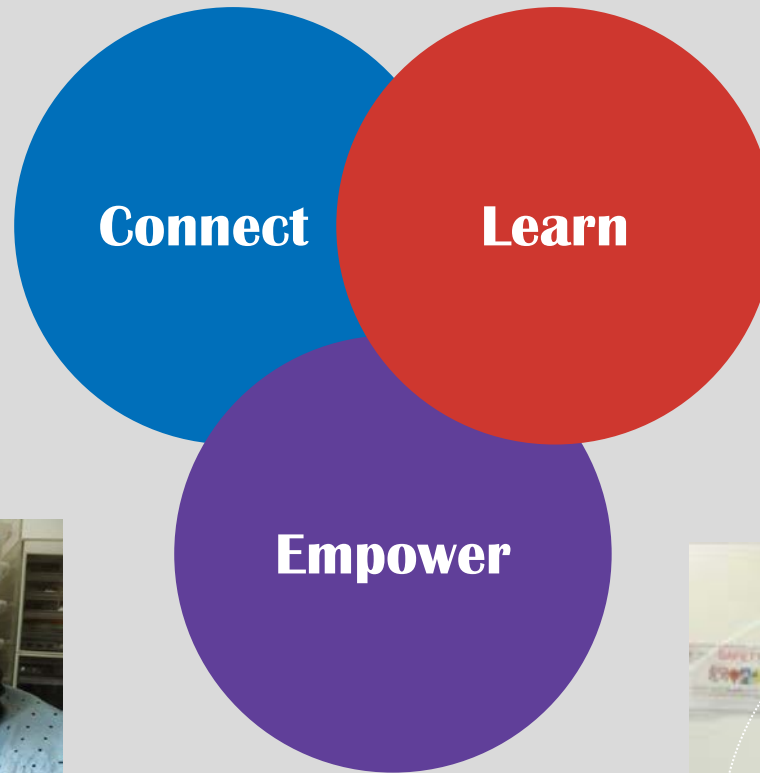


School plan 2015 – 2017

Royal North Shore Hospital School

5544





School vision statement

NSW Hospital Schools are committed to providing an inclusive, stimulating and supportive environment enabling students in exceptional circumstances to maintain educational continuity. Our schools advocate for students and provide a conduit to their multidisciplinary teams, census schools and community. We develop positive relationships to support engagement in learning leading to successful outcomes and transitions.

The wellbeing of our students is our highest priority.

School context

Royal North Shore Hospital School provides continuity of education for all students from Kindergarten to Year 12 who are patients at Royal North Shore Hospital. Our school offers Individual Learning Programs for our students who come from metropolitan and country areas, a range of cultural backgrounds and all sectors of schooling. Students remain enrolled at their census school whilst attending our hospital school.

Our staff plays an active part in the multidisciplinary team, working collaboratively with medical staff and allied health services, as well as close liaison with home schools and family members/carers. This collaboration ensures optimum health and educational outcomes for our students.

School planning process

The school has used a wide range of tools to evaluate its priorities from year 3 of the 2012-2014 school plan.

Tools used for this evaluation include:

- surveys designed specifically for our students, parents/carers, medical/clinical staff (nurses, doctors, ward clerk), and school staff (SASS and teaching);
- informal discussions with all other members of our community including allied services (e.g. social workers, physiotherapists) and census schools of our students.

A strategic planning consultation survey was developed to inform planning for the strategic directions for the 2015-2017 cycle. Principals School Leadership (PSLs) collaborated with Hospital schools on the 5P planning process to create a shared vision statement and strategic directions.

The school plan's short term and long term goals are on the weekly agenda for staff meetings, to which all staff attend. Evaluative thinking occurs weekly, and milestones assist with progress every five weeks.



STRATEGIC DIRECTION 1

Excellence in personalised learning

STRATEGIC DIRECTION 2

High quality innovative, resilient and collaborative staff

STRATEGIC DIRECTION 3

Strong, positive, respectful community partnerships

Purpose:

To actively engage all students in meaningful and challenging learning experiences which are personalised and differentiated.

To promote students' intellectual, social, emotional development and wellbeing in challenging circumstances.

Purpose:

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

Develop quality teaching and learning programs that increase teacher expertise and engage students with meaningful learning experiences that enhance their wellbeing.

Purpose:

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

Establish and maintain a positive and professional identity within the hospital community and census schools.

Develop strong partnerships with local schools and agencies.

Strategic Direction 1: Excellence in personalised learning

Purpose	People	Processes	Products and Practices
<p>To actively engage all students in meaningful and challenging learning experiences which are personalised and differentiated.</p> <p>To promote students' intellectual, social, emotional development and wellbeing in challenging circumstances</p>	<p>Students: Supported and connected to staff in order to participate and enjoy the learning activity. Empowered to utilised new skills and achieve success.</p> <p>Staff: Develop understanding, capabilities and strengths in QT, School Excellence Framework, and Wellbeing Framework, and developing effective ILPs.</p> <p>Leader: Role model best practice in supporting students, staff and families to ensure the continuity of education. Engage in professional learning to lead understanding in areas related to the projects.</p> <p>Multidisciplinary Team, Parents/Carers: Communicate and collaborate in all processes to support student learning and wellbeing.</p> <p>Community partners: Collaboration in providing relevant information that assists in the development of quality personalised learning plans that support student learning whilst in hospital.</p>	<p>Build capacity of staff by expanding understanding of how students learn using research and workplace knowledge</p> <p>Maintain positive delivery of service with continual review and evaluation of teaching practice in relation to the Wellbeing Framework</p> <p>Build capacity of staff in visual literacy skills in order to increase students critical and holistic thinking, creative thinking and imagination, and practical reasoning skills and assist them in becoming successful 21st century learners</p> <p>Evaluation Plan: Individual Learning Plans continually reviewed to evaluate learning intentions and outcomes.</p> <p>Staff meetings to evaluate and monitor progress. Practices are directly linked to the elements of the Wellbeing Framework and School Excellence Framework.</p>	<p>Product</p> <p>100% of Individual Learning Plans have explicit learning intentions reflecting student capabilities that are directly linked with outcomes demonstrating achievements.</p> <p>Develop a comprehensive and inclusive framework to support the cognitive, emotional, social, physical, and spiritual wellbeing of students, and enhance their self-esteem and character qualities to help them succeed.</p> <p>Provide opportunities in visual literacy to build capacity of observational and critical thinking skills in students.</p>
Improvement Measures			
<ul style="list-style-type: none"> ❖ 100% of Individual Learning Plans have explicit learning intentions reflecting student capabilities that are directly linked with outcomes demonstrating achievements. ❖ Develop a comprehensive and inclusive framework to support the cognitive, emotional, social, physical, and spiritual wellbeing of students, and enhance their self-esteem and character qualities to help them succeed 			

Strategic Direction 2: High quality innovative, resilient and collaborative staff

Purpose	People	Processes	Products and Practices
<p>To promote, build and sustain professional practice which enables staff to successfully address diverse learning and welfare needs of all students.</p> <p>Develop quality teaching and learning programs that increase teacher expertise and engage students with meaningful learning experiences that enhance their wellbeing.</p>	<p>Students: Will be engaged and connected to their learning environment.</p> <p>Staff: Need mentoring and support in learning self-reflection skills and evaluative thinking Motivated to engage in new experiences and professional learning that leads to high levels of confidence in their practices. Write a professional learning log. Identify new directions, strengths and areas for improvement.</p> <p>Leader: Build capacity of staff by placing a very high priority on ongoing professional learning of all staff and on the development of a school wide, self-reflective culture focussed on improving classroom practice and performance.</p>	<p>Review practice and efficacy and develop data to reflect this in relation to Professional Teaching Standards and School Excellence Framework.</p> <p>Staff actively engage in evidence based research and provide quality opportunities for professional discussion and feedback.</p> <p>Maintain a process of reflection, refining and adjusting practices, learning from evidence and modifying using feedback, to improve the educational outcomes of students.</p>	<p>Product</p> <p>100% of staff have developed and achieved meaningful Performance and Development goals aligned with the School Plan and Professional Teaching Standards.</p> <p>Teachers are committed to their ongoing development. Expertise of staff is acknowledged and drawn on to further develop improved teaching practice.</p>
<p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ 100% of staff have developed and achieved meaningful Performance and Development goals aligned with the School Plan and Professional Teaching Standards. ❖ Teachers are committed to their ongoing development. Expertise of staff is acknowledged and drawn on to further develop improved teaching practice 	<p>Multidisciplinary Team, Parents/Carers: The school identifies potential community partners on the basis of their capacity to contribute to improve student achievement and/or wellbeing.</p>	<p>Evaluation Plan</p> <p>Strong school community partnerships are evident through collaborative practice.</p> <p>Assessment of professional learning and development through observation visits to other schools.</p>	<p>Practice:</p> <p>Staff actively engage in planning their own professional learning aligned with their Performance and Development Plan, to improve their knowledge and performance.</p> <p>Self-reflection, observation and feedback are embedded practices of the school.</p>

Strategic Direction 3: Strong, positive, respectful community partnerships

Purpose	People	Processes	Products and Practices
<p>To ensure that the health, wellbeing and educational outcomes of students are optimised within a multidisciplinary learning environment.</p> <p>Establish and maintain a positive and professional identity within the hospital community and census schools.</p> <p>Develop strong partnerships with local schools and agencies.</p>	<p>Students: Engage in positive and respectful relationships within our specialised setting. Students gain new skills from learning and connectedness...</p> <p>Staff: Develop and maintain positive relationships with students, families, schools and multidisciplinary teams through ongoing consultation.</p> <p>Leader: Initiates and maintains contact with community members and is committed to achieving optimal staff participation within our school and broader school community. Facilitates stakeholder engagement in processes aligned with the school plan. Demonstrates the school's vision and goals through clear decision making.</p>	<p>Communicating and engaging with our community –</p> <p>Establish links with local schools and develop meaningful projects for students to participate in new opportunities, helping build social and emotional skills.</p> <p>Develop and maintain inter-school relationships to provide opportunities for the ongoing development of all staff.</p> <p>Maintain positive, respectful relationships that support engagement in learning and ensure the health, wellbeing and educational outcomes of every student.</p> <p>Creating new ways to promote the profile of the hospital school</p>	<p>Product:</p> <p>Increased school community links through joint projects fostering connectedness and constructive interaction between students.</p> <p>Hospital community and local schools have a better understanding of the role of hospital schools and how they function.</p> <p>An active partnership with health staff, allied health professionals, census schools and educational service providers.</p>
<p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ Increased school community links through joint projects fostering connectedness and constructive interaction between students. ❖ Hospital community and local schools have a better understanding of the role of hospital schools and how they function 	<p>Multidisciplinary Team, Parents/Carers: Support, respect and participate in collaborative partnerships which are sustainable and become an accepted part of the school culture.</p> <p>Community partners Support and respect the collaborative partnership with the school.</p>	<p>Evaluation:</p> <p>Self- evaluation process measuring impact of partnerships with local schools and community in relation to improved student outcomes.</p>	<p>Practice:</p> <p>High levels of quality communication and emotional intelligence.</p> <p>Quality meaningful relationships with all community members.</p> <p>Building capacity of staff through partnerships with broader community of schools</p>