



School plan 2018-2020

John Hunter Hospital School 5558



School background 2018–2020

School vision statement

John Hunter Hospital School (JHHS) is committed to providing an inclusive, stimulating and holistic environment enabling students, in exceptional circumstances, to maintain educational continuity. JHHS strives to provide a quality and future focussed learning environment prioritising the emotional, physical and educational needs of the students. A dynamic educational setting, with negotiated individual learning programs, will empower students and promote equity and excellence.

School context

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 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 total student population per term is approximately 250 students.

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 SLSO, one part time SAO and a SAM.

School planning process

During Term 3 and Term 4 in 2017, across the school, a review process was undertaken, of current practices, and evidence collected and collated. The school sought the opinions of parents, high school and primary school students, teachers, SASS staff, nurses, occupational therapists, speech therapists, dieticians, ward clerks, Starlight Captains, nursing unit managers, clinical consultants, doctors and the John Hunter Hospital Aboriginal Liaison Officer. The local Aboriginal Education Consultative Group (AECG) engaged with the school plan and had the opportunity to contribute to the content around student inclusiveness and curriculum. The evaluation process included a review of strengths, opportunities and areas for development, across the school, at a time of departmental realignment changes, mandatory curriculum change and the introduction of Local Management Business Reform.

As a result, two key strategic directions were identified as a basis for a shared commitment for future development across the school. These are:

- Excellence in educational practices, and
- Resilient, confident and empowered students.

The JHHS Plan, 2018–2020, flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts, for the next three years. Each strategic direction provides details of the purpose, people and processes, and products and practices that are to be realised through implementation of the plan.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Pedagogical
Practices.

Purpose:

To provide continuity of learning through research based and quality pedagogy, tailored to the individual and driven by high expectation relationships.



**STRATEGIC
DIRECTION 2**
Resilient, confident and
empowered learners.

Purpose:

To create and impelment a high quality stratagem, which supports the wellbeing of students and their families, through meaningful connections, mindfulness practices, a growth mindset and celebrating cultural diversity.

Strategic Direction 1: Excellence in Pedagogical Practices.

Purpose

To provide continuity of learning through research based and quality pedagogy, tailored to the individual and driven by high expectation relationships.

Improvement Measures

100% of long term and recurrent students have high expectations SMART goals in literacy and numeracy, regularly reviewed and providing continuity of learning.

Classroom observations and data are reflective of context specific future focussed practices and pillars of the school.

People

Students

Students are flexible thinkers and problem solvers who can transfer learning skills across key learning areas.

Staff

- Staff strengthen and maintain a common understanding of pedagogical systems to develop an innovative school structure.
- Staff role model and build high expectation relationships with students and community.
- Clear assessment and reporting procedures will be implemented by staff.
- Collaborative consultation and ongoing liaison support with census school.

Community Partners

Admission protocol flowchart developed and expertly communicated to Multi Disciplinary Care Teams, within the hospital.

Parents/Carers

Parents are an equal partner in the establishment of SMART goals. Open and honest communication, with parents/carers, is the key to success for the student.

Processes

Evidence Based Pedagogy

Build staff capacity through professional learning to evaluate current pedagogy then construct and implement a contextually appropriate future focused pedagogy.

Learning Continuity Teachers expertly implement systems/policies which ensure continuity of learning.

- Clear procedural flowchart developed and tested to refine current practices.
- Streamlined assessment and reporting procedures.
- Transition statements.
- Shared communication through student administration EBS. (student profile, return to school plan, student reports)
- Updated curriculum knowledge, to develop appropriate learning goals for recurrent and long term students.
- Utilise community links and resources to build foundation of where to next in the transition of students in and out of the hospital school.

Evaluation Plan

- Regular review of new practices.
- Monitoring of learning goals that demonstrates an understanding of the pedagogical statement of practice.
- Analysis against the School Excellence Framework.
- Classroom observations & parent/carer interviews.
- In-school student reading records.

Practices and Products

Practices

All staff use a common language of pedagogy and practice.

All students are actively engaged in individualised learning programs and use them to achieve their learning goals.

Products

All long term or recurrent students have 3 quality constructed and evaluated Individual SMART Learning Goals.

All students show evidence of growth with improved educational outcomes.

Future focused practice / pillars of our school reflected in staff PDPs.

Strategic Direction 2: Resilient, confident and empowered learners.

Purpose

To create and impelment a high quality stratagem, which supports the wellbeing of students and their families, through meaningful connections, mindfulness practices, a growth mindset and celebrating cultural diversity.

Improvement Measures

Student data shows growth in meaningful connections and resilience strategies.

Classroom practice utilises wellbeing framework.

Staff feedback reflects they feel valued and supported in their contributions to a positive school culture and future focussed pedagogy practices.

People

Students

- Students will feel connected to their learning environment and engaged in a wellbeing curriculum.
- Students collaboratively identify key teacher responsible for learning and wellbeing support.

Staff

- Meaningful connections established with students and families.
- Establish a welcoming environment (space and staff) that acknowledges and values cultural diversity.
- Staff are experts in the specialised settings in which they work, have high levels of confidence in their practices and are eager to engage in professional learning to improve their current area of expertise.
- A high priority is placed on ongoing professional learning of all staff and on the development of a school wide, self-reflective culture, focussed on improving classroom practice and

Community Partners

The school identifies potential community partners on the basis of their capacity to contribute to improve student achievement and/or wellbeing.

Leaders

Coordinated approach, staff leadership and expertise.

Processes

Wellbeing

Teachers implement a high quality stratagem through professional learning and the development of a context specific wellbeing framework.

Community Links

Staff utilise community links to enhance wellbeing curriculum.

Evaluation Plan

- Student/community surveys.
- School developed wellbeing framework.
- Student interviews.
- Focus groups.

Practices and Products

Practices

Staff review and refine each term "Getting to know You" sheets to support student connection to their optimal learning environment.

Students participate in daily classroom mindfulness practices and appreciate the application in different settings.

Staff critically engage in ongoing professional readings and online learning.

Products

A toolkit of strategies, to combat stress and anxiety, is developed to empower students to be resilient and confident.

Staff demonstrate, through PDPs, confidence in wellbeing strategies and practices, encompassing a growth mindset.

A wellbeing framework, incorporating culturally diverse perspectives, is reflected in teaching and learning programs.

Ongoing school evaluations reflect a collaborative and supportive workplace, committed to a positive culture of continuous learning, by individuals and teams.