring a seamless transition between pre hospital education performance and their post recovery performance. Current technologies will be used to assist students with engagement and communication.

**STRATEGIC
DIRECTION 2**
INFORMED, SUPPORTIVE,
RESOURCEFUL STAFF

Purpose:

To develop all school staff through professional learning, targeted to school priorities. Empowered staff will demonstrate expertise and innovation to support all stakeholders within our community and across our Community of Schools (COS).

**STRATEGIC
DIRECTION 3**
CPR – CONNECT, PROTECT,
RESPECT

Purpose:

To deliver a high quality service that connects, protects and respects all stakeholders. The school is a valued member of the wider community and relationships exhibit mutual respect of education, health and family priorities.

Strategic Direction 1: STRENGTHS BASED FUTURE FOCUSED LEARNERS

Purpose

To minimise the impact of illness on the students education journey by utilising their strengths, ensuring a seamless transition between pre hospital education performance and their post recovery performance. Current technologies will be used to assist students with engagement and communication.

Improvement Measures

Increased collaborative expertise and capacity across our COS in transitioning of students.

Increased proportion of students achieving improved learning outcomes in literacy

Increased proportion of students achieving improved learning outcomes in numeracy.

People

Students

Will need to have a voice in the process.

Staff

Will need to work collaboratively and in a consultative manner to ensure successful student transitions.

Whole school implementation of Literacy and Numeracy progressions.

Leaders

Will need to have a common understanding of evidence based practices to implement the system.

Community Partners

Will need to have a clear understanding of the new transition system.

Processes

COS PROJECT TACOL (Transitions and Continuity of Learning)

Implementing the Literacy and Numeracy progressions.

Tracking of students progress through literacy and numeracy progressions and supporting improved skills in literacy and numeracy.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- attendance data,
- surveys,
- minutes from stakeholder meetings,
- exit slips,
- Transition PL,
- PDPs.

Practices and Products

Practices

All staff to follow a consistent streamlined approach to student learning.

Products

A system that informs and supports continuity of learning of students at transition points.

Enhanced leadership capacity, reflected in greater collaboration, self reflection, higher expectations and cohesive school teams.

Strategic Direction 2: INFORMED, SUPPORTIVE, RESOURCEFUL STAFF

Purpose

To develop all school staff through professional learning, targeted to school priorities. Empowered staff will demonstrate expertise and innovation to support all stakeholders within our community and across our Community of Schools (COS).

Improvement Measures

The Daybook/Running Record will reflect improved strategies to meet the individual health and wellbeing needs of students.

The IEPs will reflect, maintain and report authentic health and learning outcomes of students. (STGEORGE)

Increased collaborative expertise and capacity across our COS in meeting the holistic needs of our students.

Staff PDPs will reflect school priorities and personal professional goals consistent with The Standards and Mandatory training guidelines.

People

Students

Will participate in educational activities supported by trained staff.

Staff

Will develop skills to assist medical teams to deliver programs that support students health and academic needs. Programs will consider physical fitness and cognitive milestones of each student.

Leaders

Will direct PL to align with the school priorities and positive health outcomes.

Parents/Carers

Will develop an understanding and value the theories and models of care and learning that underpin the school and health philosophies.

Community Partners

Will engage with the school and support its learning objectives,

Provide documentation and teaching resources to meet the student requirements.

Processes

Community of Hospital Schools (COS) Combined PL on Eating Disorders.

Literacy strategy to support the implementation of the progressions in our daily program.

Numeracy strategy to support the implementation of the progressions in our daily program.

Evaluation Plan

Positive Health Plans, Surveys, minutes from stakeholder meetings, exit slips.

Practices and Products

Practices

All staff across the COS will apply new strategies consistent with PL and current DoE/Health policy and processes.

Products

COS staff have a deep understanding and have developed a broader range of strategies to support students with highly specific needs.

Strategic Direction 3: CPR – CONNECT, PROTECT, RESPECT

Purpose

To deliver a high quality service that connects, protects and respects all stakeholders. The school is a valued member of the wider community and relationships exhibit mutual respect of education, health and family priorities.

Improvement Measures

Incremental increase in number of hospitalised students electing to come to the schoolroom.

Incremental increase in hospital staff electing to encourage parents to utilise school facilities.

Increase in website activity throughout the year..

Increase in positive feedback of school impact..

People

Staff

Will seek increased opportunities to engage with our communities.

Leaders

Will strategically allocate resources to ensure school targets are responsive to community needs.

Processes

CPR – CONNECT,PROTECT, RESPECT

Identify new opportunities to share and display our educational expertise and resources in our community.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- increased attendance data
- Minutes from stakeholder meetings
- survey reflection
- Data from weekly website activity
- Acknowledgement of hospital school facility and contribution to community.

Practices and Products

Practices

All staff will:

- cultivate accommodating relationships with students, parents and medical staff
- inform student's school of progress of each student
- document all pertinent information in daybook and IEP's.

Products

Data from all stakeholders indicates that the school is recognised as a valued member of the wider community and relationships exhibit mutual respect of education, health and family priorities.