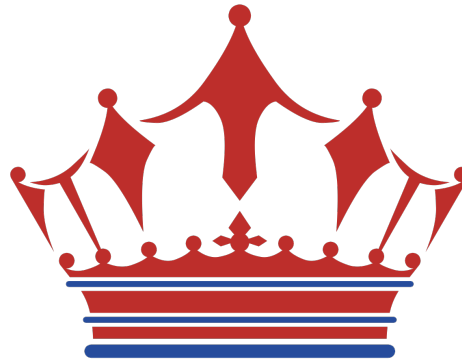


Strategic Improvement Plan 2023-2026

Royal Prince Alfred Hospital School 5543

Hospital School



Royal Prince Alfred

School vision and context

School vision statement

We are committed to providing an individualised educational service to all school aged patients of RPA Hospital ensuring students remain connected to their learning, connected to their school and connected to their community.

School context

Royal Prince Alfred Hospital School is a K-12 school for specific purpose in the inner Sydney suburb of Camperdown. The students at our school are the patients of RPA Hospital, which is situated within the NSW Health Sydney Local Health District. The teaching and learning takes place within the RPA Hospital Children's Ward, bedside in other wards and virtually when required. Enrolments reflect the high mobility rate of potential students and students come from all educational sectors, including public, catholic and independent schools. Students from NSW public schools remain on the permanent rolls of their census schools and are shared via ERN.

In 2022, Royal Prince Alfred Hospital School recorded 691 school attendance days of numerous students.

The school recognises that all children have a right to an education and the school has a duty to provide high quality educational opportunities which are appropriate for children who are temporarily or permanently affected by ill health or disability. In accordance with the Department's Disability Strategy, we endeavour to ensure that all students feel welcomed; receive a clear demonstration of learning outcomes from teachers; and experience smooth transitions between our school and other educational settings.

From an in-depth situational analysis, we have highlighted our focus areas for improvement as quality teaching and the strengthening of collaboration and partnerships.

Strategic Direction 1: Student growth and attainment

Purpose

To maintain educational continuity during a hospital stay that meets the individual needs of the student. 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

School Excellence

Achieve by year: 2026

In the four year period, the RPA Hospital School will continue to excel in the theme of *Transitions and Continuity of Learning* within *Learning Culture* in accordance with the *Learning Domain* of the School Excellence Framework.

Continuity of Learning

Achieve by year: 2026

Community feedback will support a rating of excelling in the theme of *Transitions and Continuity of Learning* within *Learning Culture* in accordance with the *Learning Domain* of the School Excellence Framework. A significant majority of students and parents will report an authentic connection to learning which is individualised and caters to the student's needs. A majority of census school surveys reflect a positive continuity of learning between school settings.

Initiatives

Transitions and continuity of learning

The provision of consistent evidence-based teaching and learning within the RPA Hospital, takes into consideration the individual needs of the student during and post hospital admission. The school engages in strong collaborations between students, parents and the community that inform and support continuity of learning for all students at transition points. This includes:

- continuity of learning during and after care support post a short-term hospital stay;
- continuity of learning during and between school settings after an extended hospital stay; and
- strength based attendance, enrolment and well-being discussions to inform future planning for students following an acute crisis requiring hospitalisation.

Success criteria for this strategic direction

- Assessment is used as an integral part of daily instruction.
- Formative assessment is practiced expertly by teachers to inform programming.
- Individualised programs, based on assessment data, are written for each student.
- Feedback is provided to the student and/or home school after each learning session.
- Effective reading strategies are embedded in teaching and learning programs.
- Effective numeracy reasoning strategies are embedded in teaching and learning programs.
- 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 students' wellbeing and learning needs, in consultation with all stakeholders involved in the student's education.
- Collaborative planning, built on relational trust, exists between the RPA Hospital School, NSW Health and census schools.

Evaluation plan for this strategic direction

Question

To what extent are we successfully meeting the individual needs of our students and providing continuity of learning between educational settings?

Data:

The data will be assessed through a range of measures including: student lesson reflections (biannual reviews); parent evaluations (biannual reviews); census school surveys (biannual reviews) and lesson observations (part of the QTR process).

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis:

There is evidence to demonstrate that we are building on continuous improvement and strong content knowledge for every student in reading and numeracy. We will build strong systems and partnerships to foster continuous learning and connection between educational settings.

Implications:

If student growth is not evident in individualised learning plans, and community surveys show a low impact, we will need to adjust our service delivery to meet community demands.

Strategic Direction 2: Quality Teaching

Purpose

To ensure our educators use evidence-based teaching practices that provide all students with the opportunity to reach their potential. Collecting data throughout the learning cycle will inform individualised teaching and learning programs plus support student achievement.

Improvement measures

RPA Hospital School Pedagogical Framework

Achieve by year: 2026

In the four year period, the RPA Hospital School will continue to excel in the theme of *Explicit Teaching* within *Effective Classroom Practice* in accordance with the *Teaching Domain* of the School Excellence Framework.

New Curriculum Implementation

Achieve by year: 2026

Biannual review data, gathered from Individualised Learning Plans, will support a rating of excelling in the theme of *Explicit Teaching* within *Effective Classroom Practice* in accordance with the *Teaching Domain* of the School Excellence Framework. 100% of teachers will engage with, and embed evidence-based practices, which are reflected through each students' Individualised Learning Plan. The evidence indicates teachers have implemented new curricula, which is reflected through each students' Individualised Learning Plan.

