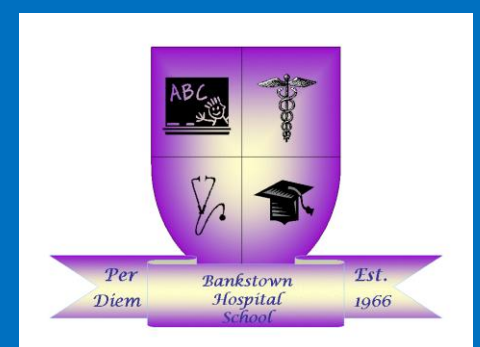
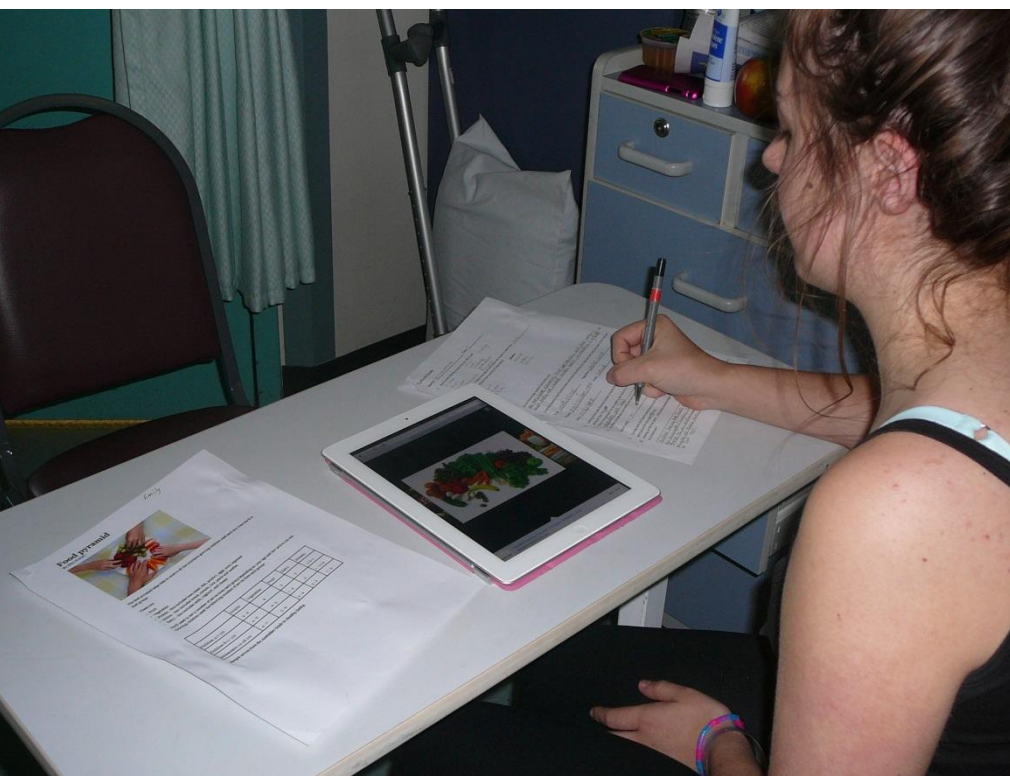




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## Our school at a glance

### Students

Students of Bankstown Hospital School are patients of Bankstown Hospital Paediatric Ward. The students may be short or long term patients and may have an ongoing illness.

### Staff

All staff has experience in working in a K-12 multi-age/multi-disciplinary classroom. All teaching staff meets the professional requirements for teaching in NSW public schools.

### Significant programs and initiatives

The hospital school is unique in that it coordinates significant programs and initiatives in accordance with health system policy. The school has a holistic approach to educating each child and modifies learning programs to suit the individual student within the constraints of the illness or injury.

### Student achievement in 2012

When NSW Board of Studies and NAPLAN exams are scheduled, students have access to sit these exams within the hospital school room. Results are sent directly to the student's home school. Students are offered preparation work in the lead up to these exams to assist home schools achieve the National Minimum Standards in Literacy and Numeracy.

## Messages

### 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 Education Programs (IEPs) 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 message

"I liked Hospital School because the teachers were nice. The school work was good; Math's was easy."

**Thomas, Year 3**

## School context

### Student information

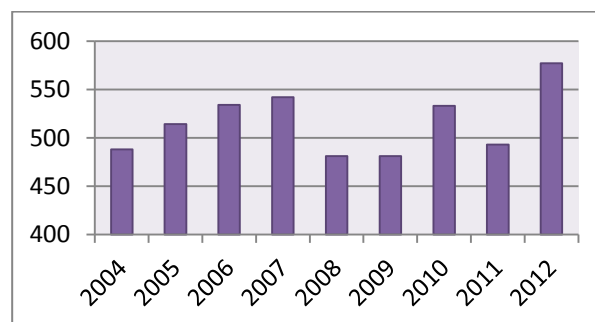
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment 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 varied from .5 to 35 days. There are no permanent enrolments as all students are enrolled at their home schools (public or private).

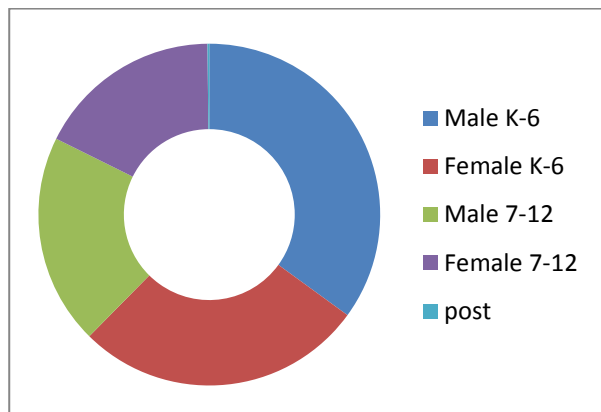
Many cultural backgrounds are represented in our enrolments. Most students speak English but many families communicate at home in their parents' first language. The most common parent first language is Arabic followed by Vietnamese in the ratio 3:1.

### Student attendance profile



The Hospital School accepts enrolments from both Private/Independent and Public School patients. Our total 2012 enrolments of 577 consists of 30% Private School students. The ratio

of Male to Female students was 11:9; Primary to High School students was 5:3. Aboriginal and Torres Strait Islander students made up approximately 3% of our enrolments.



### Management of non-attendance

Students are always encouraged to attend school in the Hospital School Room; however, due to their illness or injury some students will remain in their beds and are facilitated by School Staff at the bedside.

### Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

### Staff establishment

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

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Our school has access to Regional Aboriginal Education Officers from the Bankstown School Education Area. These officers are available to attend the school to help facilitate students from indigenous backgrounds when required.

All school staff has experience working in a K-12 multi-age classroom. The school has two Full-Time positions and two Permanent Part-Time positions. The Permanent Part-Time Classroom Teacher position is filled by two Casual Teachers from two different KLAs (Key Learning Areas).

### Staff retention

100% of our Teachers and SASS have been retained over the last 5+ years.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0

### 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	23444.15
Global funds	30218.00
Tied funds	14310.20
School & community sources	0.00
Interest	1356.14
Trust receipts	0.00
Canteen	0.00
Total income	69328.49
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	6243.73
Excursions	0.00
Extracurricular dissections	0.00

Library	0.00
Training & development	8166.08
Tied funds	10523.90
Casual relief teachers	2530.19
Administration & office	11501.60
School-operated canteen	0.00
Utilities	13.95
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	38979.45
<b>Balance carried forward</b>	<b>30349.04</b>

Further details concerning this summary can be obtained by contacting the school.

## School performance 2012

### Achievements

#### Academic

The Bankstown Hospital School has access to the National Assessment Program and receives a minimum number of papers across all years and subjects each year. This enables us to provide the opportunity for students who are well enough to complete their assessment in hospital. Results are sent directly to the students Home School and we do not receive any further information unless the student and/or their family contact us.

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.

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

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

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

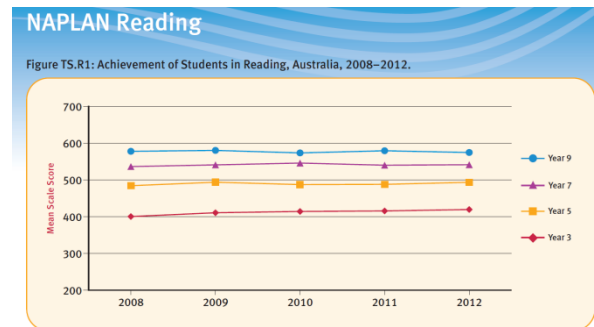
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

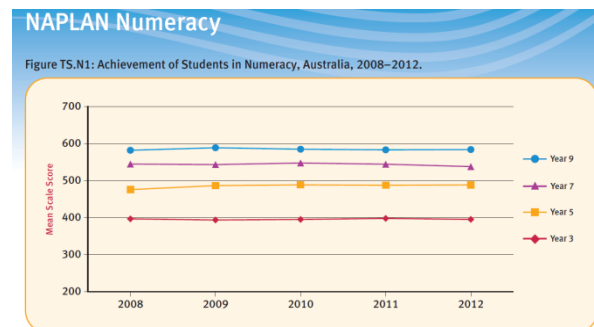
and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

### Reading – NAPLAN



### Numeracy – NAPLAN



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

This website is accessed via <http://www.myschool.edu.au> enter your child's school name in the *Find a school* and select *GO*.

#### RoSA

The Record of School Achievement (RoSA) is a new credential for all students, beginning with Year 10 in 2012, to recognise school achievement before receiving their Higher School Certificate (HSC).

While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11.

If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced.

This measure acknowledges the fact that many students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

Students in the hospital in years 10-12 are able to complete home school assessments with hospital school staff supervision. These assessments will

be marked by their home school teachers and may contribute to their RoSA.

### Higher School Certificate

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 2012 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 education

Aboriginal and Torres Strait Islander students made up 3% of our 2012 enrolments. All students are offered Individual Educational Programs and work independently or in small groups within the classroom or their ward rooms. Reconciliation and NAIDOC week are recognised and celebrated through CAPA sessions. The school subscribes to the Koori Mail and features this resource in Visual Literacy activities.

### Multicultural education

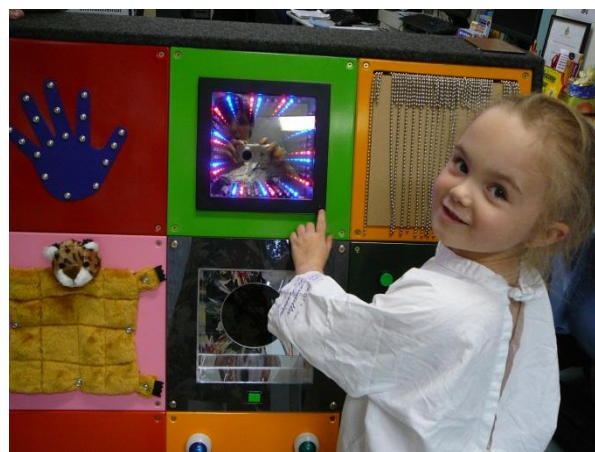
The school celebrates and recognises all cultural events celebrated by our students including: Chinese New Year, Easter (Orthodox and Christian), Saints Feasts Days, Diwali, Eid Ul-Fitr and Eid Hajj. There are many other festivals held around the Bankstown Community and the school helps promote these on our notice board located near the entrance to the Paediatric Ward. The Ward participated in the Annual Hospital Christmas Decoration competition in 2012.

### National partnership programs

Our school was offered funding late in 2012 to develop a project. We have combined with Liverpool Hospital School and our project focus is Youth Mental Health. Staff has been involved in Professional Learning including Youth Mental Health First Aid and Generation Next conferences involving "Happiness and its Causes". This project will continue into 2013.

## Other programs

Our school encourages parents and family members to be a part of our school on a daily basis. Our school room displays posters that are Anti-bullying; encourage fairness; and promote diversity and respect. Due to the nature of our school all students and parents are informed upon enrolment that the wellbeing of the student is of primary importance whilst they are in hospital. All students are encouraged to show empathy and to act with compassion towards others who are also ill or injured.



Multi - sensory activity unit donated to the school by the Commonwealth Bank at Condell Park August 2012

## Progress on 2012 targets

### Target 1

#### Literacy and Numeracy

Increased Literacy and Numeracy achievement for all students in all Home School and metropolitan results.

Our achievements include:

- Positive promotion of the International year of reading 2012 through our school website and on a daily basis each morning;
- Student directed reading based on areas of interest for each student;
- Years 3,5,7 Reading results appear to have improved based on the overall NAPLAN graph on page 3, further improvement and focus is required for Year 9 Reading results;
- Years 3,5,9 Numeracy results appear to have improved based on the overall NAPLAN graph

on page 3, further improvement and focus is required for Year 7 Numeracy results.

## Target 2

### Student Engagement and Attainment

Enhance the Wellbeing of all students during and after Hospitalisation, and promoting the value of ongoing education.

Our achievements include:

- Student wellbeing and engagement has improved for students in the class room. Survey results from medical staff indicate students in the ward rooms are not always engaged at times throughout the day when school staff are working with other students;
- The school continues to positively promote the value of ongoing education through our electronic display in the ward. In 2012 we extended our advertising throughout the hospital to the public electronic display systems located at the entrance to the hospital and in the emergency department.

## School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluations of culture and leadership; and curriculum. The curriculum surveys were based on our delivery of English, Mathematics, and Science and Technology.

### Background

The school has developed our own surveys to reflect our unique situation.

### Findings and conclusions

Below is a summary of responses for Culture and Leadership

- “Staff understand and respond to the context of the community in which they work” 71.43% responded Almost Always;
- “The school leader has a positive influence on the school culture” 100% responded Almost Always.

The summary of the Curriculum surveys

- “The school provides adequate Literacy activities for all students” 75% responded Almost Always;
- “Staff is always trying to engage students who are disconnected with their learning and the community” 100% responded Almost Always.

### Future directions

Areas identified by the surveys for further improvement include:

- School staff recognising, valuing, and supporting contributions made by other members of its community;
- Maintaining student engagement with school work while in the ward rooms without school staff supervision.

## Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. A summary of responses is reflected in the comment below.

“My daughter has enjoyed interacting with the various teachers in the hospital. She looks forward to the variety of worksheets and really enjoyed doing the craft activities. Her reward for working really hard was to play educationally based computer games in the school room.

I am really happy to say the daily jobs the teachers are all doing is really invaluable.”

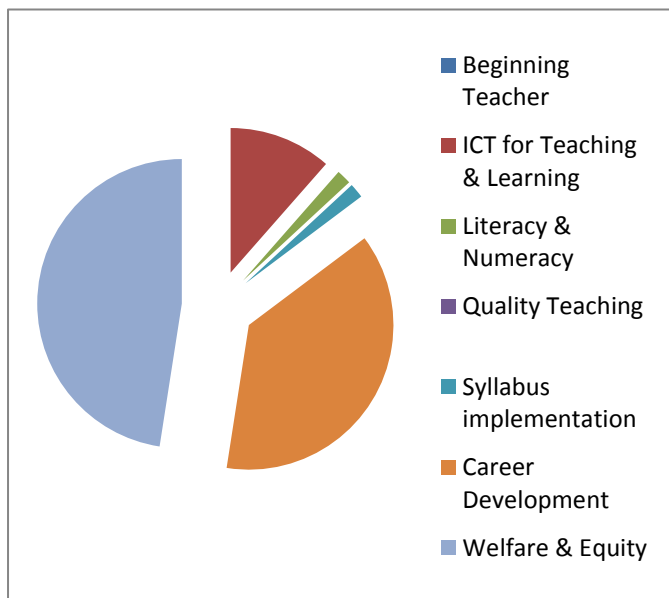
Parent of Year 6 student

## Professional learning

During 2012 all staff attended Professional Learning in various target areas.

The number of courses attended in total was 61. This included online training provided by the Department of Education and Communities.

The following graph shows the areas of focus for Professional Learning in 2012.



## School planning 2012–2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1

#### Outcome for 2012–2014

##### Literacy and Numeracy

Diminished gap in literacy and numeracy achievement between Aboriginal students and all students.

#### 2013 Targets to achieve this outcome include:

- 100% of Aboriginal students achieving or exceeding state average growth in external data Literacy and Numeracy;
- 100% of all students achieving state average growth in NAPLAN data.

#### Strategies to achieve these targets include:

- Analyse local area NAPLAN data and target specific areas that are not at state average to incorporate in student education plans;
- Promote the International Year of Mathematics of Planet Earth via our website and through scheduled video conferencing to engage students in Numeracy in our environment.

## School priority 2

#### Outcome for 2012–2014

##### Curriculum and Assessment

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

#### 2013 Targets to achieve this outcome include:

- Education plans for all students based on the new curriculum;
- All staff having completed professional learning in the new curriculum;
- Assessment designed to measure the new curriculum outcomes.

#### Strategies to achieve these targets include:

- Staff familiar with the new Australian curriculum in preparation for the 2014 implementation for English and optional implementation for Mathematics, and Science and Technology;
- Staff accessing the board of studies website to view the online syllabus documents and other programming support materials and resources that will be released throughout 2013;
- Staff designing engaging assessments for students based on the outcomes of the new curriculum.



A very busy classroom with students, teacher, nurse, parent 2012

## 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.

Rod Leonarder,

School Education Director, Bankstown

Naomi Ellis, Nursing Unit Manager, Ward 2F

Rosalee Lamaro, Principal

Christine, School Learning Support Officer

Noeline, School Administrative Manager

Kim, Casual Teacher

Josie, Casual Teacher

## School contact information

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School Code: 5548

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>