School context
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 2013 we provided an educational service to 981 students, averaging 24 each week.

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. The school continues to work in close co-operation with the hospital staff, particularly the Child and Adolescent Ward Nurse In Charge, Tracy Harris, to provide a supportive and harmonious environment for students and families.

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 the school has become involved in The Sutherland Schools and Services Forum. The forum includes the Schools-Link Co-ordinator, DEC student welfare consultant, district guidance officer and representatives from ShireWide, Sutherland Shire Council, Shire Youth Services and Family and Community Health. The forum meets each term and participants share relevant information, successful programs and collaborate on case management.

During 2013 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 Hospital School hosts regular morning teas to promote public education and highlight the educational services offered at the hospital school, including The Sutherland Hospital School Orientation Tour. The highlight of our combined activities with the ward’s staff was the Personal Protective Equipment Fashion Parade. Due to the school's very creative staff our Nurse In Charge won best costume – a beautiful Dame Edna, made out of personal protective equipment.

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

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 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 (3 days or more).

During 2013 Sutherland Hospital School averaged 24 students each week. The length of hospital stay ranged from 1 to 12 days. Students attended from government and non-government schools.

**Student attendance profile**

In 2013 71% of students were from government schools, 29% from non-government schools.

**Management of non-attendance**

Students are always encouraged to attend school in the hospital classroom; however due to their illness or injury some students will remain in their beds and are facilitated by school staff at their bedside.

**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, 2013 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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td></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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$45,483.78</td>
</tr>
<tr>
<td>Global funds</td>
<td>$28,888.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$16,478.85</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$2,604.15</td>
</tr>
<tr>
<td>Interest</td>
<td>$1,502.17</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>$94,956.95</td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning                                |            |
| Key learning areas                                 | $1,062.05  |
| Excursions                                         | $0.00      |
| Extracurricular dissections                         | $0.00      |
| Library                                            | $768.32    |
| Training & development                             | $10,493.76 |
| Tied funds                                         | $19,002.45 |
| Casual relief teachers                             | $7,319.99  |
| Administration & office                            | $9,855.70  |
| School-operated canteen                            | $0.00      |
| Utilities                                          | $370.37    |
| Maintenance                                        | $0.00      |
| Trust accounts                                     | $0.00      |
| Capital programs                                   | $0.00      |
| Total expenditure                                  | $48,872.64 |
| Balance carried forward                            | $46,084.31 |

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

**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 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 2013 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.

All school teaching staff attended the 2013 Buunji Aboriginal and Torres Strait Islander 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 2013 the school participated in the annual Sutherland Hospital Fete. This is one of the major fundraisers for the hospital and the local community.

National partnerships and significant Commonwealth initiatives (participating schools only)
The Sutherland Hospital School, under the Every Student Every School Project Initiative, worked with five local high schools to produce a resource document to support the education of students with a mental health illness. The project team included: Kirrawee High School, Endeavour High School, Cronulla High School, Jannali High School and The Forensic Hospital School.

The resource includes support strategies and a learning plan proforma. It is available on the school’s website.

School planning and evaluation 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 document.
School planning 2012—2014: progress in 2013

School priority 1
Leadership and Management

Outcomes from 2012–2014
To develop a document/resource focusing on best practice for adolescents with a mental health diagnosis.

Evidence of progress towards outcomes in 2013:
- Developed professional links with Woniora Rd SSP.
- Support document on “Best Practice for adolescents with a Mental Health diagnosis” developed and published on school website.
- Presented the resource to The NSW Hospital School Association members.

Strategies to achieve these outcomes in 2014
School priority achieved

School priority 2
Engagement and Retention

Outcomes from 2012–2014
Ongoing review of educational programs for students diagnosed with a mental health illness.

Evidence of progress towards outcomes in 2013:
- All staff completed 2 day professional learning ‘Youth Mental Health First Aid’
- Protocols and guidelines reviewed in consultation with the Nurse In Charge.

Strategies to achieve these outcomes in 2014:
- Continued professional learning for all staff, focusing on the mental health and wellbeing of students.
- Continued involvement with all health and education services supporting the management and care of patients/students.

School priority 3
Organisational Effectiveness

Outcomes from 2012–2014
Develop and increase knowledge and understanding of LMBR, RAM and TSR and the implications for the school.

Strategies to achieve these outcomes in 2014:
- Principal and School Administrative Manager will continue to attend information sessions on the full implementation of the LMBR in 2014
- Planning of the school’s budget took into account the on costs for casual staff and the RAM equity loading.

School Priority 4
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.

Strategies to achieve these outcomes in 2014:
- Continue membership of Apple Joint Business Venture
- Principal and teaching staff will attend professional learning on current IT information and solutions.
- The school will access virtual excursions through DART.
- The school will purchase new i-pad for senior students.

Professional learning
The Principal participates in professional learning including Principal Conferences, ICT Computer Co-ordinator Days and combined Hospital School Development Days. The School Learning Support Officer attended the ICT Computer Co-ordinator Days and the School Administrative Manager attended the School Administrative and Support Staff Forum for Learning.
All staff completed Child Protection and Wellbeing Update, Code of Conduct, CPR and First Aid Training, Anaphalaxis and E-Emergency Care training.

Staff also attended:

- Youth Mental Health First Aid Training
- Anti-Racism Contact Officer Training
- Health Education Learning Professionals Conference
- Buunji Conference
- PPA Sutherland Meetings
- Special Education Principal and Leaders Association network meetings
- Sutherland Schools and Services Forum

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

‘Invaluable excursion for our unit of work. Children were engaged and learnt about hospital workers first hand.’ Mrs Isabelle Carleton. Caringbah North P.S. Year 1 teacher

‘We love coming to this excursion every year as it is fun and links in well with our ‘Workers in the community’ Unit. Mrs Katie Houghton. Grays Point P.S. Year 1 teacher

A great excursion for year 1. The learning material and visiting speakers, nurses and radiologists all relate well to the children and their unit of work. The information given to the children is at their age level. Fiona Bosdon. Burraneer Bay P.S. Year 1 teacher

Program evaluations

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out these evaluations.

All curriculum resources were evaluated during 2013. Areas of need were identified. Appropriate curriculum resources for History, Science, Technology and English were purchased.

The Hospital Tour is evaluated by visiting teachers, hospital school staff and hospital staff. The tour meets the objectives of the new National Curriculum for History.

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. In 2012 the school received a video conferencing facility which has been beneficial in delivering the curriculum and in connecting us to other schools. In 2013 the school visited The Alaskan Sea Life Centre and The Great Barrier Reef.

Findings and conclusions

The school will not be able to access interactive whiteboard technology, however, the school provides students with many other avenues to access the curriculum, including, PCs, i-pads and video conferencing facilities.

Future directions

The school will continue to provide quality educational and learning experiences to both the inpatients and outpatients at the Sutherland Hospital.

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

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Fax: 95404816
Email: sutherhos-s.school@det.nsw.edu.au
Web: www.sutherhos-s.schools.edu.au
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: