School context statement

The Hospital School at The Children’s Hospital at Westmead, the largest hospital school in NSW, provides quality education to support the development of motivated, resilient students who become critical and creative thinkers through access to high quality personalised learning. This unique school accommodates patients from throughout NSW, other states and overseas. A daily enrolment of over 100 Kindergarten to Year 12 students from both government and non-government schools attend either in one of our four classrooms or are taught at the bedside by our ward teachers.

Our Principal leads the highly qualified and experienced teaching staff, who are all trained in primary or secondary teaching with expertise in Special Education, Emotional Disturbance or Hearing Loss. Each class is supported by a School Learning Support Officer who provides additional individual assistance to implement Personalised Learning and Support Plans as well as facilitating student’s growth towards independence as they transition back to their census school.

In partnership with all stakeholders including students and their families, medical staff, allied health professionals, government and non-government agencies and census schools, we provide continuity of educational services in a center for expertise to students who are hospitalised with chronic and serious illnesses.

Our learning support team coordinates accommodations and adjustments to meet all students’ needs relating to their personal care, safety, self-regulation or social interaction, which impacts significantly on their participation and learning.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

The Children’s Hospital School is a dynamic school with a student population of over 2500 students across the year. The student population is very diverse ranging from Kindergarten to Year 12 across two hospital settings. The school has an ongoing commitment to the development and delivery of quality teaching and learning programs with an emphasis on literacy, numeracy and student engagement.

Workforce information

Indigenous Members of Staff

In 2014 there were no Indigenous staff members at The Hospital School

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Teachers of Students in a Hospital Ward</td>
<td>6.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities (ED)</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.588</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Hearing</td>
<td>1.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative</td>
<td>0.422</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>2.0</td>
</tr>
<tr>
<td>School Learning Support Officer ED</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>14.410</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Throughout 2014, staff have been working to complete their own Professional Learning Plans. The goals detailed in their plans were decided collaboratively during our professional development meetings both at the end of Term 4/13 and reviewed in Term 1/14 to account for
staffing changes, new opportunities and changes in roles of staff.

Staff selected three professional goals and identified strategies to support them in their learning. This included attendance at workshops such as the 8 Ways Pedagogies Workshop facilitated by Doonside HS, conferences such as the Special Education Principals and Leaders Association which was a statewide conference convened this year by our Principal, in school observational rounds and in professional learning sessions hosted by various hospital specialists including workshops on Somatoform and Conversion Disorder, as well as strategies to support students with an Acquired Brain Injury or chronic illness. Some individual staff attended very specific professional learning and then presented their knowledge to the whole staff during school Teacher Professional Learning meetings which were held weekly all year. Individual staff also committed to online learning courses outside of school hours.

All classroom staff are involved in all of the professional learning activities. Our School Learning Support Officers are an integral part of the classroom team who assist the teachers in catering for the learning needs of a diverse range of students in multi stage classes.

Teachers were supported to begin the process of accreditation. Throughout each term, teachers met with the Principal and were supported in selecting pieces of evidence that demonstrated that they were working at a particular standard. Teachers keep reflection journals and annotated their evidence in preparation for applying for voluntary accreditation in 2015/16. Three staff were ready to apply in 2014 and were successful in gaining accreditation at Proficient Level and have begun to collect evidence against either Highly Accomplished or Lead levels. The Principal is participating in the pilot program of the Principal Credential through the NSW Primary Principals Association which will be completed in 2015.

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>173141.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>100661.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>54190.81</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4548.97</td>
</tr>
<tr>
<td>Interest</td>
<td>4899.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>337442.41</td>
</tr>
</tbody>
</table>

| **Expenditure**           |           |
| Teaching & learning       |            |
| Key learning areas        | 13352.47   |
| Excursions                | 0.00       |
| Extracurricular dissections| 1728.37   |
| Library                   | 154.75     |
| Training & development    | 0.00       |
| Tied funds                | 45032.46   |
| Casual relief teachers    | 30181.49   |
| Administration & office   | 22950.87   |
| School-operated canteen   | 0.00       |
| Utilities                 | 1670.39    |
| Maintenance               | 0.00       |
| Trust accounts            | 0.00       |
| Capital programs          | 42438.57   |
| **Total expenditure**     | 157509.37  |
| **Balance carried forward**| 179933.04 |

Further details concerning the statement can be obtained by contacting the school.

