

School plan 2015 – 2017

Liverpool Hospital School 5556



High quality,
innovative,
resilient and
collaborative staff

Excellence in
personalised
learning



Strong, positive,
respectful
community
partnerships





School vision statement

NSW Hospital Schools are committed to providing an inclusive, stimulating and supportive environment enabling students in exceptional circumstances to maintain educational continuity. Our schools advocate for students and provide a conduit to their multidisciplinary teams, census schools and community. We develop positive relationships to support engagement in learning leading to successful outcomes and transitions. **The wellbeing of our students is our highest priority.**

School context

Liverpool Hospital School ensures continuity of education for students while they are inpatients of the hospital for short term, long term or for recurrent admissions. Students remain enrolled in their census school (government or non-government). The school office and classroom are located in the Children's Ward of Liverpool Hospital. The classroom is bright, welcoming and stimulating, with a range of quality resources. The caring and highly professional staff ensures that our K-12 students are able to access the curriculum using a variety of technologies. The school staff is a highly valued, respected and important part of the multi-disciplinary team of professionals working to ensure the best health and educational outcomes for each child or young person. Collaborative partnerships and effective communication with students, families, census schools and NSW hospital schools supports student learning.

School planning process

The school used a wide range of tools to evaluate its priorities from year 3 of the 2012-2014 school plan.

Tools used for this evaluation include:

- surveys designed specifically for our students, parents/carers, medical/clinical staff (nurses, doctors, ward clerk), and school staff (SASS and teaching); and
- informal discussions and communication with other members of our community including allied health and DEC personnel with whom we have collaborated to ensure the best educational and welfare outcomes for individual students including specialists, social workers, physiotherapists, school counsellors, guidance officers and census school personnel.

Results can be viewed in the [Annual School Report 2014](#).

To inform planning for our strategic directions for the 2015-2017 planning cycle a strategic consultation survey was shared between NSW Hospital Schools. Individual school data informed the first of several planning days in late 2014 and early 2015. Of highest importance in all settings was Student Welfare. Principals, School Leadership (PSLs) guided principals of NSW Hospital Schools through the 5P planning process. We have developed a shared vision statement and Hospital Schools' Plan. The collaborative process was highly valued by participants. The school community will be invited through surveys to contribute feedback during our annual evaluation process to inform future directions.



STRATEGIC DIRECTION 1

Excellence in personalised learning

STRATEGIC DIRECTION 2

High quality innovative, resilient and collaborative staff

STRATEGIC DIRECTION 3

Strong, positive, respectful community partnerships

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.

Purpose	People	Processes	Products and Practices
<p>To actively engage all students in meaningful and challenging learning experiences which are personalised and differentiated.</p> <p>To promote students' intellectual, social, emotional development and wellbeing in challenging circumstances.</p>	<p>Students: Will need opportunities to develop skills to be able to collaborate with parents and Hospital School to develop goals for their individualised learning plans.</p> <p>Staff: Will need Professional learning and opportunities to practice explicit teaching, differentiating the curriculum and using the continuums to map student ability.</p> <p>Leader: Will need to build own capacity alongside staff and lead collaborative practice to adapt the daybook and implement explicit teaching.</p>	<p>Collaborate with student, parent/carer and census school to develop Individualised Learning Plans for long term and recurrent students.</p> <p>Adapt the daybook to capture explicit teaching and learning as a means of differentiating learning for individuals.</p> <p>Build the capacity of staff to implement explicit teaching in the areas of Literacy and Numeracy.</p> <p>Build the capacity of staff to use the Literacy and Numeracy continuums to map individual students' current abilities and inform areas for explicit teaching.</p> <p>Explore new avenues for collecting data for The School Excellence Framework.</p>	<p>Product: 100% of long term (5 weeks or more) or recurrent students have quality collaboratively constructed and evaluated ILPs.</p> <p>The day book will capture an increase of explicit teaching from 30% to at least 70%.</p> <p>Practice: An increase in available strategies for staff to implement explicit teaching and learning.</p>
<p>Improvement Measures</p>			
<ul style="list-style-type: none"> ❖ 100% long term (5 weeks or more) and recurrent students have Individualised Learning Plans which identify learning goals and outcomes. ❖ The day book will capture an increase of explicit teaching from 30% to at least 70% of all students. 	<p>Will need opportunities to co-ordinate engagement of all key stakeholders to construct and evaluate Individual Learning Plans.</p> <p>Multidisciplinary Team, Parents/Carers: Will need scaffolding and support to develop goals for Individual Learning Plans.</p>	<p>Evaluation Plan: Individual Learning Plans will be reviewed to assess that learning goals and outcomes have been identified.</p> <p>The daybook will be reviewed for its ability to capture data on the percentage of students receiving explicit teaching and learning.</p> <p>The School Excellence Framework will have methods of collecting evidence mapped to each element.</p>	<p>Improved mapping of student abilities against the Literacy and Numeracy Continuums.</p> <p>Whole team analysis of our school against The School Excellence Framework and exploration of strategies to gather and evaluate data.</p>

Purpose	People	Processes	Products and Practices
<p>To promote, build and sustain professional practice which enables staff to successfully address diverse learning and welfare needs of all students.</p>	<p>Students: Will need support in accepting more than one teacher in the classroom at a time.</p> <p>Staff: Will need professional development and support in writing clear and relevant PDP's.</p> <p>Will need guidance and mentoring in the skill of self-reflection and evaluative thinking.</p> <p>Will need opportunities for peer and supervisor observation and feedback.</p> <p>Will need growing understanding of The Wellbeing Framework and strategies to evidence achievement.</p> <p>Leader: Will need a deep understanding of The Wellbeing Framework for Schools and the PDP cycle.</p> <p>Will need the skills to lead the gathering of evidence for The Wellbeing Framework.</p> <p>Multidisciplinary Team, Parents/Carers: Will need support in collaborating with staff.</p>	<p>Develop staff capacity to create and self-evaluate PDP's in line with the School Plan and vision.</p> <p>Implement a cycle of opportunities for team teaching, self-assessment, observation and feedback.</p> <p>Collaboratively map the school against The Wellbeing Framework to create base-line data.</p> <p>Identify and implement strategies to achieve further descriptors of The Wellbeing Framework.</p> <p>Build the capacity of staff to embed the strategic directions of the school plan into the main activities of the school.</p> <p>Evaluation Plan: Professional Development Plans will document a cycle of self-reflection, observation and constructive feedback.</p> <p>The school will have triangulated evidence of achieving the descriptors of The Wellbeing Framework.</p> <p>The strategic directions of the School Plan will be evident in the practices of the school.</p>	<p>Product: 100% of staff have Professional Development Plans that align with the School Plan and vision.</p> <p>The School will demonstrate improvement in the number of descriptors evidenced against The Wellbeing Framework by at least 10%.</p> <p>Practice: Self-reflection, observation and feedback are embedded practices of the school.</p> <p>Staff gather evidence to support the achievement of excellence in wellbeing practices.</p> <p>The strategic directions of the school plan are evident in the main activities of the school.</p>
<p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ 100% of staff have developed and achieved authentic Performance and Development goals aligned with the school plan and vision. ❖ The School will demonstrate improvement in the number of descriptors evidenced against The Wellbeing Framework by at least 10%. 			

Purpose	People	Processes	Products and Practices
<p>To ensure that the health, wellbeing and educational outcomes of students are optimised within a multidisciplinary learning environment.</p>	<p>Students: Will need explicit teaching to engage with mainstream curriculum.</p> <p>Will need explicit teaching in tolerance and acceptance to share the learning space with their community.</p> <p>Staff: Will need professional development in mainstream curriculum delivery.</p> <p>Will need strategies for engaging the community within the learning environment.</p> <p>Will need strategies for explicit teaching of tolerance and acceptance within a shared learning environment.</p>	<p>Maintain current partnerships and build new partnerships with census schools to inform current practices.</p> <p>Invite community members to attend sessions of the school learning environment to improve community engagement.</p> <p>Consult with the local AECG on current practices in Aboriginal Education to inform next steps.</p> <p>Visit other departments of the hospital who cater for school age children to promote our services.</p> <p>Adapt the current community evaluation form to better capture data.</p>	<p>Product:</p> <p>The school will increase partnerships with census schools beyond 1 Primary and 1 Secondary School to maintain the currency of the Hospital School's practice.</p> <p>Improved community engagement in afternoon sessions evidenced by attendance records.</p> <p>Improved community evaluation forms to better capture data.</p>
Improvement Measures	<p>Leader: Will need opportunities to engage with future partners to the school.</p> <p>Will need strategies for engaging the community and recording attendance.</p> <p>Multidisciplinary Team, Parents/Carers: Will need encouragement and support to participate in afternoon sessions and provide feedback in evaluation forms.</p>	<p>Evaluation Plan: Student work samples will be compared to more than 1 example of census school work to determine currency of Hospital School practice.</p> <p>Records of community attendance will be kept to create base-line data and a measurement for improvement in community engagement.</p>	<p>Practice:</p> <p>Increased consultation with the AECG regarding Aboriginal Education.</p> <p>Increased referrals from other departments of the hospital to the school service.</p>
<ul style="list-style-type: none"> ❖ The school will increase partnerships with census schools by at least 1 Primary School and 1 Secondary School. ❖ Attendance records will indicate increased participation and engagement of the broader community in the afternoon learning sessions. 			