Initiatives

Pedagogical Framework initiative

The RPA Hospital School executive has considered the qualities, skills and professional learning support required to meet the diverse needs of the students at the school, and has formulated the RPA Hospital School Pedagogical Framework to inform professional learning needs. This initiative encapsulates all of the qualities required to be highly successful at the RPA Hospital School.

Curriculum implementation project

Teaching and learning in a hospital school setting differs from other school environments due to the high mobility of the school enrollments. Our unique setting lends itself to the explicit teaching of skills in a supportive setting. Explicit teaching must also take into consideration all new curricula. As such, this initiative will review our teaching and learning programs, embed new curricula and provide professional support and learning opportunities to the team of educators. Every lesson will be linked to new curricula and be reflected on each student's Individualised Learning Plan.

Success criteria for this strategic direction

- Teachers provide explicit, specific and timely formative feedback related to defined success criteria.
- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.
- Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.
- Teachers differentiate teaching and learning programs to cater to the individual students' needs.
- Technology is effectively used to enhance learning and service delivery.
- Successful partnerships with stakeholders are established and sustained.
- Professional learning is targeted and implemented.

Evaluation plan for this strategic direction

Question

To what extent have teachers embraced and embedded evidence-based teaching and learning practices into daily instruction via the pedagogical framework?

Data:

The data will be assessed through a range of measures, including: Professional Development Plans (biannual review); professional learning surveys (semester reviews); student lesson reflections provide a reflection of their learning against success criteria (biannual review of data); lesson observations gathered during Quality Teaching Rounds; medical and nursing staff anecdotal evidence; staff meeting minutes; and NSW Health surveys (biannually).

Analysis:

Strategic Direction 2: Quality Teaching

Evaluation plan for this strategic direction

Evidence of teachers exhibiting high expectations of students by implementing evidence-based best practice, including the use of explicit teaching strategies and making learning visible.

Implications:

If teaching practice is not improving, further review of professional teaching strategies aligned to PLP's may be required.

Strategic Direction 3: Positive Partnerships

Purpose

To strengthen all partnerships within our community, including families, schools, NSW Health and other government agencies, which promotes a culture of safety and high expectations. Collaborating with other service providers will ensure service delivery is coordinated, goal focused and takes into consideration the needs of the student.

Improvement measures

School Excellence

Achieve by year: 2026

In the four year period, the RPA Hospital School will continue to excel in the theme of *Community Satisfaction* within *Management Practices and Processes* in accordance with the *Leading Domain* of the School Excellence Framework.

Service Delivery Excellence

Achieve by year: 2026

The RPA Hospital School is recognised as a leader of effective, innovative practices and for its continuous improvement and active support of other schools.

Initiatives

RPA Outpatient and Emergency Dept initiative

The RPA Hospital School will work collaboratively with NSW Health staff to best cater to the needs of all children and young persons. The RPA Health and Education Outpatient initiative involves educators providing educational support before, during and after paediatric consultations, so the holistic needs of the patient can be collaboratively planned for. Similarly, the RPA Hospital School will provide educational support during and after Emergency Department admissions, as requested so the holistic needs of the patient can be collaboratively planned for.

Network opportunities

The RPA Hospital School will work collaboratively within the Hospital School Network, with local schools and with the wider community to promote best practice by: upholding the integrity of the NSW Department of Education in its deliver of quality, evidence-based programs, and professional learning; ensuring all decisions made are student centred; and by promoting a positive school culture of collaboration.

Success criteria for this strategic direction

- The RPA Hospital School will be actively present at outpatient appointments and share all assessment data gathered with NSW Health colleagues.
- The RPA Hospital School will strengthen relational trust between NSW Health, NSW Education and with all census schools by ensuring all communications are student centred and goal focused.
- Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998 will be used to share important information between service providers to enable each setting to adequately plan for and support the wellbeing of young persons.
- All cases of neglect and/or abuse will be reported to the Child Wellbeing Unit and/or the Helpline, in accordance with our obligations as mandatory reporters.
- All meetings between NSW Health and RPA Hospital School and/or census schools will be goal driven with active plans to review between settings.
- The school executive will actively promote its educational service, via presentations, surveys and research within the Marrickville Network, within the Hospital School Network, within the Sydney Local Health District and with all census schools.

Evaluation plan for this strategic direction

Question

To what extent has the relational trust between NSW Education and NSW Health staff at RPA ensured best practice and holistic care of students?

Data

The data will be assessed through a range of measures including: student lesson reflections which provide a reflection of their learning against success criteria and mood monitoring (biannual review of data); Nursing staff anecdotal evidence; staff meeting minutes; census school surveys; and NSW Health surveys (biannually).

Evaluation plan for this strategic direction

Analysis

There is evidence to demonstrate that we are building on continuous improvement and strong relationships between services to ensure the holistic needs of students are catered to in a coordinated, student-centered way. We will build strong systems and partnerships to foster continuous growth in relational trust between NSW Education and NSW Health staff at RPA Hospital.

Implications

If relational trust is not evident, and community surveys show a low impact of the inter-agency work on holistic care of students, we will need to adjust our service delivery to meet community demands.