School context
The school provides continuity of education for students from Kindergarten to Year 12 (K-12) who are enrolled in government and non-government schools and who are inpatients of the hospital. Engaging in the school’s educational programs enhances students’ learning outcomes, promotes psychological wellbeing, assists students in the recovery process and their transition to school.

This long term Year 5 student who attended the hospital school in excess of one term was successfully transitioned to attend a local primary school during 2014.

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

Student enrolment profile
Students who attend Liverpool Hospital School are inpatients of the hospital and may have short term, long term or recurrent admissions. Students remain enrolled in their home schools, and their enrolment is shared with the hospital school through the Enrolment Registration Number (ERN) for government schools.

Our students are from diverse cultural and language backgrounds and come mainly from schools and educational settings within the South Western Sydney area, though occasionally some students come from other areas of the state, interstate or may be newly arrived migrants or refugees.

![Student](image)

Student attendance profile
In 2014 there were 583 students (342 primary and 251 secondary).

![Attendance Chart](image)
The ratio of male to female students was 10:9

**Workforce information**

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

A new permanent part time (PPT) School Administrative Manager (SAM) and a PPT School Learning Support Officer (SLSO) were appointed through merit selection. There are no Aboriginal or Torres Strait Islander members of staff.

**Teaching Principal**

**Position composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal (teaching)</td>
<td>1.00</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.252</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>0.496</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>1.00</td>
</tr>
<tr>
<td>Total</td>
<td>2.748</td>
</tr>
</tbody>
</table>

PPT SAM & PPT SLSO               PPT SLSO

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>100</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Professional learning for staff is an essential part of our school planning. All staff is committed to a process of ongoing professional learning and sharing their learning with peers. Supporting students in using a range of technologies to access the curriculum and to achieve learning outcomes is an expectation of all staff. The NSW Hospital Schools’ Association Incorporated (NSWHSA) provides specialist collegial support for principals, teachers and SAS staff and promotes sharing of best practice and ongoing learning to improve knowledge, skills and practice. We hold combined School Development Days (SDD’s) and have regular contact to share and support one another. The focus of staff learning for 2014 was student and staff welfare, mental health, wellbeing, the new K-12 curriculum, technology, accrual accounting and leadership. Teaching staff is aware of the new requirements and procedures for teacher accreditation.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>62383.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>33771.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>7096.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>1496.63</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>104747.18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>(3468.94)</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>54.50</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>20076.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>11069.11</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>6883.40</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21396.57</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>92.65</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>56103.74</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>48643.44</td>
</tr>
</tbody>
</table>

Casual salaries to support the educational and administrative programs of the school are included in Administration and Office whilst Computer Coordinator (CC) relief funds are included in Tied Grants.

A full copy of the school’s 2014 financial statement is tabled at the first School Information Meeting of 2015. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

The school supports and engages all students in learning and achieving their best in hospital.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments. Students who are hospitalized during NAPLAN are able to take the tests if they feel well enough. The principal consults with students and parents and notifies home schools of students in test years as to whether they will be undertaking the tests in hospital. The first students to undertake NAPLAN completed their Year 9 tests in 2014. Read the national report here. [http://www.nap.edu.au/verve/_resources/National_Assessment_Program_Literacy_and_Numera cy_national_report_for_2014.pdf](http://www.nap.edu.au/verve/_resources/National_Assessment_Program_Literacy_and_Numeraly_national_report_for_2014.pdf)

Higher School Certificate (HSC).

The principal initiates contact with the home schools of HSC students in consultation with the student and their parents. Keeping in close contact with home schools ensures students are able to meet the requirements of their HSC. The principal liaises with home schools to ensure that the relevant strategies are put in place to support students in assessment task completion, organizing extensions, misadventure documentation or preparation for exams.

Achievements in arts, sport and other school programs

Our Art program with Liverpool Girls High School continued on a fortnightly this year with two small groups of students alternating to visit the hospital once a month and to assist hospital students in creating artworks. Students also are encouraged to interact with hospital students, develop and use social and communication skills.
Sport – Students are able to engage in a range of sporting activities using the Wii and the X-Box. Students learn about playing different sports including the rules, scoring, teamwork and sportsmanship. The advantage of using these technologies is that it allows all students to participate despite their medical or physical condition and the restrictions of hospitalisation.

Place ribbons awarded for Wii Sports

We were also fortunate to have visits by professional sportsmen with visits by AFL Greater Western Sydney Giants and NRL Canterbury Bankstown Bulldogs players who not only brought smiles to the students’ faces but spent time with them in the classroom as well.

