School plan 2015 – 2017

John Hunter Hospital School 5558
School vision statement

John Hunter 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 their multidisciplinary teams, census schools and the 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.

School context

John Hunter Hospital School provides educational support to hospitalised students from Kindergarten to Year 12 from all educational systems. Our school focuses on student welfare encompassing mental health, social and emotional wellbeing, as well as individual academic achievement. Assistive technology is used to support all key learning areas and increase engagement in academic programs. The Hospital School is located in Newcastle within the John Hunter Children’s Hospital serving a diverse regional population. Students may have varying lengths of hospital stays and some students may have recurring admissions. Students are hospitalised due to illness, trauma, medical procedures and/or psychological disorders. The total student numbers per term is approximately 1200.

The school maintains a culture which is based upon continuous improvement and quality service. The school's multi-skilled, professional staff continually enhance student's educational opportunities. Our school has a holistic approach to education and works collaboratively with medical staff, paraprofessionals, students, families and census schools to maximise student health and education outcomes.

John Hunter Hospital School has two permanent teacher positions which include a principal and a class teacher. Additionally the school has one SLSO and a senior administration manager.

School planning process

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence. The school sought the opinions of parents, high school and primary school students, teachers, school counsellors, SASS staff, nurses, occupational therapists, speech therapists, dieticians, ward clerks, Starlight Captains, nursing unit managers, clinical consultants, doctors and the John Hunter Hospital Aboriginal Liaison Officer.

The evaluation process included a review of strengths, opportunities and areas of development across the school at a time of Departmental realignment changes, mandatory curriculum change, Local Management Business Reform and a change in school leadership. As a result three key strategic directions were identified as a basis for a shared commitment for future development across the school. These are:

- Excellence in personalised learning
- High quality innovative, resilient and collaborative staff
- Strong, positive, respectful community partnerships

The John Hunter Hospital School Plan 2015-2017 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years. Each strategic direction provides details of the purpose, people and processes, and products and practices that are to be realised through implementation of the plan.
Purpose:
To actively engage all students in meaningful and challenging learning experiences which are personalised and differentiated.
To promote students’ intellectual, social, emotional development and wellbeing in challenging circumstances.

Purpose:
To promote, build and sustain professional practice which enables staff to successfully address diverse learning and welfare needs of all students.

Purpose:
To ensure that the health, wellbeing and educational outcomes of students are optimised within a multidisciplinary learning environment.
# Strategic Direction 1: Excellence in personalised learning

## Purpose
To actively engage all students in meaningful and challenging learning experiences which are personalised and differentiated. To promote students’ intellectual, social, emotional development and wellbeing in challenging circumstances.

## People

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Students are empowered and supported to direct their learning.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>Staff develop understanding and capabilities of teachers in Quality Teaching, differentiated learning, and developing individual Learning Plans.</td>
</tr>
<tr>
<td><strong>Leader</strong></td>
<td>Leaders role model best practice in supporting students, staff and families to ensure the continuity of education. Engage in professional learning to develop understanding in areas related to the projects.</td>
</tr>
</tbody>
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## Processes
Build staff capacity to construct and evaluate high quality individual learning plans and refine existing frameworks to measure student engagement and learning.

### Personalised and Differentiated Learning support documents and strategies
- General Capabilities Framework
- Differentiation Strategies
- NSW Syllabus documents for the Australian Curriculum
- Student Wellbeing
- Mental Health

**PL to develop staff capacity to individualise the LP**

### Engagement and Learning documents and strategies
- Quality Teaching
- Observational Practice
- Student Wellbeing
- Engagement and Learning Rubric

## Products and Practices

### Product
- All long term or recurrent students have a quality constructed and evaluated individual Learning Plans.
- All students achieve the learning goals identified in their Individual Learning Plans.
- Collaboratively designed NSW Hospital Schools Engagement and Learning rubric.

### Practice
- All students are actively engaged in individualised learning programs to achieve their learning goals.
- Consistent application of the NSW Hospital Schools Engagement and Learning rubric across all NSW Hospital Schools.

## Improvement Measures
- 100% of students achieve the learning goals identified in their Individual Learning Plans.
- Increased student learning and engagement as measured against a collaboratively designed rubric.

### Multidisciplinary Team, Parents/Carers
Stakeholders communicate and collaborate in all processes to support student learning.

### Evaluation Plan
Regular monitoring of ILP database, Learning and Engagement Rubric documentation and observational practice data. **LP demonstrate a detailed understanding of the teaching documents**
## Strategic Direction 2: High quality innovative, resilient and collaborative staff

### Purpose
To promote, build and sustain professional practice which enables staff to successfully address diverse learning and welfare needs of all students.

### People

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<tr>
<td><strong>Students</strong></td>
<td>Students will be engaged and connected to their learning environment.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>Staff are experts in the specialised settings in which they work, have high levels of confidence in their practices and are eager to engage in professional learning to improve their current area of expertise.</td>
</tr>
<tr>
<td><strong>Leader</strong></td>
<td>Leaders place a very high priority on ongoing professional learning of all staff and on the development of a school wide, self-reflective culture focussed on improving classroom practice and performance.</td>
</tr>
<tr>
<td><strong>Multidisciplinary Team, Parents/Carers</strong></td>
<td>The school identifies potential community partners on the basis of their capacity to contribute to improve student achievement and/or wellbeing.</td>
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</tbody>
</table>

### Improvement Measures
- Staff achieve meaningful performance and development goals aligned with the school plan and DEC key reforms.

### Processes
Build high quality teaching and learning practices through the development of professional learning plans and the implementation of a performance and development framework.

**Performance and Development documents and strategies resources**
- NSW BOSTES Curriculum
- Classroom observation and feedback
- Quality Teaching Framework
- Australian Professional Standards for Teachers
- Staff Wellbeing
- Performance and Development Framework
- Australian Professional Standards for Principals
- WHS for DEC and NSW Health
- DEC Software- SAP and SALM

### Products and Practices

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<tr>
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<td><strong>Product</strong></td>
<td>Staff achieve meaningful performance and development goals aligned with the school plan and DEC key reforms.</td>
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</table>
| **Practice** | All staff members take responsibility for their professional growth and practice on an annual basis following three distinct yet interdependent phases:  
  - Plan  
  - Implement  
  - Review  
  A collaborative and supportive workplace committed to a positive culture of ongoing learning by individuals and teams. |

### Evaluation Plan:
Regular monitoring of teacher performance and development documents, MyPI records and Observational practice data.
### Strategic Direction 3: Strong, positive, respectful community partnerships

**Purpose**
To ensure that the health, wellbeing and educational outcomes of students are optimised within a multidisciplinary learning environment.

**People**

**Students**
Students are engaged in positive and respectful relationships within our specialised setting.

**Staff**
Staff develop and maintain positive relationships with students, families, census schools and multidisciplinary teams through ongoing collaboration and consultation.

**Leader**
Leaders initiate and maintain genuine contact with community members and are committed to achieving optimal staff participation within our school and broader school community.

**Multidisciplinary Team, Parents/Carers**
Stakeholders support, respect and participate in collaborative partnerships which are sustainable and become an accepted part of the school culture.

<table>
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<th>Improvement Measures</th>
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<tr>
<td>❖ Increase in collaborative practices between all multidisciplinary partners including parents/carers, evaluated through annual use of SWOT tool. (Baseline Data collected: 2014)</td>
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<tr>
<td>❖ Increase in hospital staffs’ awareness of the goals and</td>
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**Processes**
Build a positive culture of collaboration and develop priorities for improving community relationships.

**Community relationship documents and strategies**
- Communicating and engaging with our community
- Communication, planning and research
- Social media
- Consultative decision making
- Principal leadership
- Multidisciplinary Teams
- Connected Communities Strategy

**Evaluation Plan**
Regular monitoring of multidisciplinary meeting minutes. Annual use of a SWOT analysis tool developed to measure collaborative practices and a Hospital School Awareness Questionnaire.

**Products and Practices**

**Product**
- Increase in collaborative practices between all multidisciplinary partners including parents/carers, evaluated through annual use of SWOT tool. (Baseline Data collected: 2014)

**Practice**
- High levels of quality communication and emotional intelligence leading to improved outcomes for students.
- Quality meaningful relationships with all community members.
purpose of our specialised school setting through high levels of quality communication leading to improved outcomes for students.