Our school at a glance

Students

Sutherland Hospital School is located in The Child and Adolescent Ward of Sutherland Hospital. The school offers support and individualized educational programs for students from Preschool to Year 12.

Students may have short term, long term or recurrent admissions. Continuity of education is maintained for long term students through communication and collaboration with home schools. The school also works closely with the Hospital Mental Health Team providing a transition program for students returning to their home school.

In 2010 we provided an educational service to 706 students, averaging 18 each week.

Staff

All staff are experienced in the multi stage and multi disciplined educational setting and have vast experience working in special education settings. The Hospital School staff allocation includes a Teaching Principal, an additional 0.25 classroom teacher and one full time School Learning Support Officer and a part time School Administrative Manager.

Significant programs and initiatives

Hospital Transition Program

Working closely with the Child and Adolescent Mental Health Team, the school provides services to both in-patients and out-patients who have significant emotional and psychological problems. The program aims to provide a supportive and structured program for the transition period between acute hospitalization and full re-integration into home school or an appropriate specialized educational facility.

Community Engagement

In 2010 the school applied for $5000 to create a ‘lounge room’ for the students attending the Transition Program. The application was through The Sutherland Shire Community Development Support and Expenditure Scheme. The application was successful and $3,500 was donated by Cronulla Sutherland Leagues Club and a further $1,500 from Club Cronulla.

The project will be completed in early 2011 and club representatives will be invited to the official opening.

Technology and Connected Learning

The school’s staff have been involved in professional learning in anticipation of a modified Interactive Whiteboard. The Department of Education and Training have been working closely with two vendors to develop appropriate technology for our unique school situation. We look forward to our IC requirements being met in 2011.

The school also purchased two apple ipads in 2010. They have been a useful tool in engaging and motivating the variety of students we support.

Principal’s message

Sutherland Hospital School is a unique educational environment providing meaningful services to students who are recovering from illness, accident or psychosocial admission.

Although we have a transient school population we have increasing numbers of long term psychosocial students who are supported by our transition program. Due to this increase the school targeted the need for a lounge room/lunch room so that the students had an area where they could eat
their lunch while the school staff have their lunch break.

The support that Sutherland Hospital School provides students is highly valued by families, staff and the community, and promotes a positive profile for Public Education.

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.

Jacqueline Conwell
Principal

School context

Student information

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

Students attending Sutherland Hospital School are predominantly inpatients of Sutherland Hospital. Others are outpatients who are able to access our educational facility while they are being treated by the Mental Health Team. Students remain enrolled in their home school but their attendance is logged in a daily Attendance Register. Attendances are reported back to home schools for long term patients.

During 2010 Sutherland Hospital School averaged 18 students each week. The length of hospital stay ranged from 1 to 100 days. Students attended from government and non-government schools.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.00</td>
</tr>
<tr>
<td>Teacher</td>
<td>0.252</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>1.00</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>0.496</td>
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</tbody>
</table>

The extra teacher allocation of 0.252 is used to assist the Stage 1 and Life Skills Hospital Orientation Tour.

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>50%</td>
</tr>
</tbody>
</table>

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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>21,606.32</td>
</tr>
<tr>
<td>Global funds</td>
<td>27,675.95</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>7,350.16</td>
</tr>
<tr>
<td>School &amp; Community Sources</td>
<td>6,100.00</td>
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<tr>
<td>Interest</td>
<td>1,360.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Income</td>
<td>64,092.77</td>
</tr>
</tbody>
</table>
## Significant programs and initiatives

### Hospital Orientation Tour

Our weekly tour invites Stage 1 students from local schools to visit the hospital. The purpose of the program is twofold. Firstly it supports the Human Society and Its Environment (HSIE) curriculum and introduces young students to the hospital environment in a safe and practical manner. The excursion provides opportunities for students to become familiar with the diverse roles of hospital staff, medical terminology, technology and the hospital environment, making the process of hospitalization less foreign.

In 2010 the hospital school staff broadened the curriculum outcomes of the orientation tour to include 7-10 Life Skills Outcomes for students with an intellectual disability. These accommodations have been instrumental in increasing the number of support units who visit our school.

The Hospital Orientation Tour receives excellent feedback from visiting teachers and parents and is fully booked each year. Visiting teachers complete a comprehensive evaluation sheet, which guides any adjustments made to the orientation tour.

### Aboriginal education

Students attending the school come from a large and diverse drawing area. School staff deliver equitable and effective learning programs, under exceptional circumstances. Staff are cognizant of the recommendations of the Aboriginal Education Review 2007 and the Aboriginal Education Training Policy. Staff are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students, always being mindful of cultural sensitivities when supporting families and their children. A school priority area for 2011 is Aboriginal Education and Training.

### Multicultural education

Staff actively promote the value of cultural diversity among our students. Various cultural and religious events are celebrated with students, staff and the hospital community.
Respect and responsibility

The Hospital School demonstrates respect for all individuals whether students, their families and/or other staff members working in the hospital ward. Individual differences relating to medical conditions, cultural heritage, and varying points of view are taken into account by school staff. We are cognizant of the need for confidentiality and at the same time acknowledge the importance of an exchange of accurate patient information that is relevant to student safety whilst in the classroom.

Progress on 2010 targets

Target 1: Student Engagement and Retention

To enhance the program offered to long term students with mental health issues.

Our achievements include:

- Increased engagement of students whilst at the hospital school with new programs and technology
- Increased the smooth transition of long term students back to their home school through the provision of a well planned and implemented transition program
- Higher acceptance of outpatients into the transition program

Target 2: Teacher Quality

To increase students’ educational outcomes by raising the level of expertise within the staff to support students with psychosocial issues.

Our achievements include:

- Staff members attended the Redbank Conference on Adolescents and Mental Health. All school staff attended The Hospital School’s Association’s Conference on Mind Matters – Mental Health and Young People. School staff attended training and development delivered by Dr. Tony Attwood and The Department of Education and Training.

Target 3: Literacy and Numeracy

Individual students better engaged and supported whilst at the Hospital School

Our achievements include:

- All resources were reviewed by the school’s staff. Additional teaching and learning resources were purchased including two apple ipads, with appropriate and motivational applications. A new Fuji Docu-Centre was purchased allowing for the scanning and copying of students’ work into a variety of formats.
- Connected classroom technology continues to be investigated by the DET and school staff to ensure our students are not disadvantaged in any way
- Individual learning plans are developed in collaboration with home school staff.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out these evaluations.

Educational and management practice

Background

Hospital schools are unique working environments. Due to our special requirements and limited space The Connected Classroom Technology has not been installed at our school.

Findings and conclusions

The Department of Education and Training is continuing to investigate the modification of The Interactive Whiteboard and its application in our small school setting. It is collaborating with two vendors and is hopeful that in 2011 appropriate
technology and a suitable unit will be available for our school.

**Future directions**
The school will continue to liaise with the Department of Education and Training with a view to the future installation of an appropriate interactive whiteboard and video conferencing facility.

**Curriculum**

**Background**
The Hospital School has been utilizing current technology to engage and motivate our students. In 2010 two apple ipads where purchased. The staff investigated the most appropriate and educationally sound applications. This resource has supported the visual arts, maths, senior science and English curriculum.

**Findings and conclusions**
The ipads have been successful in engaging students, both pre-school aged and senior high school students. The applications are inexpensive, many are free and you can download a large number of applications on one machine allowing it to have multiple aged users.

**Future Directions**
We will continue to use the ipads and we will purchase an additional machine in 2011.

**Professional learning**
The teaching Principal participates in Professional Learning including Principal Conferences, ICT Computer Coordinator Days and combined Hospital Schools’ Development Days. The School Learning Support Officers attended ICT Computer Coordinator Days and The Hospital Schools’ Association Conference. The School Administrative Manager attended The Hospital Schools’ Association Conference and Network Meetings each term. Teaching staff attended the Redbank Conference on Adolescents and Mental Health.

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**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

**Connected Learning**
To access digital educational resources for learning and teaching.

Strategies to achieve this target include:

- Continued collaboration with The Department of Education and Training while it investigates the possibilities of a modified Interactive Whiteboard Unit.
- Staff will attend ICT Computer days and any additional training that relates to The Connected Classroom Technology
- To continue the use of ipads in the classroom

Our success will be measured by:

- Attending professional learning opportunities
- Installation of Interactive Whiteboard
- Increased number of students using ipads as educational learning tool.

**Target 2**

**Aboriginal Education and Training**
To review the school’s Aboriginal teaching and learning resources.

Strategies to achieve this target include:

- School staff will attend professional learning opportunities
- Aboriginal teaching resources will be reviewed and culled.
- New resources will be purchased.

Our success will be measured by:

- Attending professional learning opportunities
- Appropriate resources will be purchased that support the equitable provision of learning programs and provide for the educational outcomes and well being of Aboriginal and Torres Strait Islander students.
Target 3

Teacher Quality

To develop guidelines for the school’s outpatient transition program

Strategies to achieve this target include;

- Staff, in collaboration with the mental health team will develop new guidelines for the outpatient transition program

Our success will be measured by;

- Students successfully transitioning to their home school or other educational facility

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.

Jacqueline Conwell – Principal
Jennefer Crowe – School Learning Support Officer
Jennifer O’Reilly – School Administrative Manager
Michelle Rizzuto – School Learning Support Officer

School contact information

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School Code: 5546

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