



Strategic Improvement Plan 2021-2024

John Hunter Hospital School 5558



School vision and context

School vision statement

To be a professional and collaborative staff, connecting with students through an innovative curriculum to achieve individual educational goals whilst meeting emotional and social needs in a friendly, safe and uniquely engaging environment.

School context

John Hunter Hospital School (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.

Strategic Direction 1: Student growth and attainment

Purpose

An individual case management approach, based on Visible Learning strategies, will be used to achieve improved students learning outcomes and build staff capacity.

Improvement measures

Target year: 2024

In the theme of **individual learning needs** move from sustaining and growing to excelling.

Target year: 2024

In the theme of **effective classroom practice (feedback)** move from sustaining and growing to excelling.

Target year: 2024

In the theme of **collaborative practice and feedback** move from sustaining and growing to excelling.

Target year: 2024

In the theme of **professional learning** move from sustaining and growing to excelling.

Target year: 2024

In the theme of **literacy and numeracy** move from sustaining and growing to excelling.

Initiatives

Visible Learning

Staff develop practices of visible learning strategies that enhance student learning through collective efficacy and whole school implementation.

- Deliver professional learning in collection and analysis of learning dispositions data to ensure students are able to apply effective habits of thinking and doing.
- Develop professional learning around feedback increasing the capacity of staff to deliver feedback aligned to appropriate learning intentions and success criteria.
- Staff provide appropriate feedback to enhance student understanding of their progress and become assessment capable learners.

Case Management

Staff use literacy and numeracy progressions to collaborate with students to set learning goals, reflect on achievements and plan where to next.

- Professional learning around literacy and numeracy progressions delivered to all staff
- Develop structure for setting learning goals and process for review.
- Development of literacy and numeracy support resources.

Success criteria for this strategic direction

There is a school-wide, collective responsibility for student learning and success with students being able to articulate their learning needs and the steps required to reach them.

Teachers routinely review learning and provide effective feedback to students ensuring all students have a clear understanding of how to improve.

Systems that facilitate collaboration, professional dialogue, classroom observation and timely feedback are developed and embedded to improve teaching practice.

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

All teachers understand and implement literacy and numeracy progressions when collaboratively developing student learning goals.

Evaluation plan for this strategic direction

Q: Are high impact school wide systems in place, providing the opportunity for students to self regulate and reflect on learning goals, showing progress over time?

D: Feedback, exit slips, individual learning goals, LISC, walk throughs, classroom observations, professional development plans.

A: Analyses that data to determine the extent to which the purpose has been achieved.

I: Rigorous analysis of the data will determine the impact of learning goals and provide direction for future planning.

Strategic Direction 2: Inclusive Personalised Learning

Purpose

To build educational aspiration and equity through collective efficacy and responsive whole school processes, based on a culture of inclusivity, so that all students can connect, learn, succeed and thrive.

Improvement measures

Target year: 2024

In the theme of a **planned approach to wellbeing** move from sustaining and growing to excelling.

Target year: 2024

In the theme of **expertise and innovation** move from sustaining and growing to excelling.

Initiatives

Well Being Framework

A tailored whole school well-being framework is developed and implemented focusing on evidence based strategies which include strengthening cognitive, physical, social, emotional and spiritual development.

- Review the DoE well being framework self evaluation as a foundation for development of school specific processes and procedures and correlate findings to the "Be You" reflection tool and framework.
- Staff engage in professional learning to develop capacity around understanding the domains of the well-being framework and classroom and school wide strategies to build holistic student well-being.

Reconciliation

An inclusive environment that supports reconciliation is established and promoted within the community.

- A Reconciliation Action Plan (RAP) is developed in consultation with community to maximise achievement for all Aboriginal and Torres Strait Islander students and cultural awareness for the wider school community.
- All staff will participate in cultural competency training and ongoing professional learning.
- Aboriginal perspectives are embedded into teaching and learning programs creating an immersive classroom environment.

Success criteria for this strategic direction

Through regular and ongoing planning, monitoring and evaluation, evidence based, whole school practices are implemented resulting in measurable improvements in wellbeing and engagement.

Student well-being and learning profiles are an embedded practice and achieved for all long term and recurrent students.

Working toward achieving reconciliation and improving outcomes and opportunities for Aboriginal and Torres Strait Islanders. RAP actions are actioned and embedded reflecting the culture of JHHS.

Teaching staff demonstrate and share innovative practices within their school and with other schools. Effective contemporary content knowledge and evaluative strategies are used to ensure students succeed and thrive in our setting and beyond.

Evaluation plan for this strategic direction

Q: How can the school determine that its systems and processes for enhancing student wellbeing and inclusiveness have been successful?

D: Wellbeing Framework self evaluation, student focus groups, RAP, TAR3 calming plans, exit slips, wellbeing journal snapshots, Be You data

A: Analyses that data to determine the extent to which the purpose has been achieved.

I: Rigorous analysis of the data will determine the impact of wellbeing initiatives and provide direction for future planning.