**NAME: St George Hospital School CODE: 5513**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| St George Hospital School is committed to providing an inclusive, stimulating and supportive environment enabling students in exceptional circumstances to maintain educational continuity. Our school advocates for students and provides a conduit to the multi-disciplinary teams, census schools and community. Our school develops positive relationships to support engagement in learning, leading to successful outcomes and transitions. The wellbeing of our students is our highest priority. |  | St George Hospital School provides educational services for inpatients who are students enrolled in Kindergarten to Year 12. The hospital school caters for students from government and non-government schools..  The school supports students during their stay in hospital by offering motivational and positive learning experiences. There is regular discussion and interaction between health professionals and school staff concerning the current health and ability of individual students. Effective communication and collaboration with medical staff and parents facilitates the formation and teaching of appropriate individual programs. When possible school students are encouraged to maintain links with their own school and try to complete set assignments and homework tasks so they are not disadvantaged when returning to their home school.  Hospital School Transition Program  In collaboration with the Child and Adolescent Mental Health Service (CAMHS), the school provides a structured and supportive program for students who are likely to experience difficulties in transitioning to their home school after hospitalization. These students may attend the hospital school for up to one year in some cases. This shared enrolment often means that the hospital school will offer supervision for NAPLAN and school examinations.  The Transition Program also assists students who are outpatients and have been referred to our service by their Paediatrician or CAMHS. It may be necessary for a student to attend our school due to the inability to physically access their home school, for example, the inability to walk up stairs, or a student may be referred to us due to their inability to go to school regularly, including those students who suffer from severe anxiety.  Students, in conjunction with recognised stakeholders who seek admission to St George Hospital School to address physical or mental health issues must complete a revised risk management plan; a student agreement form and a weekly Individual Learning Plan (IEP) to address individual student’s needs.  St George School has one Teaching Principal, one part-time teacher, (1 day per week), one full time school learning support officer and a part time School Administration Manager (2 days per week). All teaching staff meet the requirements for teaching in NSW public schools. |  | The annual evolution was led by the NSW Hospital School principals combining their expertise to produce a hospital school survey for all NSW hospital school communities. Hospital schools cater for a diverse and dynamic community and consultation included education and medical staff and involved participation of and consultation with key stakeholders. Key stake holders included executive staff, teaching and support staff, students, parents, and community groups.  In developing the 2015 – 2017 school plan the following internal and external data was collected by the school self-evaluation team for information analysis through the following processes.   * 47 submissions – DEC – Strategic Planning Consultation Survey * 31 submissions – St George Hospital School Community Survey * 56 submissions – St George Hospital student/parent Survey * Key DEC reforms considered and contextualised included Great teaching Inspired Learning (GTIL), Local Schools Local Decisions (LSLD), Rural and Remote, Every Student Every School (ESES), Local Business Management Reform (LMBR) and the Melbourne Declaration. |
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| **Purpose:**  To actively engage all students in relevant and challenging learning experiences which are personalised, differentiated and facilitate their educational continuity |  | **Purpose:**  To actively engage all students in meaningful and challenging experiences which focus on improving their intellectual, physical, social, emotional development and wellbeing. |  | **Purpose:**  To build inclusive, collaborative teams and school networks through quality community partnerships which contribute to making learning core and community business so that student engagement, learning and well-being is a central focus. |

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| Strategic Direction 1: Excellence in personalised learning | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To actively engage all students in relevant and challenging learning experiences which are personalised, differentiated and facilitate their educational continuity while attending the hospital school.  To promote, build and sustain the professional learning of all staff members, by creating an environment which allows school staff to enrich current practice and to embrace curriculum change and to learn from each other and provide feedback on current performance in order to enhance student outcomes. |  | **Students:**  Students will be engaged learners and demonstrate success towards individualised goals.  **Staff:**  Staff will develop capabilities so they can plan, design and implement appropriate programs and lessons in order to improve student outcomes.  **Parents:**  Parents will be encouraged to participate in discussions involving students’ wellness and academic plan.  **Community:**  Community members will engage with the school and support its learning objectives and programs  **[**  **Leaders**  The School Principal will collaborate with staff to plan and develop whole school practices to facilitate personalised learning in a multi-stage learning environment |  | **Performance and Development**  The principal will lead the implementation of the new PDF across the school,so that performance and development is collaborative and supportive.   * [   **Learning Continuum**  The school staff will examine the new curriculum requirements and utilise the learning continuum to determine students’ Literacy and Numeracy level.  **Professional Learning**  The staff will have the opportunity to engage in a variety of professional learning opportunities which result in improved knowledge, understanding and practices across curriculum change and adjustment practices.  **Evaluation plan:**  Regular monitoring of professional practice data to ensure improvement in teaching and learning programs is evident and, having a positive effect on student outcomes. |  | **Products**  Individualised learning plans tailored to the needs of each student.  A range of resources that reflect the Australian curriculum – Creative and Practical Arts, K-6 English and Maths, 7-10 English, Maths, History and Science.  Provision of early reading material and more complex senior texts in book and digital form for use both in the schoolroom and on the hospital ward.  **Practices:**  Improve student engagement in Literacy and Numeracy across all Key Learning Areas.  Expectations of local school teaching staff are met by hospital school staff.  Students confidently use 21st Century technology in the hospital environment. |
| **Improvement Measures** |  |
| All staff constantly utilise and engage with the Performance and Development Framework  Greater effort and emphasis on working with the student’s school to establish individual learning plans.  Staff to have access to and be more aware of current school texts e.g. Paul Jennings, *The Nest* in order to deliver quality learning |  |

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| Strategic Direction 2: Enhancing student well-being | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To build inclusive, collaborative teams and school networks through quality community partnerships. Teaching staff will work effectively with health professionals, parents and schools to enhance student well being.  Teaching staff will work collaboratively with hospital and CAMHS staff to re-engage and promote school attendance for students with mental health disorders. |  | **Students:**  Students will engage in meaningful, significant life skill experiences that are catered to their individual needs.  **Staff:**  Staff will further develop the knowledge and capabilities to engage students in appropriate and relevant social and life skill activities.  **Parents:**  Parents, teachers and health professionals will set achievable goals within a hospital school setting. Parents will work with hospital and school staff to investigate strategies to encourage student engagement for those students who have been diagnosed with a mental health issue.  **Community partners**:  The school will build collaborative partnerships with external agencies with the view to enhancing positive outcomes for students.  **Leaders:**  The school principal will model best practice and support students, families and staff in providing the optimum caring and learning experiences for students who have been admitted to hospital. |  | **Engaging and effective community of learners –** Build staff capacity to support adolescents with mental health illness through targeted professional learning.  **Growth in Confidence activities –** Improve staff capacity to assist students with their social and emotional needs. Development of successful, collaborative transition plans to re-engage students in learning at their local school.  **Collaborative and connected culture –** Build on the professional relationship with The Child and Adolescent Mental Health Service (CAMHS) and local high schools through regular meetings and shared student information.    **Innovative Educational resourcing –** Implement innovative resourcing to engage students and encourage them to continue their learning under exceptional circumstances.  **Teacher Quality –** Lead and engage in professional learning to support knowledge of the curriculum, how students learn and current changes and innovations in teaching |  | **Products**  A safe and positive learning environment aimed at supporting student’s learning and health needs.  Successful, collaborative transition plans for long term patients at the hospital.  The percentage of students referred from CAMHS, who successfully re-engage in their education is incremental.  **Practices:**  Students equipped with strategies to improve resilience and to develop and practise social skills.  School staff work collaboratively with all agencies involved in the care and education of students.  Students and their mainstream school are confident in the expertise of Hospital school staff to support transition plans. |
| **Improvement Measures** |  |
| Staff to engage in professional development to keep up to date and well informed about the impact of physical and mental illness. |  |

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| Strategic Direction 3: Fostering community engagement and partnerships | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| Build inclusive collaborative teams and school networks through quality community partnerships which focus on the wellbeing and ongoing social and academic achievement of students accessing St George Hospital School. |  | **Students:**  Students contribute to and participate in community partnership functions involving theme presentation, preparation of food and event management.  **Staff:**  Develop staff capacity to build stronger community relations with parents from all cultural backgrounds and to improve two way communication with our community  **Parents:**  Establish a collaborative learning community with students, parents and teachers to support student wellbeing and transition programs at school.  **Collegial Networks:**  St George Hospital School will continue developing effective partnerships with NSW Hospital School Association, The Child and Adolescent Mental Health Service (CAMHS), and individual primary and secondary schools. |  | **Community engagement**  Increase the numbers of students, parents, hospital staff and community members engaging in meetings and community events.  **Developing a school profile**  Create two way communication processes and opportunities which support active frequent and culturally sensitive collaboration between school and community.  **Transition**  Improve transition processes ensuring that parents and the community are consulted and effective plans are implemented to improve quality of life for all our students.  **Evaluation plan**  Annual survey of school culture, and satisfaction levels with students, staff and parents.  Formal and informal feedback from the Kogarah Community of Schools focussing on local and collective improvement measures directed towards student learning. |  | **Products:**  At least 10% increase in the number of students, parents, hospital staff and community members attending community events.  Student, staff and community satisfaction levels with school learning, culture and environment being greater than 90%.  At least 80% of the community value the contribution of the hospital school staff implementing positive working relationships towards the enhancement of student learning outcomes.  **Practices:**  A positive focus on student wellbeing to promote a culture of learning and engagement across students, staff and parents and the wider community.  Relevant information is regularly and effectively communicated between students, staff, parents and the wider community. (SchoolMap Best Practice Statements – July 2001) |
| **Improvement Measures** |  |
| Foster more involvement and collaboration with paediatricians and medical staff when engaging in interagency meetings. |  |