Sutherland Hospital School
Annual School Report

2011
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 individualised 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 or more appropriate educational environment.

In 2011 we provided an educational service to 662 students, averaging 16 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 hospitalisation and full re-integration into home school or an appropriate specialised educational facility.

Community Engagement

In 2011 the school completed a family and adolescent room for students and families involved in the transition program. A funding application was submitted 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. Club and hospital representatives attended the official opening.

The school participated in the annual hospital fete and raised monies for the purchase of an iPad for senior students.

Technology and Connected Learning

School staff have been involved in professional learning in anticipation of a modified interactive whiteboard. The Department of Education and Communities has been working closely with various vendors to develop appropriate technology for our unique school situation. We look forward to our technology requirements being met in 2012.

The school also purchased a further two apple iPads in 2011. They have been a useful tool in engaging and motivating the variety of students we support. The iPads enhanced the educational provision for students from Preschool to Year 12.
Messages

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 students with a mental health diagnosis, who are supported by our transition program. Due to this increase the school targeted the need for a lounge/adolescent and family room so that the students had a quiet space where they could work or eat their lunch. This new addition has been a useful resource for our older students and their families.

Technology plays an important part in student’s recovery both in the ward and the schoolroom. The accessibility of the school’s iPads and laptops encourages students to continue learning whilst in hospital. When in the schoolroom students can check their emails through their portal and access their school’s Moodle to maintain a connectedness with their home school.

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. Outpatients are able to access our educational facility while 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 2011 Sutherland Hospital School averaged 18 students each week. The length of hospital stay ranged from 1 to 32 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>Classroom Teachers</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>
</tr>
</tbody>
</table>

There are currently no indigenous staff at the school.

Staff retention

All teaching staff retained from 2010.

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. Outpatients are able to access our educational facility while 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 2011 Sutherland Hospital School averaged 18 students each week. The length of hospital stay ranged from 1 to 32 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>Classroom Teachers</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>
</tr>
</tbody>
</table>

There are currently no indigenous staff at the school.

Staff retention

All teaching staff retained from 2010.
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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>34,308.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>29,219.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>6,938.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3,455.00</td>
</tr>
<tr>
<td>Interest</td>
<td>1,556.72</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>41,170.26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>910.68</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>670.48</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5,278.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>6,779.05</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5,412.59</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>17,488.97</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>336.42</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>9,827.84</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>46,704.67</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>28,774.38</td>
</tr>
</tbody>
</table>

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

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, the Personal Development, Health and Physical Education (PDHPE) 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 hospitalisation less foreign.

In 2011 the hospital school staff continued to support 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 and participate in the orientation tour.

The Hospital Orientation Tour receives excellent feedback from our visiting teachers and is fully booked each year. Teachers complete a written evaluation that guides any adjustments made to the tour. The written evaluation feedback demonstrates that the tour is meeting the HSIE/PDHPE outcomes for Stage 1 and Life Skills.

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 cognisant 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. In 2011 school staff attended
professional learning with a focus on Indigenous students including the “Dare To Lead” conference.

**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. In 2011 the school participated in the annual Sutherland Hospital Fete. This is one of the major fundraisers for the hospital and the local community.

**Respect and responsibility**

Staff at the Hospital School demonstrate 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 cognisant 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 2011 targets**

**Connected Learning**

**Target 1**

To access digital educational resources for learning and teaching.

Our achievements include:

- Continued collaboration with The Department of Education and Communities while it investigates the possibilities of a modified interactive whiteboard
- Staff attended information technology computer days and additional training related to the connected classroom technology
- Continued use of iPads in the classroom

**Aboriginal Education and Training**

**Target 2**

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

Our achievements include:

- School staff attended professional learning opportunities including the “Dare To Lead” conference
- Aboriginal teaching resources were reviewed and culled
- New resources were purchased

**Teacher Quality**

**Target 3**

To develop guidelines for the school’s transition program.

Our achievements include:

- Staff, in collaboration with the Mental Health Team have developed new guidelines for the outpatient transition program

**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 2011 our school carried out these evaluations.

All curriculum resources were evaluated during 2011. Areas of need were identified. Appropriate curriculum resources for History, Aboriginal and Torres Strait Islanders and English were purchased.

