

School plan 2018-2020

Sutherland Hospital School 5546



School background 2018–2020

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 History Stage 1 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 ten 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, which includes Mindset and The School Refusal Clinic, attend the schoolroom and engage in a gradual transition back to their home school.

In 2016 Sutherland Hospital School began a collaboration

School planning process

In 2017 the school sought the opinions of parents, students, medical staff, health professionals 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 delivering the curriculum and professional learning in the areas of mental health, including anxiety and eating disorders. The Child and Adolescent Mental Health Service were satisfied with the program delivered by the school for their clients but after consultation the program was extended from 6 weeks to ten weeks duration.. After a discussion with members of our community of schools a Transition System Project will be a part of the school planning cycle 2018–2020. The Ready For School Program received positive evaluations from parents and will continue in 2018. 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:

- Innovation teaching
- Strength based future focused learners

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with Community Health to deliver a "Ready For School 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. This program will be continued and funded under the QTTS funding.

School planning process

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Innovation teaching

Purpose:

To create a stimulating and engaging learning environment, with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and our community, while maintaining a connectedness to our unique setting.



**STRATEGIC
DIRECTION 2**
Strength based future focused
learners

Purpose:

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

Strategic Direction 1: Innovation teaching

Purpose

To create a stimulating and engaging learning environment, with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and our community, while maintaining a connectedness to our unique setting.

Improvement Measures

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

Appropriate resources are available for students and staff to deliver and access quality teaching and learning programs

Ready for School Program continues to grow and develop as an integral collaboration between health and education, as demonstrated in the evaluations.

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

Increased number of students engaging in post hospital education.

People

Students

Students will be engaged with teaching and learning programs that are meaningful and supports a connectedness to their home school.

Students will need to have a voice in the transition process

Staff

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

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

Parents/Carers

Parents and carers will continue to be an integral part of the learning plans developed for our students

Community Partners

Hospital and Health staff will be an integral part of our programs, including the Orientation Tour, The Outpatient program and The Ready for School Program.

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

Community Partners

Collegial networks will continue to be an important part of our professional learning as a school and our planning processes.

Leaders

Processes

Learning and Development: Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas.

School Learning Alliance: Transitions and continuity of learning. Community of Schools- COS, project TACOL (Transitions and continuity of learning). The school actively plans for student transitions. The school clearly communicates its transition activities to the school community.

Management Practices and Processes: All school staff are supported to develop skills for the successful operation of administration systems and a positive customer service is evident.

Resources: Technology is accessible to staff and students.

Effective classroom practice: Teachers respond promptly to student work. They check that students understand the feedback received and how to improve.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

*Anecdotal information

*Meeting minutes

*Surveys with students', parents/carers and community at regular intervals.

*Feedback from community and other project teams.

*Staff PDP meetings.

Practices and Products

Practices

Expectations of other teaching staff are met by all hospital school staff

Improve student engagement in Literacy and Numeracy across all key learning areas.

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

Follow a consistent streamlined approach to student learning

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

Products

Students and staff confidently use current technology.

Resources purchased that support the most productive learning environment

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

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

A connected community that supports students through a cohesive delivery of services

Strategic Direction 1: Innovation teaching

People

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

Processes

- *Attendance data
- *Exit slips – value added data
- *Professional Learning attended by staff.
- *Teaching and learning program supervision.

Strategic Direction 2: Strength based future focused learners

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

Improvement Measures

Community Health partnerships continue to grow and ongoing programs are embedded into the school organisation and curriculum

Increase in school staff knowledge on Eating Disorders

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

Increase in students accessing the Hospital Orientation Tour from support unit settings

People

Students

Build skills to be confident, active participants in their learning with a focus on resilience, capabilities and competency.

Staff

Staff provide quality teaching and learning activities utilising writing rubrics and literacy and numeracy progressions.

Leaders

The Teaching Principal will lead professional learning.

Parents/Carers

Develop an understanding of and value the theories and models of learning that underpin the school's educational philosophy.

Community Partners

Will engage with the school and support its learning objectives and programs.

Processes

Student Wellbeing: The school plans for and monitors a whole school approach to student wellbeing and engagement.

Professional Standards: Teachers use The Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.

School planning, implementation and reporting: The school plan aligns to student and system priorities and ensures responsiveness to emerging needs.

Professional Learning: Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.

Individual Learning needs: Well developed and evidence based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Evaluation Plan

.Progress towards improvement measures will be evaluated through:

*monitoring and evaluating the effectiveness of community partnerships and its effectiveness on student engagement through focused interviews and student/parent/community self-assessment.

*minutes of meetings

Practices and Products

Practices

Every teacher uses data to inform their teaching and learning practice.

Confident staff implement individual learning plans.

Shared school-wide responsibility is evident through purposeful leadership, quality teaching and learning and community engagement.

School staff work collaboratively with all agencies and stakeholders engaged in the care and education of students.

Products

An excursion that is inclusive of all local high school support units

A school staff equipped with the knowledge and skills to support students with an eating disorder

A safe and positive school environment cognizant of student's well being and learning needs.