### School performance 2014

#### Academic achievements

All students from all sectors of schooling achieve academic success whilst they are at The Children’s Hospital School. The student’s work is adjusted to accommodate their level of wellness and their ability to engage physically with the given task.

Students work at their own stage of development in conjunction with the work set by their home school and the medical advice given by the treating team. Students are regularly assessed and feedback is provided as requested and on discharge to their census school in the form of a written report.

Whilst we facilitate students to undertake external assessment and examination such as NAPLAN and HSC in our setting, we do not report on the outcomes of these, reporting is completed by their census school.
Other achievements

Aboriginal education

A plaque of Acknowledgement of Country was produced for classrooms and school office, artwork based on a local story of the Darug people. Units of work K-12 were developed; an audit resulted in a comprehensive collection of resources. Staff Development Day at Doonside High, covered the Eight Ways of Learning for Aboriginal Students. Student Profiles reflect this development and is utilised for students as an assessment tool. The Aboriginal Health Officer gave the Acknowledgement to Country at the School Presentation Day and School Counsellors Day. The Aboriginal Health Officer liaises with us in relation to Aboriginal and Torres Strait Islander students.

Environmental Education

Our goal this year in Environmental Education, was to produce an environmental calendar to serve as a daily reminder to all to make small changes for a sustainable future. In order to do so, we successfully applied for grants with Parramatta City Council and the Climate Clever Energy Saver Program. Throughout the year lessons were taught across the school K-12 around conserving resources and looking after the health of our planet. Our students then produced art work to represent the concepts they had learned about. These were used to create our environmental calendar. Fuji Xerox then made it possible for us to publicly celebrate our students’ learning by publishing it for us. The calendar was launched at our Presentation Day ceremony and distributed to our school, hospital and DEC communities.

Learning and Support

We have established a framework to address the learning and support needs of our students.

We develop personalised learning and support plans to support students with their additional learning needs both in our classes and on transition back to their census school.

For students requiring highly specialised support for learning we access the expertise and input from a range of professional areas, such as education and allied health.

Our teachers are now familiar with the referral process and our weekly meetings ensure our student’s needs are addressed and our staff are supported.

Significant programs and initiatives – Policy and equity funding

ESES Diabetes

This year we presented our ESES ‘Supporting Students with Diabetes in NSW Schools’ project at the NSW SEPLA Conference. We networked with over 500 delegates across 2 days and shared our expertise and findings. An extension of our project is planned for 2015 with the ultimate goal of including a range of chronic illnesses and establishing our school as a Centre of Expertise in supporting schools to support students with chronic illness.

Itinerant Support Teacher (Hearing)

Our school has an Itinerant Support Teacher (Hearing) who works within The Deafness Centre and across the school when needed. This year we have aligned the role of the ISTH to the ESES Learning and Support Framework and created a flowchart of service provision. From 2015 the work plans and documentation around the ISTH will be measured against this framework.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include surveys, forums and interviews which were conducted in consultation with our university partner.

School planning 2012-2014:

School priority 1

Consistent, high standard educational practices across our school.
Outcomes from 2012–2014
To enhance their performance, teachers were required to demonstrate the use of the teaching and learning cycle in their everyday practice; develop skills, knowledge and understanding around working with students with chronic illness and maintain a consistent focus on the NSWIT Standards.

Evidence of achievement of outcomes in 2014:
- Frameworks for Learning and Support, Stakeholder Communication, Literacy and Numeracy, Assessment and Reporting were finalised and published
- Project teams – embedding practice of Personalised Learning and Support Plans
- Teacher Professional Learning Programs
- Staff/ Student reflection

Strategies to achieve these outcomes in 2014
- Project Teams – K-6, 7-12, Numeracy, Literacy, Assessment and Reporting, ICT, Dare to Lead, Environment
- Teacher self-evaluation, lesson observations, feedback, preparing the landscape for a performance and development culture
- Leadership group – building capacity to lead at all levels through Professional Learning
- Reporting on milestones

School priority 3
Improve student success as learners.

Outcomes from 2012–2014
Students had Personalised Learning and Support Plans (PLaSPs) that were differentiated, purposeful, engaging and related to their stage of learning and development.

Evidence of progress towards outcomes in 2014:
- Sibling enrolment program
- Assessment of students skills – entry and exit
- Audit of staff skills – differentiation, authentic learning pedagogy, e-learning portfolios
- Staff professional learning
- School information booklet
- Presentations of Personalised Learning and Support Plans at medical team meetings

Strategies to achieve these outcomes in 2014:
- School information booklet published and ASTI supplement
- Sibling enrolments and brochure produced
- TPL for partnership schools
- Assessment toolbox is embedded in practice
- e-portfolios in PLaSPs
- Regular updates to medical teams regarding PLaSPs
- Partnerships with local schools - siblings
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- All teachers had a positive response to working in The Hospital School.
- Teachers felt that the best part about the school were the helpful and friendly staff and teachers.
- The teachers most enjoyed working on projects, building teams and developing relationships with staff members.
- The teachers found that the biggest challenge they faced was the need to be flexible due to the unpredictable nature of working within a hospital setting.
- All students across both the K-6 and 7-12 settings had positive responses about their experiences at the school.
- Students overwhelmingly thought that the teachers provided them with lessons that catered for their learning needs and taught them valuable and relevant content and skills.
- Parents felt that the school caters for the individual learning needs of each of the students and encourages them to do their best.
- Parents felt that they would like more communication around what is happening in the school and more opportunities to collaborate with staff.

Previously there was an initial assessment activity sheet used in the primary which was redesigned in 2013 to incorporate the symbols from the Aboriginal Eight Ways of learning which we named the Student Profile Sheet. Supporting documentation was produced and the tool implemented across the school with varying levels of support available for staff on best use. An evaluation of the Student Profile Sheet and its effectiveness as an assessment tool was conducted via staff questionnaire and a meeting.

Findings and conclusions

The evaluation highlighted the tool’s value as an ice-breaker while providing insight into student strengths, learning needs and communication skills. Learning goals are then able to be developed for each student and with regular revision and supervision of its use to ensure consistent teacher judgment and the scope and validity of student reporting is enhanced.

Feedback indicated that although layered support has been provided on how to use the tool this will need to be reviewed yearly and become part of the induction for new staff. Having a variety of training formats is seen as valuable and broadening that training to better explain how to incorporate the Eight Ways pedagogy would validate the use of the symbols. The rubric to assist with reporting up to stage 3 is seen as a valuable aid and teachers feel they would be even better supported if this could be continued in some form for the higher stages.

Future directions

We need to ensure consistency by providing training for new staff and revisiting and updating the expectations for teacher annotation and reporting on the information stemming from the use of the Student Profile Sheet activity sessions. It is felt that provision of regular multilayered support will not only improve the use of the Student Profile Sheet but lead to better implementation especially in the setting of learning goals for each student.

Program evaluations – Literacy Assessment Tool

Background

In 2014 the literacy team set out to develop an assessment package for K-12. The primary focus was the development and implementation of an initial assessment tool for use across the school followed by the evaluation of various commercial assessment resources for more in-depth assessment.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The Hospital School will be developing our school plan around 3 strategic directions.

Strategic Directions for 2015-2017
1. Quality teaching and learning teams
2. Cohesive and inclusive school community
3. Engaged and resilient students

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mercedes Wilkinson - Principal
Carmel Dawson - Teacher
Joy Gomes –Teacher
Catherine Welsh – Teacher
Toni Simms – Teacher Mentor

School contact information
The Hospital School at The Children’s Hospital at Westmead
Ph: 02 9845 2813
Fax: 02 9845 2837
Email: childhosp-s.school@det.nsw.edu.au
Web: www.childhosp-s.school.nsw.edu.au
School Code: 5751

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: