



Education &
Communities

Bankstown Hospital School Annual School Report 2014



School context statement

The students who attend Bankstown Hospital School are patients of Bankstown Hospital Paediatric Ward. The students may be short or long term patients and may have a recurrent or non-recurrent illness.

Principal's message

Bankstown Hospital School provides continuity of education for hospitalised students. The school classroom is located in the children's ward of Bankstown Hospital. Our school is well resourced and offers Individual Learning Programs (ILPs) for students from Early Stage 1 to Stage 6 in a bright and stimulating learning environment.

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.

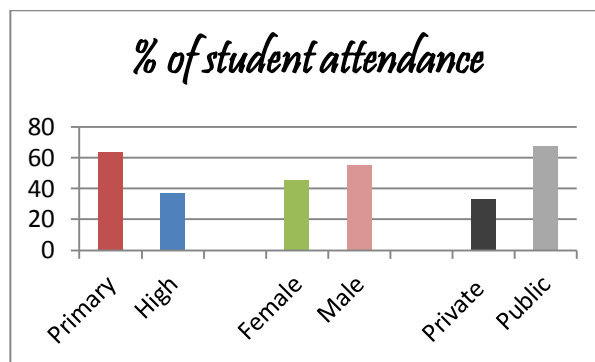
Rosalee Lamaro

Student information

Student attendance profile

Students of Bankstown Hospital School are patients of Bankstown Hospital and may be short-term, long-term or recurrent admissions. The duration of attendance varies from .5 to 35 days. There are no permanent enrolments as all students are enrolled at their census school (public or private).

Many cultural backgrounds are represented in our school; 60 % of student's state that English is the main language used at home followed by a combination of Arabic/English representing 25%, Arabic 5%, Vietnamese/English 4%. Many students say that their parents speak one language but they respond in English as that is their most confident language.



Workforce information

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teachers	0
Classroom Teacher(s)	0.252
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administrative & Support Staff	1.496
Total	2.748

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0

Professional learning and teacher accreditation

Our staff have attended the following courses throughout 2014 as applicable to their role:

- Principal meetings
- Dual diagnosis forum (Mental Health)
- Multilit tutor program
- SEPLA conference
- Generation Next-Mental Health and Wellbeing of young people
- 5P planning training

- Art Gallery – Indigenous exhibits and education program
- LEAP conference
- Anxiety Disorders in children and adolescents
- Working with puzzling behaviours
- CHERI conference
- Numeracy continuum
- Core finance and strategic financial management
- Positive Psychology
- Complex kids
- Cool kids
- LMBR
- School Admin Managers conference
- Mind Matters
- Accidental Counsellor

Our temporary teacher has also completed and submitted her maintenance of accreditation during term 4 of 2014.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	29406.33
Global funds	31450.70
Tied funds	7400.00
School & community sources	0.00
Interest	931.41
Trust receipts	0.00
Canteen	0.00
Total income	69188.44
Expenditure	
Teaching & learning	
Key learning areas	2888.77
Excursions	0.00
Extracurricular dissections	0.00
Library	45.45
Training & development	6161.61
Tied funds	8650.60

Casual relief teachers	4913.66
Administration & office	7617.36
School-operated canteen	0.00
Utilities	44.82
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	30322.27
Balance carried forward	38866.17

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

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

Students may sit these exams while they are hospitalised if they are well enough to do so. The following results reflect achievement of NSW students.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter your child's school name in the *Find a school* and select *GO* to access the school data.

Alternatively, you can access the National Report 2014 by clicking on the link below.

http://www.nap.edu.au/verve/resources/National_Assessment_Program_Literacy_and_Numeracy_national_report_for_2014.pdf

What was new in the 2014 NAPLAN national report?

For the first time, the NAPLAN national report included data across a generation of students. Students who participated in the first ever NAPLAN tests in 2008 completed their final NAPLAN tests as Year 9 students in 2014.

NAPLAN results for students in Reading (R1 from page 340 National Report) and Numeracy (N1 from page 354 National Report) by state and Territory across Year 3 2008 - Year 9 2014 are following.



Student leaders visiting our ward November 2014

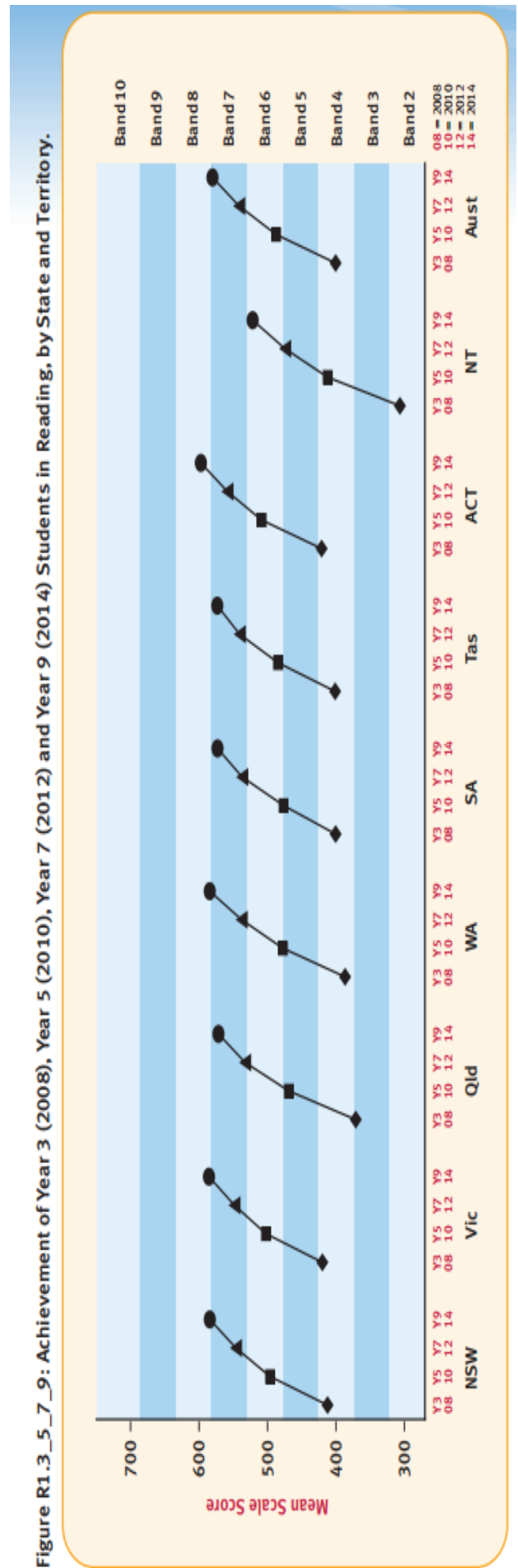
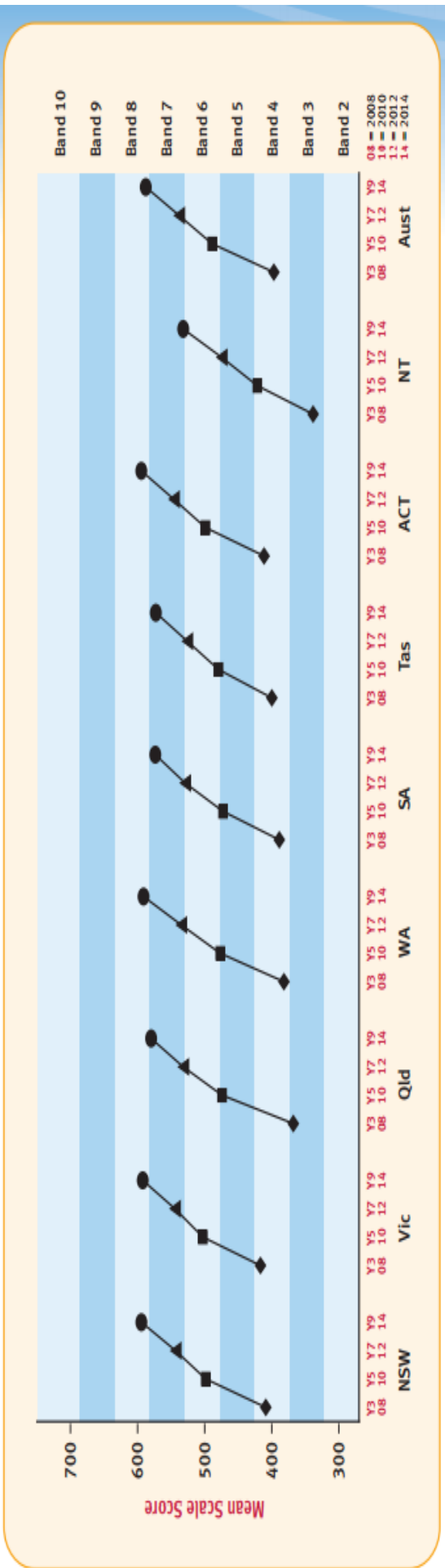


