Sutherland Hospital School
Annual School Report 2014
School context statement

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 Kindergarten to Year 12.

The school caters for students from both government and non-government schools. 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 2014 we provided an educational service to 981 students, averaging 24 each week.

Student information

It is a requirement that the reporting of information for all students 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 they are being treated by the Child and Adolescent Mental Health Service (CAMHS). 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 (3 days or more).

During 2014 Sutherland Hospital School averaged 24 students each week. The length of hospital stay ranged from 1 to 21 days. Students attended from government and non-government schools.

Student attendance profile

In 2014 72% of students were from government schools, 28% from non-government schools.

Workforce information

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

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.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.00</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.252</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.496</td>
</tr>
<tr>
<td>Total</td>
<td>2.748</td>
</tr>
</tbody>
</table>

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

There are currently no Aboriginal or Torres Strait Islander staff at the 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>50%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All staff completed Child Protection and Wellbeing updates, Code of Conduct, CPR and First Aid Training, Anaphalaxis, e- Corruption Prevention, WHS Induction and e- Emergency Care Training.

The school Principal also attended several meetings of The Sutherland Small School Alliance. The Principal and School Administrative Manager attended several Professional Learning opportunities on Strategic Financial Management and Learning Management and Business Reform.
Staff also attended:

- NSW Hospital School Professional Learning at The New South Wales Art Gallery
- Generation Next conference on Mental Health
- I-Pad Applications for Numeracy and Literacy – Helensburgh P.S.
- Aboriginal and Torres Strait Islander Education Conference
- Special Education and Leaders Network meetings
- Sutherland Primary Principals Conference
- Sutherland Schools and Services forum
- Sutherland Small Schools Alliance meetings
- Positive Partnerships 4 day project

**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>46084.31</td>
</tr>
<tr>
<td>Global funds</td>
<td>32597.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>8350.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1737.00</td>
</tr>
<tr>
<td>Interest</td>
<td>1327.53</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>90096.34</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>745.41</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>161.36</td>
</tr>
</tbody>
</table>

| Training & development | 6870.18 |
| Tied funds             | 8285.07  |
| Casual relief teachers | 9734.14  |
| Administration & office| 11500.20 |
| School-operated canteen| 0.00     |
| Utilities              | 401.36   |
| Maintenance            | 395.00   |
| Trust accounts         | 0.00     |
| Capital programs       | 0.00     |
| Total expenditure      | 38092.72 |

**Balance carried forward** 52003.62

**School performance 2014**

Sutherland Hospital School does not have enrolled students therefore we do not have Naplan results.

**Significant programs and initiatives – Policy and equity funding**

**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 alternate educational setting.

**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 2014 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.

The Orientation Tour also featured in an article in The Daily Telegraph.

Positive Partnership Program

Sutherland Hospital School took part in The Positive Partnership Program for students with an Autism Spectrum Disorder (ASD). The program involved four professional learning days and culminated in the presentation of projects by using Pecha Kuchas, a power point of 20 slides, viewed for 20 seconds. The term originates from the Japanese for the sound of conversation (chit chat). The project was a collaboration between the Hospital School and Endeavour H.S.’s support unit. The team looked at the ‘culture’ of autism and how best to meet the learning needs of students with ASD.

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 Aboriginal and Torres Strait Islander Education Plan 2010 - 2014. 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.

All school teaching staff attended the 2014 Aboriginal and Torres Strait Islander Conference.

Multicultural education and anti-racism

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.

During 2014 the school involved students, parents, medical staff, volunteers and the wider community in celebrating such events as Harmony Day, Education Week, NAIDOC, International Nurses Day and Personal Protective Equipment Week. The school marked The National Day of Action, 21st March, 2014, against bullying by providing anti-bullying wristbands to staff, students and parents/carers. The Hospital School hosts regular morning teas to promote public education and highlight the educational services the school offers.
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:

- Parent/carer survey/evaluation forms
- Student survey/evaluation forms
- Teacher survey/evaluation forms

School planning 2012-2014:

School priority 1

Curriculum and Assessment

Outcomes from 2012–2014
Enhance access to digital educational resources, exploring new ways to utilize interactive technologies so all students can access the curriculum.

Evidence of achievement of outcomes in 2014:

- Continued involvement in Apple Joint Business Venture
- New Apple I-Pad purchased
- Large screen television purchased with mirroring capabilities
- All staff attended Professional Learning on Apple devices and programs.

Strategies to achieve these outcomes in 2014
Outcome achieved in 2014

School priority 2

Leadership and Management

Outcomes from 2012–2014
Continue to promote the Hospital school within the hospital and wider community

Evidence of progress towards outcomes in 2014:

- The Hospital School Orientation Tour continues to be of value to schools in the community and is booked out two years in advance

School priority 3

Literacy and Numeracy

Outcomes from 2012–2014
Review Literacy and Numeracy resources for adolescents.

Evidence of progress towards outcomes in 2014:

- All literacy and numeracy resources have been examined by school staff
- School staff have attended Professional Learning on the Australian Curriculum

Strategies to achieve these outcomes in 2014:

- Staff have started exploring and purchasing new literacy and numeracy resources. This priority will continue into 2015.

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.
The School’s Hospital Orientation Tour received 100% at the highest rating on our evaluation survey. Responses included;

“The students thoroughly enjoy this visit. All our groups have come back to school very excited
and full of great information they have learnt on the day.” Diane Maidment, Burraneer Bay P.S.

“Everything was great. Suited to the student’s level. Teachers and staff excellent. Thankyou for the opportunity to visit. I’m sure the children will remember this wonderful experience.” Lynn Tebby, Tharawal P.S.

The School’s Parent Evaluation received 90% rating at the highest level on our evaluation form.

Responses included;

“The constant engaging by staff is of the highest professionalism. For my daughter who craves challenges and stimulation the activities set were highly motivated and I am very grateful.” Tracey Bunney, Parent

“We cannot express enough our gratitude for the compassionate treatment of Elijah during his time in hospital. We will never forget you all. Thankyou so much.” Merrilie Parnell, Parent.

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.

Our school has a diverse and dynamic community. The aim of the school plan is to meet the needs of the community, to improve the quality of teaching in schools and to improve outcomes for all students.

Areas of highest need as determined by our school community will be included in our school plan for the next three year cycle.

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
Gisella Doyle: School Learning Support Officer

School contact information

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School Code: 5546

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: