

Strategic Improvement Plan 2023-2026

St George Hospital School 5513



ST GEORGE
HOSPITAL SCHOOL

School vision and context

School vision statement

St George Hospital School puts student wellbeing needs as the focal point for the delivery of continuity of teaching and learning in an inclusive and supportive learning environment.

School context

St George Hospital School is a public education school for specific purposes. The school currently operates from two locations occupying a classroom within the paediatric ward of St George Hospital in Kogarah NSW, and an outreach class within the grounds of Arncliffe West Infants School. The school provides educational support to students from K-12 who are hospitalised, as well as students who are identified as outpatients requiring extended educational support for re-engagement and transition.

The school has a strong sense of working with the community, forming significant partnerships with health, families and census schools. These partnerships are imperative and form the basis for student's learning continuity, achievement and success.

St George hospital school offers a caring and supportive learning environment in the delivery of quality teaching and learning experiences for students during hospitalisation and periods of transition to their census school or alternative educational environment. Students work towards personalised learning goals and the achievement of curriculum outcomes. School staff work collaboratively with census schools showing dedication and commitment to continuous learning for all students.

The situational analysis involved a review of the 2022 SEF SAS, the future directions from the 2021 external validation report and the 2021-2025 school improvement plan. Consultation with parents, hospital and school staff and self assessment against the school excellence framework. The situational analysis provided directions as follows: clear processes for implementation of PLP's and transition plans, enhanced hospital school staff capacity in the development of personalised learning plans, transition plans as well as knowledge and implementation of the new syllabuses. Situational analysis also highlighted the importance of data skills to ensure authentic evaluation of impact of attendance in the outreach program. School staff made reference to the importance of emotional wellbeing, enhanced opportunities for student feedback and strong parent, health and community partnerships. Staff also indicated the importance of teaching and learning programs that focus on literacy and numeracy targets for students with short term hospital attendance. The sit any involved consultation with school staff and health services.

Strategic Direction 1: Student growth and attainment

Purpose

Every student learns every day in every context and setting. The continuity of learning supports the broad range of periods of hospitalisation from 1 day to extended periods of stay. School practices ensure that there is a personalised learning plan for all students that is relevant, engaging and developed in partnership with census schools and health staff.

Improvement measures

Achieve by year: 2026

100% of teachers and school learning support officers (SLSO) are confident in developing and implementing personalised learning plans (PLP) for all students from 1 day period of hospitalisation to extended stays.

Achieve by year: 2026

Hospital school teachers collectively feel confident in the delivery of the curriculum K-12.

Achieve by year: 2026

100% of teachers are confident in assessment, planning, implementation and reporting.

Attendance >90%

Achieve by year: 2023

>70% of students attend everyday

Initiatives

Quality learning environment

Development and implementation of PLP's.

Curriculum delivery

Teachers and school learning support officers are familiar with the new English and mathematics syllabuses K-2 and the NESA timeline for the rollout of the new syllabuses.

Assessment planning and reporting

Teachers implement formative assessment to inform teacher practice.

Teachers are familiar with literacy and numeracy assessment tools including the Literacy and Numeracy Progressions..

Success criteria for this strategic direction

All students have a PLP. PLP's are collaboratively developed with health, census school, student and families.

Teacher participation in professional learning on literacy and numeracy and the new curriculum.

Teacher feedback reflects knowledge of the new curriculum and confidence in implementing.

Student reports are informative, comprehensive and reflective of the continuity of learning in the hospital setting.

Teacher feedback indicates confidence in planning, assessing and implementation of curriculum.

Students attend the hospital school on a regular basis.

Evaluation plan for this strategic direction

Consistency of teacher judgement in evaluating the quality of a PLP.

Evidence of teacher input into the quality of the PLP for students with a 1 day stay or extended stay.

Does teacher delivery of literacy and numeracy strategies reflect knowledge of the progressions and the use of literacy and numeracy tools?

Do student reflection reports indicate continuity of learning?

Following the analysis of data sources, the extent to which the purpose has been achieved will be determined and used to guide future directions.

Data sources:

- PLP proforma
- Staff survey evaluations
- Formative assessment evaluations

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student evaluations and reflection - exit slips
- Census school surveys and evaluation
- Parent evaluations
- Feedback from health professionals

Strategic Direction 2: Successful transitions through continuity of learning

Purpose

Students transitioning from the hospital school to their census school or alternative educational setting feel confident and empowered by the targeted support provided at the hospital school through a comprehensive transition plan that is focused on learning and student wellbeing.

Improvement measures

Achieve by year: 2026

100% of students transitioning from the hospital school to their census school or alternative educational setting will feel confident in their ability to re-engage in learning through a systematic and personalised transition plan.

Achieve by year: 2026

100% Increased student attendance from base line data gathered from 2025 for longer term students.

Students attend for 90% of the school year.

Increased student attendance will be replicated in the census school following transition from the hospital school.

Initiatives

Continuity of learning through effective practices

Teachers engagement in PL on what constitutes an effective transition plan.

Teachers develop transition plan with the student and family and include strategies to support a successful transition that addresses educational and wellbeing priorities.

Teachers implement, monitor and review transition plans to ensure a smooth transition from one setting to another.

Hospital school staff form links with census schools or alternative school settings and identify key stakeholders in each of the settings to support the implementation of the transition plans.

Collaborate with key stakeholders to develop and implement the transition plan with regular opportunities for monitoring and reviewing.

Attendance

Teachers gather data on student attendance and analyse reasons for non-attendance.

Teachers develop individual attendance plans with goals appropriate to each student and expectations of increase of attendance until students are attending regularly for the full week.

Hospital staff develop personalised attendance plans for the census school or alternate educational setting.

Attendance at the census school is monitored by the identified staff member.

Success criteria for this strategic direction

Transition plans include the context and requirements of census school or alternate educational settings.

Transition plans includes a staff member from census school or alternative educational setting that can provide advice, support and assistance to help students re-engage in their learning.

Teachers at the hospital school feel confident in the development of the transition plan.

Regular case review meetings at the census schools or alternate school setting.

Data indicates increased student attendance at the census school.

Increased student attendance pattern will be maintained in the census school following transition.

Evaluation plan for this strategic direction

Data on the number of successful transition plans where students have re-engaged in their census school and maintained regular attendance.

Tracking of student feedback after 1 month and 1 term.

Feedback from key stakeholders.

Has the pattern of attendance been maintained in the census school?

Following the analysis of data sources, the extent to which the purpose has been achieved will be determined and used to guide future directions.

Data sources:

- Transition plans
- PDP's
- Professional learning - teacher sharing and feedback

Strategic Direction 2: Successful transitions through continuity of learning

Evaluation plan for this strategic direction

- Student, parent surveys and evaluation
- Case meeting minutes
- Referrals and reports from CAMHS and allied health professionals
- Census school feedback
- Hospital staff feedback
- Full staff meeting minutes

Strategic Direction 3: Collaborative and effective partnerships

Purpose

A shared vision of student success is dependent on regular, collaborative, effective and informative communication with health, census school or alternative educational setting.

Improvement measures

Achieve by year: 2026

Increase in the number of students successfully transitioning from the hospital school to their census school or alternate educational setting from baseline data established in 2021.

Tracking data demonstrates that students are increasingly maintained in the educational setting and are continuing to complete their educational program from baseline data established in 2021.

Achieve by year: 2026

All schools in the local network will be empowered to identify and manage students with mental health needs and develop personalised learning plans focused on wellbeing, attendance, and behaviour .

Achieve by year: 2026

100% collaborative and effective partnerships with health professionals will support the wellbeing of all students to enable them to re- connect, succeed and thrive in transition, exit and long term educational programs.

Initiatives

Transition processes embedded in local schools

For students who are transitioning, processes with the census schools or alternative education setting will include:

- A transition plan collaboratively developed with input from health professionals, wellbeing and health In-reach nurse (WHIN) co-ordinator, student, parents and the educational setting.
- Identification of transition co-ordinator in the school setting.
- Regular transition times which includes briefing and debriefing for each occasion.
- Transition plan regularly reviewed and modified where required.
- Exit plan collaboratively developed with all stakeholders.

Capacity building

Professional learning packages will support schools in building awareness of a range of mental health conditions and strategies to support their wellbeing and continued attendance and engagement in a school setting.

Collaboration with health professionals

Effective partnerships with health professionals including CAMHS staff and the WHIN co-ordinator will enable the hospital school staff to support students with on-going health issues to be managed in school settings. Health professionals provide knowledge and advice so that hospital school staff model successful and effective management strategies.

Success criteria for this strategic direction

All hospital school staff implement processes to support transition.

Receiving schools appoint a co-ordinator to facilitate transition processes.

Positive student and census school feedback.

Transition plans are dynamic and modified according to feedback.

Teaching staff in the census schools are aware of strategies to support successful re-connection in their school.

School wide knowledge of mental health conditions and strategies to support students with identified needs.

Personalised learning plans developed by the census school for identified students..

Evaluation plan for this strategic direction

Hospital school staff will review each transition plan and gather data on student feedback, parent feedback, census school feedback, health professional feedback and student attendance.

The hospital school will track data on attendance at their census school at initially 6 monthly, annually and then at two years.

The effectiveness of capacity building will be determined by school surveys, PLP's in the census school linked to mental health and feedback from census schools on behavioral referral data.

Following the analysis of data sources, the extent to which the purpose has been achieved will be determined and used to guide future directions.

Data sources:

- Case meeting minutes from census schools

Strategic Direction 3: Collaborative and effective partnerships

Evaluation plan for this strategic direction

- Transition plan
- Exit plan minutes
- Professional learning feedback and sharing from all staff
- Referral and reports from CAMHS and hospital staff
- Community surveys - Health, census schools