



# Strategic Improvement Plan 2022-2026

## John Hunter Hospital School 5558



# School vision and context

## School vision statement

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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

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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 total student population per term is approximately 250 students.

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 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 student's learning outcomes and build staff capacity.

## Improvement measures

Achieve by year: 2026

In the theme of **individual learning needs** maintain delivery at excelling where there is a schoolwide responsibility for student learning and a wholistic approach to wellbeing.

Achieve by year: 2026

In the theme of **effective classroom practice (feedback)** maintain delivery at excelling where feedback continues to inform teaching and mastery of skills is demonstrated. In the theme of **literacy and numeracy** maintain delivery at excelling where staff select targeted literacy and numeracy strategies and students demonstrate success, as reflected in PLPs.

Achieve by year: 2026

In the theme of **collaborative practice and feedback** maintain delivery at excelling where inter-school relationships are consolidated and staff are supported, to improve each year, by expert teachers from different educational contexts. In the theme of **professional learning** maintain delivery at excelling where staff continue to collaborate with educators from other schools to improve visible learning practices that impact the teaching and learning cycle.

## Initiatives

### Explicit Teaching

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.

### Instructional Leadership

Staff use the English and Maths syllabus documents along with the literacy and numeracy progressions to collaborate with students to set learning goals, reflect on achievements and plan where to next.

- Professional learning around new syllabus documents and 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.

### Transition and outreach services

New and emerging needs have been identified in the area of attendance, transition and educational continuity. Staff will develop partnerships with Primary and Secondary schools in neighbouring networks and to Maitland District Hospital to support connection and educational support across settings.

- Establish an outreach service to Maitland District Hospital to support students educationally during

## 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 K-2 syllabus documents and literacy and numeracy progressions when collaboratively developing student learning goals.

## Evaluation plan for this strategic direction

Q: To what extent are high impact school wide systems 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.

## Initiatives

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- hospital admissions and transition back to census schools.
- Establish a middle years local re-engagement service to support students with anxious behaviours that have impacted their attendance.
- Develop evidence based, research informed, programs supporting students to return to school with increased attendance and engagement.

# 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

Achieve by year: 2026

In the theme of a **planned approach to wellbeing** maintain delivery at excelling where evidence based practices are used to measure improvements in wellbeing and engagement.

Achieve by year: 2026

In the theme of **expertise and innovation** maintain delivery at excelling where staff demonstrate effective contemporary content knowledge and share their expertise within their school and across the network, with a process established to evaluate, refine and scale success (e.g. Coach2Cope, wellbeing framework, RAP actions)

## 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.

- Upon completion of the DoE well being framework self evaluation, develop a school specific process and procedures document 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.

### Cultural Competency

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

- Complete actions specified in Reflection Reconciliation Action Plan (RAP) and progress to Innovate, Stretch and Elevate RAPs 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.

### High Expectations

A culture of High Expectations will be built upon to ensure JHHS is at the forefront of being an elite educational provider reflected in our internal systems and processes and our relationships across the wider community.

- engagement in the NSW DoE Respectful Workplace program.

## 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.

## Strategic Direction 2: Inclusive Personalised Learning

### Initiatives

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- meeting the emerging needs of our students through continuous improvement & innovation of staff, students, school based systems and processes, community partnerships.
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