

School Plan 2015 – 2017

The Hospital School - 5751



The
hospital school
the **children's** hospital at Westmead

School vision statement

The Hospital School is striving to develop staff excellence in a cohesive and inclusive school community to develop motivated and resilient students.

School context

The Hospital School at The Children's Hospital at Westmead, the largest hospital school in NSW, provides quality education to support the development of motivated, resilient students who become critical and creative thinkers through access to high quality personalised learning. This unique school accommodates patients from throughout NSW, other states and overseas. A daily enrolment of over 100 Kindergarten to Year 12 students with each student's period of enrolment varying from as little as 10 days to a longer stay according to their period of hospitalisation. Our students come from both government and non-government schools and attend either in one of our four classrooms or are taught at the bedside by our ward teachers.

Our Principal leads the highly qualified and experienced teaching staff, who is trained in primary or secondary teaching with expertise in Special Education, Emotional Disturbance or Hearing Loss. Each class is supported by a School Learning Support Officer who provides additional individual assistance to implement Personalised Learning and Support Plans as well as facilitating students' growth towards independence as they transition back to their census school. Students' patterns of study are supported and maintained through liaison with the census school.

In partnership with all stakeholders including students and their families, medical staff, allied health professionals, government and non-government agencies and census schools, we provide continuity of educational services in a centre for expertise to students who are hospitalised with chronic and serious illnesses.

Our Learning Support Team coordinates accommodations and adjustments to meet all students' needs relating to their personal care, safety, self-regulation or social interaction, which impacts significantly on their participation and learning.

School planning process

Having trialled the 5P planning process in 2014, the staff became confident in the collection and interrogation of data to inform future directions for the school. We developed surveys and with the assistance of students from the University of Western Sydney, surveyed parents, students and staff of The Hospital School along with Allied Health Professionals, Health Care Professionals and general community members at The Children's Hospital, Westmead. Interrogating the data, we arrived at our three strategic directions of

- Quality Teaching & Learning Teams
- Cohesive & Inclusive School Community
- Engaged & Resilient Students

Working with Principal School Leadership, Leadership Consultant and school staff, we held staff meetings and awareness sessions where staff was asked to identify products and practices, people and processes to embed in the school plan. Given the unique setting, the broader community have not been able to have extensive input however the data gathered from the broader community has been considered in the development of the school plan.

STRATEGIC DIRECTION 1

Quality Teaching &
Learning Teams

Purpose:

To develop a quality school where:

- Student learning is underpinned by high quality teachers and leadership;
- Teaching & Learning teams exhibit high levels of professionalism and commitment;
- lessons and learning opportunities are engaging and teaching and learning strategies are evidence based;
- Teaching teams evidence the effectiveness of their practice and plan for the ongoing learning of each individual student;
- There is a transparent learning culture.

STRATEGIC DIRECTION 2

Cohesive and
Inclusive School
Community

Purpose:

To develop a quality school where:

- The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, health partners and business organisations.

STRATEGIC DIRECTION 3

Engaged and
Resilient Students

Purpose:

To develop a quality school where:

- The school has a commitment to nurture, guide, inspire and challenge students to build their skills to understand and make sense of the world;
- Students know that they are well supported as increasingly self-motivated learners, confident and creative individuals, with the personal resources for future success and wellbeing.

Strategic Direction 1: Quality Teaching & Learning Teams

Purpose

To develop a quality school where:

- student learning is underpinned by high quality Teaching & Learning Teams and leadership;
- Teaching & Learning Teams exhibit high levels of professionalism and commitment;
- Lessons and learning opportunities are engaging and teaching and learning strategies are evidence based;
- Teachers evidence the effectiveness of their practice and plan for the ongoing learning of each individual student;
- We have a transparent learning culture.

Improvement Measures

- ❖ All school programs and assessment tasks reflect changes to pedagogy and curriculum measured through document review, classroom observations & work samples.
- ❖ All student programs will reflect accommodations and adjustments made by teachers to their pedagogical practice to meet the individual needs of students measured through document review, classroom observations & work samples.

People

Staff:

Through TPL teaching and learning staff will:

- Have a clear understanding of the legal requirement for working with students with disabilities and how it applies to students in The Hospital School;
- Develop an understanding of the capabilities for students & learning environments for the 21st Century;
- Develop an understanding of differentiation and how it impacts on student learning;
- Develop knowledge and understanding of new curriculum;
- Develop an understanding of authentic integration of ICT to support student learning outcomes;
- Develop an understanding of how assessment impacts on student learning;
- Develop an understanding of continuums for plotting students and programming;
- Know how to use assessment to inform reporting;
- Demonstrate reflective practice.

Stakeholders:

- Develop stakeholders understanding of new pedagogies.
- Develop stakeholders understanding that learning growth is achieved by working towards a goal.

Students:

- Students understand that learning growth is achieved by working towards a goal.

Processes

- Utilise online learning opportunities to develop knowledge of legal requirements for working with students with disabilities.
- Set up school based instructional round groups to support the development of Quality Teaching in all teaching and learning settings.
- Undertake an action research project around authentic integration of ICT led by an external consultant.
- Focussed TPL for teaching and learning staff to develop staff capabilities around teaching and learning, assessment and reporting.
- Communication processes with stakeholders developed to inform about teaching & learning processes.

Products and Practices

Products:

- All school programs and assessment tasks reflect changes to pedagogy and curriculum measured through document review, classroom observations & work samples;
- Student programs will reflect accommodations and adjustments made by teachers to their pedagogical practice to meet the individual needs of students, measured through document review, classroom observations & work samples;
- Appropriate assessment tools are used to inform the teaching and learning cycle;
- Suite of assessment tools is available for teachers to access.

Practices:

- All teachers use progressive pedagogies in all teaching and learning environments;
- All staff use a developed process for reporting student progress.

Strategic Direction 2: Cohesive and Inclusive School Community

Purpose

To develop a quality school where:

- The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, health partners and business organisations.

Improvement Measures

- ❖ Increased awareness within the hospital and beyond.

Measured by follow up surveys with previously identified focus groups, communication from stakeholders & frequency of and attendance at events hosted by The Hospital School.

People

Staff:

- To understand the need for a cohesive & consistent professional image for the school and portray the school in a professional and positive manner.

Community:

- Have access to comprehensive information pertaining to hospital teaching and learning programs as well as processes and procedures.

Processes

- To engage in the effective school communications strategy.
- To develop a suite of school promotion tools to inform the broader community of the work of The Hospital School as a DEC Public School.
- The identification of agencies that are able to provide opportunities for student to add enrichment to their learning.
- Teacher communication with census schools relating to the transition of students across both settings.

Products and Practices

Product:

- Increased awareness of The Hospital School within the hospital and beyond.

Practices:

- Increase the number and quality of community events the school facilitates and participates in.
- Increased participation of The Hospital School in community projects.
- Teaching and learning programs reflect collaboration with external agencies to add enrichment.
- Negotiated practice across both settings which supports the continued engagement of students in their learning.

Strategic Direction 3: Engaged and Resilient Students

Purpose

To develop a quality school where:

- The school has a commitment to nurture, guide, inspire and challenge students to build their skills and understanding and make sense of the world as 21st Century learners;
- Students know they are well supported to increase their confidence and creativity to become self-motivated learners enabling them to strive for future success and wellbeing;
- Resilience is a priority.

Improvement Measures

- ❖ 100% of student learning goals are driven by the student profile sheet, initial assessment and other relevant formative and summative assessments.
- ❖ 100% of teaching and learning staff can confidently evidence accommodations and adjustments to support student engagement, learning and wellbeing.

People

Students:

- Need to be self-aware and build positive relationships and actively contribute to the school and the hospital community.

Staff:

- To be able to provide quality teaching and professional practice in every learning environment to provide students with opportunities to connect, succeed and thrive.
- Build resilience

Processes

- Renewing Positive Behaviour for Learning and ensuring that all stakeholders know and understand the school values and expectations through explicit teaching documentation and modelling by all staff.
- Teachers to be supported in the development of authentic individualised teaching and learning tasks to ensure student engagement.
- TPL for teaching and learning staff around published resilience building programs.

Products and Practices

Practices:

- 100% of student learning goals are driven by the student profile sheet, initial assessment and other relevant formative and summative assessments including goals & expectations from Census schools.
- 100% of teaching and learning staff can confidently evidence accommodations and adjustments to support student engagement, learning and wellbeing.
- Students evidence their active participation in the setting through the completion of their learning goals.