

# Strategic Improvement Plan 2022-2026

## The Childrens Hospital School 5751

# THE HOSPITAL SCHOOL AT WESTMEAD

# School vision and context

## School vision statement

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Our vision is to become the national benchmark for hospital school education, where students feel known, valued and cared for, through access to high quality, targeted personalised learning; and to continue building collaborative and productive partnerships with our stakeholders.

## School context

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The Hospital School at The Children's Hospital at Westmead is the largest hospital school of the ten hospital schools in NSW. The specialist teaching and learning staff deliver targeted education programs that empower students in their learning, where they're at, through personalisation in both pedagogical delivery and curriculum content.

As a centre of expertise for the education of students with chronic illness, The Hospital School provides evidence-based proactive and future-focused education to develop academic motivation and resilience.

The Hospital School uses specialist knowledge to develop and apply neuroscience to education. We use evidence-based research from neurological findings to develop learning strategies which promote learning that is in alignment with the way the brain is naturally designed to learn. Our specialist teachers focus on providing opportunities for all students to become critical and creative thinkers, who are known, valued, and cared for. We achieve this through access to high quality, targeted personalised learning which is adjusted to meet the needs of all students.

The Hospital School provides education for students from K-12 and delivers content in either one of our four flexible and well-resourced learning spaces, by the students' bedside on the ward or by connected learning using telepresence technology.

Our unique setting accommodates patients and where needed, their siblings. Our students come from across NSW, other states, and overseas.

We implement the NSW NESA Curriculum incorporating The Australian Curriculum, with accommodations and adjustments for complex learners as required.

We have a strong focus on school improvement and attainment. Our strategic directions will guide our planning and accountability.

Strategic Direction 1: Student Growth and Attainment

Strategic Direction 2: Improved Transition Planning

Strategic Direction 3: Best Practice for Students with Chronic Illness

# Strategic Direction 1: Student growth and attainment.

## Purpose

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To use student progress and achievement data to drive teaching decisions and track continuous improvement over time.

## Improvement measures

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### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

All students demonstrate growth and achievement in reading over the year.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

All students demonstrate growth and achievement in numeracy over the year.

## Initiatives

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### Data skills and use in Reading and Numeracy

Whole school approach to systematic and reliable data skills and use in Literacy and Numeracy. Analysis of this data will be used to develop effective classroom practice in designing students' Personalised Learning Programs. Literacy and Numeracy growth and attainment will be monitored and recorded in new ways.

Literacy and Numeracy instruction will be embedded in all programs, be visible in classroom practice and learning and be monitored and tracked across the school

### WWB : Use of data to inform practice

### Assessment and reporting of student learning growth

Through the design of a school based platform for collecting and tracking of assessment data we will develop effective classroom practice through embedding whole school practices on assessment, feedback and reporting on student learning. The school has processes in place to support teachers consistent evidence based judgement and assessment practices.

### WWB : Assessment

## Success criteria for this strategic direction

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The learning goals for students are informed by an analysis of internal and external student progress and achievement data. Progress towards goals is monitored through the collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (School Excellence Framework - Data Analysis)

Teachers clearly understand, develop and apply effective data skills and use in a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (School Excellence Framework - Data use in planning)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (School Excellence Framework - Whole school monitoring of student learning)

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual. (School Excellence Framework - Student reports)

## Evaluation plan for this strategic direction

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### Question

What has been the impact of using data skills and use in both literacy and numeracy and assessment and reporting of student personalised learning goals?

### Data

Initial and post assessment

## Evaluation plan for this strategic direction

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MyPL

Internal assessment measures

Literacy and Numeracy Progressions

Teacher Programs

Personalised Learning Plans

Individual Education Plans

Feedback from teaching and non-teaching staff

### **Analysis**

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress toward the improvement measures.

### **Implications**

The findings of the analysis will inform future directions and annual reporting on school progress measures.

## Strategic Direction 2: Pathways planning.

### Purpose

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To create a strategic approach to collaborative transition processes that embeds shared responsibility with census schools that ensure continuity of student performance.

### Improvement measures

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#### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Improve transitions of students in the school into education or vocational pathways.

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### Initiatives

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#### Personalised Learning Plan (PLP)

The whole school has consistent and systematic processes regarding Personalised Learning Plans that are accurate, informed, and evaluated.

Every enrolled student will have a Personalised Learning Plan that has focus on their wellbeing, their physical capacity and their medical needs that might have an impact on their learning for a short or long-term period will be recorded as adjustments to student learning.

#### WWB: Explicit teaching

#### Informed Transition Processes

The school engages in strong collaborations between parents, students, community and census schools that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Collaborative and applied professional learning have informed practices around ensuring the best practice transition of students learning achievements and needs from The Hospital School back to their census school is achieved.

#### WWB : Wellbeing and Collaboration

#### Differentiated Approach to Curriculum Delivery

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

#### WWB : High expectations and Explicit teaching

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### Success criteria for this strategic direction

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There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF - Individual learning needs)

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 enrolment. (SEF - Transition and continuity of learning)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Differentiation)

The school's curriculum provision supports high expectations for student learning. (SEF - Curriculum provision)

### Evaluation plan for this strategic direction

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#### Question

What has been the impact of the differentiated curriculum, personalised learning plans through and beyond transition?

#### Data

Personalised learning plans

Teaching and learning programs

Initial and post assessment

Literacy and Numeracy Progressions

### Evaluation plan for this strategic direction

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Transition plans

Semester Report from census school following admission

#### **Analysis**

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress toward the improvement measures.

#### **Implications**

The findings of the analysis will inform future directions and annual reporting on school progress measures.

# Strategic Direction 3: Best Practice for students with chronic illness.

## Purpose

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To create a school community that is committed to implementing effective, explicit teaching through evidence based teaching strategies and a planned approach to well being and engagement.

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Improve the attendance rate of student in the school.

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## Initiatives

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### Pedagogy - Expertise and Innovation

We will exceed national benchmark standards for hospital school education through research, connectedness, investigation and collaboration by using innovative delivery of education and to support the wellbeing of students, particularly those with chronic and lifelong illnesses.

As high performing educators we will continue to build our capabilities to deliver teaching and learning pedagogies across the following initiatives and programs  
Telepresence Technology, Mind Brain Body Education Science (MBBEs) and Trauma Informed Practice (TIP).

### WWB : High expectations and Wellbeing

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#### Community Partnerships

Teachers, leaders, parents, specialists and medical teams work together on a frequent basis to achieve common goals, through the sharing of information, ideas, approaches and problem solving strategies, to support students. Our school culture and practices will continue to build through these collaborative meetings that share practice and expertise.

Systems and administrative practices that document meeting student learning and wellbeing outcomes as well as whole school improvement goals will be strengthened to maximise accountability and data.

#### WWB : Collaboration

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## Success criteria for this strategic direction

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Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF - Expertise and Innovation)

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and it's active support of (improvement in) other schools. (SEF - Continuous improvement)

The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. (SEF - School plan)

## Evaluation plan for this strategic direction

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### Question -

What has been the impact of innovation and expertise in effective practices?

What has been the impact of an effective partnership between NSW Education and NSW Health?

### Data -

Issue Tracking data

Engagement data with hospital school services

Teaching and Learning Programs

Tertiary Data

Surveys- Pre and Post PL, Tell Them For Me Data, Feedback,

Social Media Metrics

## Evaluation plan for this strategic direction

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Staff reflections of practice

### **Analysis -**

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress toward the improvement measures.

### **Implications -**

The findings of the analysis will inform future directions and annual reporting on school progress measures.