Figure N1.3_5_7_9: Achievement of Year 3 (2008), Year 5 (2010), Year 7 (2012) and Year 9 (2014) Students in Numeracy, by State and Territory.



Higher School Certificate (HSC)

Students in the Hospital School are able to complete HSC exams whilst in hospital if they are hospitalised at the time. The NSW Board of Studies will send out exam papers for School staff to administer under exam conditions.

In 2014 we did not have any students sitting HSC exams in the hospital.

For further information about the HSC and how it works visit the board of studies website.

<http://www.boardofstudies.nsw.edu.au/yourhsc/>

Significant programs and initiatives

Aboriginal, Multicultural, Anti-racism education

Although less than 1% of our students identify as Aboriginal or Torres Strait Islander background our school observes and celebrates various events associated with these cultures. In fact many cultural and religious events are recognised by the Hospital School. Specific events identified in our school and ward includes: NAIDOC week, Chinese New Year, Christmas, Easter, Saints Feast Days, Eid (UI-Fitr and Hajj), and Diwali. Education at these special times focuses on the value of these special events within our community and how it may relate to friends and their families. Students are made aware of the environmental impact of these cultural events through a variety of research strategies including local interviews and online investigation.

Policy and equity funding

In 2014 our school received \$123.50 RAM Equity Loading for Socio Economic background. These funds were treated as Tied funds as per Finance Directorate advice to OASIS schools and used to assist students with resources needed to complete academic work while in hospital. Resources purchased include: school equipment such as pens, pencils, and apps for use with our iPads.

School planning and evaluation 2012–2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Evaluation forms
- SWOT analysis
for use by students, parents, medical/clinical, and school staff

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

- ❖ Increased levels of literacy and numeracy achievement for every student as reflected in class work and verified by improved achievement levels in local school NAPLAN and HSC results.
- ❖ Diminished gap in literacy and numeracy achievement between Aboriginal students and all students.

Evidence of achievement of outcomes in 2014:

- All students have literacy and numeracy sessions as part of their daily timetable. All students' work within the hospital setting, in regard to literacy and numeracy outcomes, has greatly improved throughout their stay.
- Teachers are identifying and supporting the specific numeracy demands of the Key Learning Areas. Explicit teaching and modelling of: reasoning, patterning, applying measurement strategies, spatial visualisation, data analysis, tables, graphical representation and analysis.
- In the early years, literacy teaching is focusing on explicit teaching of: phonemic awareness; phonics; vocabulary knowledge; grammar, punctuation; spelling and handwriting.
- In later stages, teachers are ensuring students are equipped with a range of literacy practices and skills that support

them in code-breaking and in understanding, using, analysing and evaluating texts for a variety of purposes and audiences.

- Evidence of aboriginal student achievement is inconclusive due to <10 (approximately 1%) students identifying as Aboriginal. Follow up data on these students has not been forthcoming from their census schools to date.

Strategies to achieve these outcomes in 2014

- Implementation of the K-12 Literacy policy.
- Implementation of the K-12 Numeracy policy.
- Professional Learning focusing on Literacy and Numeracy teaching strategies.
- Analysis of data in Literacy and Numeracy assessments for all aboriginal students from educational reviews (ACU paper presented at LEAP conference 2014) to guide teaching and learning.

School priority 2

Student Engagement and Attainment

Outcomes from 2012–2014

- ❖ School structures and practices respect and respond to the diverse needs and unique characteristics of every student.
- ❖ Enhanced wellbeing of students.

Evidence of progress towards outcomes in 2014:

- All school staff have developed quality individual programs for all students that are relevant and meaningful to the context of their census school.
- 99% of student satisfaction surveys show the hospital school has catered for their individual needs and enhanced their wellbeing.

Strategies to achieve these outcomes in 2014:

- The Principal has provided support to staff to develop differentiated programs for each student.
- Staff have attended Professional Learning that has enabled us to offer a wider range of wellbeing programs to students

that can be accessed post hospital school.
Eg. <http://www.trapeze.org.au/>

School priority 3

Aboriginal Education

Outcomes from 2012–2014

- ❖ Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.
- ❖ Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

Evidence of progress towards outcomes in 2014:

- Teachers are Identifying and providing appropriate resources and additional support to Aboriginal students where needed.
- 80% of Aboriginal families and carers have taken an active role in their child's health and education plan while in hospital.

Strategies to achieve these outcomes in 2014:

- Professional Learning provided to all staff on effective aboriginal education strategies.
- Staff empowering aboriginal families and carers to take an active role in their child's health and education plan in and out of the hospital setting.

School priority 4

Leadership and Management

Outcomes from 2012–2014

- ❖ Increased staff capacity to meet the needs of a significantly culturally diverse and changing region.
- ❖ Strengthened capacity of school staff to drive school improvement.

Evidence of progress towards outcomes in 2014:

- All staff aware of the diverse needs of our school community with an emphasis on cultural sensitivity during high levels of media attention.

- Temporary teacher has submitted her maintenance of accreditation.
- All school staff have provided input in the development of the new school plan.

Strategies to achieve these outcomes in 2014:

- Ongoing professional learning provided to all staff based on our school context and significant cultural backgrounds.
- Providing opportunities for staff to network with other schools in similar positions to develop professional learning plans in line with the reforms.

School priority 5

Curriculum and Assessment

Outcomes from 2012–2014

- ❖ Clear alignment between the implementation of curriculum, professional learning and student learning needs.

Evidence of progress towards outcomes in 2014:

- All teaching staff have developed a Professional Learning Plan with curriculum and assessment priorities.

Strategies to achieve these outcomes in 2014:

- All staff have been provided release time to develop programs and familiarise themselves with the changes to curriculum through professional learning or otherwise.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are summarised as follows:

- School staff quickly develop positive interactions with all stakeholders: students, parents/carers, clinical, medical
- The school has a large range of learning experiences K-12 and all KLAS
- 1-1 targeted learning
- 1-1 technology

- School staff have a high level of welfare expertise and knowledge of relevant community agencies for post hospital assistance
- Interactions between family/carers are more personalised and more effective than the census school (both public or private)
- Communication with families/carers is on a daily basis providing support academically and emotionally
- The school room enables students a place to divert their attention from their illness and maintain continuity of education.

Email: banksthos-s.school@det.nsw.edu.au

Web: www.banksthos-s.schools.nsw.edu.au

School Code: 5548

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

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.

Rosalee Lamaro	Principal
Christine Hodge	SAM/SLSO
Kim Milward	Temporary Teacher
Keryn Dixon	PT SLSO

School contact information

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Visual Arts session November 2014