



Education &
Communities

Royal North Shore Hospital School Annual School Report 2014



Connect
Learn
Empower



5544

School context statement

Royal North Shore Hospital School (RNSH School) provides continuity of education for all students from Kindergarten to Year 12 who are patients at Royal North Shore Hospital (RNSH). Our students are an extremely diverse group, coming from both metropolitan and country areas, a range of cultural backgrounds and all sectors of schooling. They may be hospitalised due to illness, accident, medical procedures, behavioural or psychological reasons and have varying lengths of stay. Students remain enrolled at their home school whilst attending our hospital school.

The staff work collaboratively as a team, often in consultation with parents and the home school, to deliver educational programs that are appropriate and meaningful for each student. Staff have an active role in the Children's Ward's multidisciplinary team which plans and monitors the management of a student's hospital stay. This collaboration with hospital staff ensures optimum health and educational outcomes for students. While staff work primarily on the Children's Ward, they also cater for students who are on the orthopaedic, neurosurgical, spinal, burns and adult psychiatric wards. Staff need to be flexible, positive and resilient when working with students and families in the hospital environment.

Principal's message

We are committed to providing an inclusive, stimulating and supportive environment which assists all students from Kindergarten to Year 12 to maintain educational continuity and allows smooth transition back to their home school. Ensuring the wellbeing of our students is a high priority. Individual Learning Plans (ILP's) are developed in consultation with medical and health staff with careful consideration given to the emotional, psychological and social needs of students.

Our school's unique setting allows for students to participate in school activities individually at the bedside with the option, if health permits, of attending our temporary school room set up in the ward's Recreation Room and garden. There, students have opportunities to socialise while learning, with positive impacts on their wellbeing. Towards the end of Term 4, 2014 the Children's Ward relocated to the new Clinical Services Building. We are thrilled to acquire our own modern classroom space with attached office and

look forward to opportunities of enhancing our educational delivery.

Our new motto '*Connect, Learn, Empower*' is evident in our caring, compassionate and respectful relationships with students, parents/carers and census schools. Positive feedback indicates that this enhances students' engagement, motivation and learning.

'Thank you to the whole team for supporting Alexander's learning journey while in hospital. All materials were spot on for age appropriateness and you successfully mixed his school work with complimentary activities.'
(mother of primary school student)

We expect and look forward to even greater satisfaction with our service in 2015.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Vanessa Murphy, Principal

Student representative's message

Thank you so much for all the warmth, concern and educational support you have all provided. My family and I were relieved to have the school contact my home school on my behalf. It was such a help having the excellent books, DVDs and notes provided for me, I didn't have to worry because of you. Thank you so much!
Jajwolya, Year 7

A massive thank you to all School Staff. Without your care, support, resources and dedication Henry's rehabilitation would not have been so smooth. Your school definitely deserves lots of credit. Thank you. Thank you. Jayne (mother of primary school student)



Student information

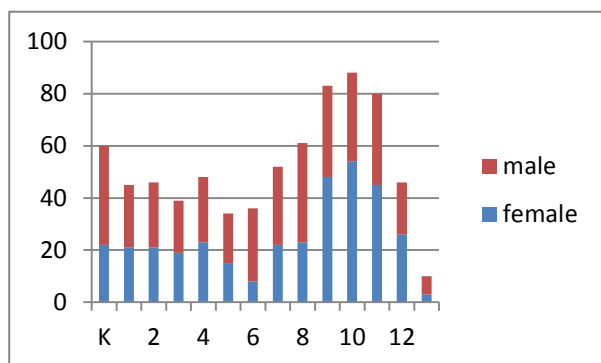
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

In 2014 the school had a shared enrolment of 827 students. All students remain enrolled in their home school while attending our hospital school. There were 469 secondary students and 358 primary students, 395 total girls, 432 total boys.

School data revealed a high increase in mental health admissions since 2010. A significant number of students, 130 presented with mental health problems representing nearly 16 % of our total student numbers. Of these, three were primary school age, 100 were high school girls and 27 were high school boys. 106 of these students were in Years 9, 10 and 11. There were 43 recurrent students.

Students were mainly from the Northern Sydney region and the Central Coast with a small but significant number from other metropolitan areas, country areas and overseas. Students came from a wide range of cultural and socio-economic backgrounds.



Student attendance profile

As a hospital school, days of attendance are a more significant measure than actual enrolments. The daily attendance of all students is recorded. There has been a steady increase in attendance days over the past few years. There were 1594 attendance days in 2013. Students' attendance varies depending on reason for hospitalisation, ongoing medical treatment and their state of health. The range of attendance in 2013 was from 1 day to 32 days.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Classroom Teacher(s)	1.252
Teacher Librarian	0.084
School Counsellor – available on request	
School Administrative & Support Staff	1.7
Total	4.036

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There were no Indigenous staff members in 2014.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. A new Principal was appointed in 2014 to commence in 2015. All other staff positions were retained from 2013. The SLOS position was again successfully shared between two part-time staff members.

Qualifications	% of staff
Degree or Diploma	50
Postgraduate	50

Professional learning and teacher accreditation

As a school catering for the diverse educational and welfare needs of students K to 12, members of the teaching staff participate in a wide range of PL activities. In 2014 PL continued to focus on mental health along with implementing the new Australian Curriculum. School Development Day (SDD) in Term 1 allowed for staff to complete mandatory training updates in Child Protection, Anaphylaxis and Work, Health and Safety. In Term 2, the SDD focussed on examining and familiarising staff with the new Australian curriculum in English and Mathematics. Also in Term 2 some of the staff attended the Generation Next Conference – 'Mental Health and Wellbeing of Young People', which was most worthwhile. In Term 3, staff combined with other hospital schools for a SDD run by education staff at the Art Gallery NSW to enrich our knowledge of art and

strategies for approaching the art syllabus with focus on Aboriginal art. The Relieving Principal as the Computer Co-ordinator attended a workshop on iPads A-Z. The Relieving Principal attended Regional Leadership Forums and Network meetings. The Relieving Principal with the School Admin Manager participated in 'Consultative Decision Making' and 'Core Financial Literacy for NSW Public Schools'. In Term 4 all staff attended a combined SDD with the NSW Hospital Schools at DEC Bridge Street. The total school expenditure on PL was \$3,638.89.

Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	63068.13
Global funds	35954.34
Tied funds	9341.81
School & community sources	0.00
Interest	1657.36
Trust receipts	955.00
Canteen	0.00
Total income	<u>110976.64</u>
Expenditure	
Teaching & learning	
Key learning areas	6752.89
Excursions	0.00
Extracurricular dissections	0.00
Library	1747.53
Training & development	3638.89
Tied funds	7958.64
Casual relief teachers	14595.45
Administration & office	10498.64
School-operated canteen	0.00
Utilities	400.92
Maintenance	0.00
Trust accounts	979.50
Capital programs	0.00
Total expenditure	<u>46572.46</u>
Balance carried forward	<u>64404.18</u>

The School held a Trust Account in 2014 for Equity Programs, Northern Sydney Region. The School was custodian of this money and has no access to it.

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent

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

School performance 2014

The wide range of achievements of every student in our school are always acknowledged and celebrated.

Academic achievements

Students who attend the hospital school remain enrolled in their home school through which they are registered for all examinations. If their health permits, students have the option of sitting for NSW Board of Studies (BOS) HSC examinations, school-based assessments and the National Assessment Program (NAPLAN) for students in Years 3, 5, 7 and 9. This is done in liaison with their home school to which all results are sent.

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Other achievements

Art

RNS Hospital School takes pride in continuously developing its Visual Arts program. We cater for all students K-12 and endeavour to include Aboriginal and multicultural perspectives. We ensure that our Arts program contributes positively to our students' wellbeing. For our many students with mental health issues, the art program plays an especially positive role in fostering their wellbeing. Members of the hospital's Child and Adolescent Mental Health Team (CAMHS) have commended these art activities in particular, for providing relaxing, non-judgmental, creative outlets that enhance students' thought processes while freeing their mind of anxiety. It has been noted that students open up and are more communicative when involved in these activities. Our Term 3 School Development Day (SDD) was an informative and practical day at the Art Gallery of NSW participating in a course specially catered to further enhancing our visual arts program.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Liaison with Aboriginal students' home schools and parents allows us to ensure that an appropriate PLP is implemented to support the students' needs. Consultation with the Aboriginal Hospital Liaison Officer occurs as needed. Aboriginal perspectives are taught across the Key Learning Areas (KLAs) and are designed to educate all students about Aboriginal history, culture and current Aboriginal Australia. School resources are regularly updated to better engage students and support effective teaching of Aboriginal content. NAIDOC Week and Reconciliation Week are actively promoted and celebrated.

Multicultural education and anti-racism

The school values a culture of inclusiveness and equity. The cultural diversity of our students and our entire school community is acknowledged, respected and celebrated through school practice, programs and resources. The positive message of Harmony Day is promoted with the entire community encouraged to celebrate and participate. Multicultural perspectives are taught across the KLAs. New resources supporting multicultural education continue to be acquired. The school has access to interpreters. English as an additional language or dialect (EAL/D) programs are put into place for students as needed and staff have undertaken professional learning in EAL/D teaching. A staff member has been trained as an Anti-Racism Contact Officer. The principal was a representative on the Regional Equity team.

Personalising learning and support for students with additional educational needs

An essential part of our school culture is to be inclusive and allow access and participation for all students. As we have no prior knowledge of our students until their admission to hospital, we need to be ready and able to accommodate and include any student as soon as it is possible. To enable this, staff are always ready to liaise with parents and home schools so that relevant learning programs can be implemented.

Modified equipment is at hand to allow access and programs are modified and adapted to learning needs. Our National Partnership Project focused on better engaging and including students with mental health issues in learning.

Socio-economic background

Our funding of \$283.50 contributed to resources purchased to support students with additional learning needs from low socio-economic backgrounds. This further reflected our positive and inclusive school culture.

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:

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- Quantitative data gathered from school records and surveys.
- Qualitative data through observations, discussions and feedback sheets.

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

Contribute to students' achievement and growth in literacy and numeracy

Provide differentiated learning options and opportunities to meet the needs of every student

Aboriginal students are supported by positive partnerships that will increase their engagement and success in education.

Evidence of achievement of outcomes in 2014:

- students' engagement and progress in learning noted in PLP reports

- differentiated instruction and self-directed learning have increased and improved
- positive feedback from parents and home schools regarding students engagement and learning
- increased number of parents and carers participating in learning activities with their children
- more informative and relevant choices and decisions of learning activities due to redesigned, more user-friendly School Information and Resource Booklets along with student profile learning surveys.

Strategies to achieve these outcomes in 2014

- maximise the time students spend on literacy and numeracy learning activities across the KLAs supported by quality resources
- staff continue to differentiate teaching and learning strategies including more use of interactive technologies to meet individual needs
- Aboriginal students' PLPs and special needs to be effectively catered for with liaison with home school
- staff to continue with PL for the new NSW syllabuses for the Australian curriculum
- majority of parents and carers offered quality information to enhance their understanding and ability to assist their child's learning.



School priority 2

Curriculum and Interactive Technologies for Learning

Outcomes from 2012–2014

Every student able to engage in quality learning through access to interactive technologies

Provide differentiated learning options and opportunities to meet the needs of every student

Evidence of progress towards outcomes in 2014:

- upgrade of existing student laptops to further enhance access to learning
- effective professional learning and networking with other SSP schools and especially hospital schools, to examine and evaluate interactive learning devices, programs and applications relevant and applicable to our unique setting
- regular meetings with Regional IT staff on use of DER laptops and other IT solutions and strategies
- purchase of iPads for use in 2014.

Strategies to achieve these outcomes in 2014:

- encourage staff to further differentiate instruction and encourage more self-directed learning using interactive technologies
- ensure all high school students are offered the option of using Digital Education Revolution (DER) laptops to support their learning
- ensure that those students who bring their own technology device (Bring Your Own Device - BYOD) to hospital are also offered the hospital school's interactive technology devices and services
- incorporate students' BYOD into hospital school learning
- effectively use iPads as a quality teaching and learning tool for all students across the curriculum
- introduce and encourage the use of e-books
- further staff PL, utilizing expertise of both DEC courses and expertise of staff at other hospital schools
- encourage and foster good digital citizenship.

School priority 3

Student Engagement and Wellbeing Links with our Wider Community

Outcomes from 2012–2014

Increased student engagement and wellbeing across all school years and health groups

Aboriginal students are supported by positive partnerships that will increase their engagement and success in education

Meaningful collaborative links with a range of schools and wider community

Evidence of progress towards outcomes in 2014:

- completion and promotion of our project website, Learning and Thinking Well, Being Well, to promote and support positive mental health and wellbeing in local school communities
- positive feedback from networking with local schools and SSPs state-wide regarding the Learning and Thinking Well, Being Well project and website
- staff expertise further enhanced through PL and ESES Project involvement
- positive feedback from the RNSH CAMHS Team and other health professionals regarding our work with mental health patients
- increased levels of student engagement along with positive feedback from families and hospital staff
- relevant, high quality information and resources readily available to students and their families to enhance and encourage understanding and effective strategies in the area of mental health and wellbeing
- successful promotion of Mental Health Week in October to the hospital school community and all local schools.

Strategies to achieve these outcomes in 2014:

- expansion of activities and lessons that benefit students' wellbeing and resilience
- needs of Aboriginal students and families specially catered for
- further promotion and networking of our

ESES project and website product within our school community and local schools

- continuous improvements and additions to the ESES website
- encourage and foster 'good digital citizenship and cyber-bullying awareness
- continue and strengthen meaningful and relevant links with other schools for PL.

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.

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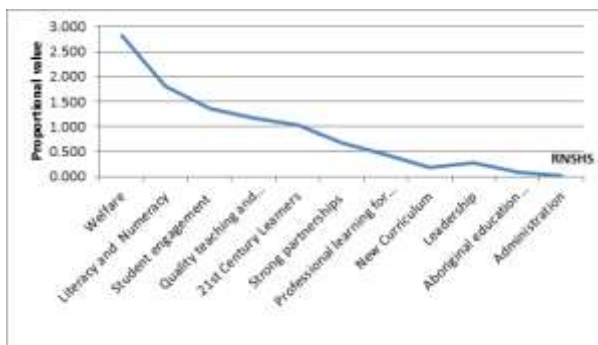
Feedback was provided through formal and informal discussions and surveys. The feedback was predominantly very positive about the service the school provides. Parents praised both the hospital and the Department for providing an inclusive educational facility for all school-aged students during hospitalisation. Responses from parents showed that they were appreciative of the supportive and stimulating environment created by school staff. Catering for individual needs and differences was noted. The school's range of resources was much appreciated. Hospital staff valued the fact that the school caters for both the patients' educational needs along with their wellbeing. High satisfaction with the school's role as part of the multi-disciplinary team was expressed on many occasions. Parents of long-term patients and home schools showed great appreciation of the school and its role.

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.

School planning processes

The school has a wide range of tools to evaluate its priorities including a school community survey to provide feedback and inform future directions during our annual evaluation process.



Strategic Directions and purposes

Our Strategic Directions for 2015-17 are:

1. Excellence in personalized learning

With a purpose to actively engage all students in meaningful and challenging learning experiences which are personalised and differentiated; and to promote students' intellectual, social, emotional development and wellbeing in challenging circumstances.

2. High quality innovative, resilient and collaborative staff

To promote, build and sustain professional practice which enables staff to successfully address diverse learning and welfare needs of all students.

3. Strong, positive, respectful community partnerships

With a purpose to ensure that the health, wellbeing and educational outcomes of students are optimised within a multidisciplinary learning environment.



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.

Vanessa Murphy, Principal

Cathy McLeod, Teacher

Nicole Hogan, Teacher

Doris Beutler, School Admin Manager

Faye Olesen, School Learning Support Officer

Deb Barber, School Learning Support Officer

School contact information

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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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>