The Hospital Tour is evaluated by visiting teachers, hospital school staff and hospital staff.
Educational and management practice

Background

Hospital schools are unique working environments. Due to our special requirements and limited space connected classroom technology has not been installed at our school. This has been an ongoing process since 2010.

Findings and conclusions

The Department of Education and Communities is continuing to investigate the modification of the interactive whiteboard and its application in our small school setting. It is collaborating with various vendors and is hopeful that in 2012 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 Communities with a view to the future installation of an appropriate interactive whiteboard and video conferencing facility.

Curriculum

Background

The Hospital School has been utilising current technology to engage and motivate our students. In 2011 an additional two apple iPads where purchased now totaling four. The staff investigated the most appropriate and educationally sound applications. This resource has supported the visual arts, mathematics, senior science and English curriculum. School staff have found iPad applications beneficial to all students receiving educational support in the hospital setting.

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 it is possible to 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 utilise this technology with the interactive whiteboard when it becomes available to our school.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the hospital school tour.

Some of their responses are presented below.

“I really appreciate the time and effort that goes into a tour like this. I think it is a great service.”
Colleen Hooker, Head Teacher, Engadine HS.

“An excellent excursion, well organised and flowed very well. Met the outcomes for HSIE.”
Cheryl Melling, Year 1 teacher, Miranda North PS.

“An excellent program, well structured and delivered, supporting both our community helpers unit and the need to make young children aware of what the hospital visit is all about. Thank you for this great opportunity”
Jeanine Shepherd, Year 1 teacher, Grays Point PS.

“Thank you for teaching us about all the bones. Thanks for teaching us that the smallest bone is the stirrup bone and is in your ear. Then there was the garden. It was great with the pandas. We also learned all the parts of the bones. We saw volunteers. I hope we can come again.”
David Selvaraj, Year 9 student, Support Unit, Endeavour HS.
Professional learning
The teaching principal participates in professional learning including Principal Conferences, Information Communication Technology (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. Staff also attended:

- SASS Conference
- HELP Conference
- “Dare to Lead” conference
- Black Dog Institute: Anxiety and Youth: Bipolar Disorder in Youth
- PPA Sutherland Meetings
- Botany Bay Principals Network meetings

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Engagement and Retention
Establish comprehensive and consistent guidelines for the delivery of the transition program

2012 Target to achieve this outcome:
Developing clear lines of communication with hospital staff including the new members of the mental health team

Strategies to achieve these targets include:
- Discuss, document and review protocols as a team
- Participate in regular meetings with the Mental Health Team, families and hospital staff to review student’s progress
- All staff will attend professional learning on youth and mental health

School priority 2
Outcome for 2012-14
Leadership and Management
Increased school leadership capacity to lead evidence based and strategic planning

2012 Target to achieve this outcome includes:
- Develop professional partnerships with local secondary high schools and Woniora Road SSP

Strategies to achieve these targets include:
- Principal will attend transition meetings at home schools (secondary)
- Principal to become a member of SPA (Sutherland)
- Principal to liaise with Principal of Woniora Road SSP to develop a collaboration which enhances the transition program of Sutherland Hospital School, through regular meetings, sharing of knowledge and school visits
School priority 3

Outcome for 2012–2014

Literacy and Numeracy

Establish quality teaching and learning programs in literacy and numeracy that result in the increased levels of overall literacy/numeracy achievements for all students in line with state and regional targets.

2012 Target to achieve this outcome includes:

- Increase scope and complexity of the literacy/numeracy teaching and learning programs available at the hospital school.

Strategies to achieve these targets include:

- Develop work booklets in stage levels based on the NSW syllabus.
- Utilise technology to provide access to both national and state curriculum.
- Review all resources including computer/iPad apps.
- Professional learning for staff with a focus on best practice for Aboriginal and Torres Strait Islander 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.

Jacqueline Conwell: Principal
Jane Coleman: Teacher
Jennifer O’Reilly: School Administrative Manager
Jennefer Crowe: School Learning Support Officer
Michelle Rizzuto: School Learning Support Officer

School contact information

Sutherland Hospital School
Child and Adolescent Unit
Ph: 95407669
Fax: 95404816
Email: sutherhos-s.school@det.nsw.edu.au
Web: www.sutherhos-s.schools.edu.au
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: