

Strategic Improvement Plan 2021-2024

Sutherland Hospital School 5546



School vision and context

School vision statement

The Sutherland Hospital School will prepare young people for rewarding lives by delivering positive, respectful, engaging and inclusive learning experiences in our unique environment. We provide comprehensive, holistic educational support to enable our students to continue their learning even though they find themselves in exceptional circumstances.

School context

Sutherland Hospital School is a small school with a staff allocation of a Teaching Principal, 1.252 classroom teacher, a full time 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 five key components to the structure of the school. Firstly, individual learning programs are devised after consultation with medical staff, parent, 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, PDHPE and Science 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. Due to COVID restrictions the school has developed an e-Tour which both local and rural schools can access online.

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.

Sutherland Hospital School collaborates with Community Health to deliver a "Ready For School Program." The program is delivered by an occupational therapist and a teacher from the schoolroom and focuses on fine and gross motor skills, school readiness and social skills. This program is funded under the QTTS funding.

The school has also established a Supporting Transition to School Project in collaboration with the Paediatric team on The Child and Adolescent Ward. The Paediatric/ CARS Clinic refer clients to the school and we then provide additional support during the student's journey to school. This includes; support in their pre-school, support in their home school, report with recommendations and resources.

Based on the outcomes of our situational analysis and community consultation with CAMHS, Community Health, Child and Adolescent Ward Nursing Unit Manager, Hospital Executive and local schools, we have determined that wellbeing and engagement of our students remains a priority and the school will focus on its transitions, enabling continuity of learning for our students. Assessment, data analysis and student performance measures will be used to inform our practice and ensure best outcomes for all our students.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, collaborative and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

Target year: 2024

In the SEF area of Student Performance Measures the school will be sustaining and growing and the school's value-add trend will remain positive.

In the SEF area of Assessment the school will be sustaining and growing and teachers will be routinely using evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

In the SEF area of Effective Classroom Practice the school will be sustaining and growing and teachers will provide explicit teaching techniques such as questioning and assessing to identify student's learning needs and use a range of explicit strategies to explain and breakdown knowledge.

Attendance data will demonstrate Outpatients attendance has an uplift of 20%

Target year: 2024

There will be an uplift of 20% and schools will evaluate the tour as a positive and valuable resource that supports their curriculum outcomes.

In the SEF area of Technology the school will be sustaining and growing and technology will be effectively used to enhance learning and service delivery.

Initiatives

Effective Classroom Practice

Improve effective classroom practice through a focus on explicit teaching practice, student performance measures and data analysis.

Activities:

- Embed the use of formative data collection and use data to inform teaching practice.
- Teaching staff attend professional learning, with a focus on literacy, numeracy and the K-12 curriculum.
- Change and adjust practice using the progressions, explicit individual student goals, formative feedback and differentiated teaching.
- School will plot attendance of Outpatient students , prior to the program, during the program and after the program.
- Establish collaborative support for teacher performance development and evidence based programs and lessons.

Technology

Increase the integration of technology as a teaching/learning tool to enhance student performance and engagement.

Utilise social media to enhance community engagement.

Activities:

- Engage people with expertise to re-design the schools computer space to enhance the physical environment.
- Purchase new devices to fit the re-designed space
- All staff will attend professional learning on the effective use of technology in the classroom.
- Analyse data on Facebook posts to guide most appropriate use of social media
- Produce a virtual excursion based on The Sutherland Hospital School Orientation Tour

Success criteria for this strategic direction

Teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve and student's feedback is also elicited by teachers to inform their practice.

School data demonstrates teachers are value adding in all four focus areas - Literacy, Numeracy, Attendance, Wellbeing.

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet learning needs of all students.

Social media posts are well received and the community feels connected to the school.

The classroom is a well designed space allowing multi-aged students to access technology to support their learning.

The e-Tour is well received and teacher evaluations are positive.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can we demonstrate impact and improvement in student learning?

Data:

We will use a combination of data sources:

- * survey monkey - e-Tour
- * parent evaluations
- * nursing staff anecdotal information
- * case meeting notes with Nursing Unit Manager

Evaluation plan for this strategic direction

- * Formative Assessment surveys
- * visiting teacher surveys
- * staff evaluations
- * Child and Adolescent Mental Health Services meeting notes
- * Staff meetings
- * student exiting slips
- * Community Health parent surveys
- * paediatric/CARS clinic surveys

Analysis:

Analysis will occur every day and will also be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- * future actions
- * annual reporting on school progress measures (published in the Annual Report each year and on the School's website).)

Strategic Direction 2: Transition, Engage and Thrive

Purpose

Our purpose is to ensure that transition programs and experiences are a major means of establishing continuity prior-to-school and for re-engagement-to-school, and building upon and extending the supportive relationships and connections that may already exist between families, community and educators. Students will be connected to their specific learning context and feel comfortable, valued and successful in school.

Improvement measures

Target year: 2024

There will be an uplift of 20% with parents/carers positive about the transition support provided to their child.

In The School Excellence Framework(SEF) area of Learning Culture, Transitions and Continuity of Learning, the school will be excelling and the school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical environment.

In The School Excellence Framework (SEF) area of Learning Culture, Attendance, the school will be excelling and teachers, parents and the community work together to support consistent and systemic processes that ensure student absences do not impact on learning outcomes.

Target year: 2024

There is a 20% upliff in student's wellbeing after attending the Hospital School.

In the School Excellence Framework (SEF) area of Wellbeing, Individual Learning Needs, the school will be excelling and there will be school wide, collective responsibility for student learning and success, which is shared by parents and students.

In the School Excellence Framework (SEF) area of Wellbeing, A Planned Approach to Wellbeing, the school will be excelling and the school will have implemented

Initiatives

Transitions and continuity of learning

Improve transition processes to enhance continuity of learning and school attendance.

Activities:

- Embed the three transition-focused programs into the school's financial/staffing structure.
- Teaching staff attend professional learning on mental health with a focus on anxiety/depression, school refusal, eating disorders and early childhood.
- Update whole-school approach to the transition practices in place and review success of each program.
- Collaborate with all stakeholders involved in the school's transition programs

Student wellbeing

Embed a whole-school approach to student wellbeing where there is a collective responsibility for student learning and success.

Activities:

- Update whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement.
- Review current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework.
- Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Embedding of differentiated and targeted support for wellbeing and engagement into practice (ILP, interventions, accommodations/adjustments to work provided), ensuring strategies are regularly reviewed.

Success criteria for this strategic direction

Teachers demonstrate increased expertise in teaching students with complex needs eg. eating disorders, anxiety, depression.

High functioning learning and support processes guide and assist teachers in actively supporting students.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school values and expectations.

Transition processes are well-planned and successful in supporting return to school and/or beginning school.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs, in consultation with all stakeholders involved in the students education.

Regular and ongoing planning, monitoring and evaluation of the students wellbeing and engagement through planned collaboration and consultation processes.

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing transitions, wellbeing and engagement have been successful?

Data:

Professional Development Plans

Student exiting slips

Parent evaluations

Child and Adolescent Mental Health Services exiting meeting notes

Plotting attendance prior to attending Outpatient Program,

Strategic Direction 2: Transition, Engage and Thrive

Improvement measures

evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation plan for this strategic direction

during program and after program.

School staff meetings

Census school information

Student surveys

Parent evaluations

Teacher feedback

Strategic Direction 3: SD 3

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