Significant programs and initiatives

Policy and equity funding - The school received $119.50 RAM Equity Loading for Socio Economic background. These tied funds were used to purchase equipment for students such as USB flash drives to save their completed work and for basic stationery items such as pens and pencils to use in their educational programs in hospital.

ESES project – National partnership

“Proactive Mental Health” is a Weebly launched in SchoolBiz Term 4, 2014 during Mental Health Month. “Proactive Mental Health” was collaboratively developed by Bankstown and Liverpool Hospital Schools with federal government funding provided to the NSW Department of Education. Funds were received under the Every Student, Every School (ESES) initiative. All hospital schools noted an increasing number of students presenting with diagnosed and undiagnosed mental health issues.

We utilized the expertise of the head of ICAMHS (Infant, Child, Adolescent Mental Health Services), and with two District Guidance Officers who were running successful programs in two Sydney High Schools. We produced videos which can be used as resources by schools, faculties and by individual staff who wish to have a better understanding of how to support students with mental health conditions. There are also videos, links and ideas for schools and teachers to be proactive and to promote positive mental health for all students.
The weebly “Proactive Mental Health” can be accessed via a Google search or via links from either Bankstown or Liverpool Hospital Schools’ websites. Schools can also access the videos only via YouTube.MHProactive.

The principals of both hospital schools have presented the Weebly at principal network meetings and to the NSW Hospital Schools’ Association. Staff of both schools has added to their skill and knowledge base through attendance at quality conferences and professional learning opportunities.

**Aboriginal education**

2% of our students identified as being aboriginal. Individual learning plans are developed in collaboration with students, parents and home schools. Aboriginal perspectives across curriculum areas are included for all students. Special days and weeks such as Sorry Day, reconciliation Week and NAIDOC Week are celebrated. We focus on celebrating the success and achievements of contemporary Aboriginal and Torres Strait people and have a range of quality cross curricular teaching and learning resources.

**Multicultural education and anti-racism**

The school promotes respect for and understanding and appreciation of other cultures, traditions and languages. Our highly multicultural Paediatric staff is reflective of the students and families in our local community. From a total of 51 languages which our students spoke at home, the three most frequently spoken languages were Arabic (13%), Vietnamese (6%) and Samoan (5%). Throughout the year, we celebrate special events such as Chinese New Year, St Patrick’s Day, Harmony Day, Diwali, Ramadan, Eid Ul-Fitr, Easter and Christmas. Learning activities focus on Australia as a nation of immigrants. At some point in our family’s history we have all come to Australia from somewhere else in the world.

We highlight the benefits and the richness that multiculturalism has added to our Australian culture. The school website is more accessible for all parents by providing a drop down menu on the home page to enable parents and community members to access the website in their own language. Brochures in other languages are available from both the school’s and the ward’s brochure stands. Staff models respect for all.

**Personalised Learning and Support for Students with Additional Educational Needs**

All students have individualized educational learning plans. Staff consults daily with parents and students to establish learning needs and to report on student progress. The
principal liaises with the home schools of all long term students, recurrent students with chronic illnesses and senior secondary students who have assessment tasks or exams to ensure individual learning plans meet the needs and requirements of each student and to ensure strategies are in place for transition from hospital to maximize support for students upon return to their home schools. The principal also contacts home schools for primary and junior secondary students as needs arise on a case by case basis to ensure the best support for each student. Teachers complete daybook entries for all students with detail on learning completed and any follow up required to inform teaching and students’ learning.

- Online surveys for parents and students accessible on the school website and using laptops or iPads at the school;
- Consultation surveys for school planning sent to 110 parents and to 110 students selected at random from the student population for 2014, with return self-addressed envelopes provided;
- Consultation surveys for school planning distributed to school, medical and multi-disciplinary staff;
- Verbal feedback from parents, students and multi-disciplinary staff on the wards on a daily basis; and
- With the guidance of two Principals School Leadership (PSL’s) NSW Hospital Schools met to share and evaluate data, and to take a collaborative approach to developing a shared plan for 2015-17.

A long term student ready to learn with Mathletics.

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 we used to inform our planning for 2015-2017 included:

School planning 2012-2014:
Outcomes from 2012–2014

School priority 1

Literacy
Increase achievement levels in literacy for all students in line with state and regional targets.
Evidence of achievement of outcomes in 2014:
Staff is:

- familiar with NSW BOS K-6 and 7-10 English Syllabuses incorporating the Australian Curriculum;
- familiar with the Literacy Continuums;
- investigating new resources to support teaching and learning in English; and
- sharing teaching ideas, resources, teaching strategies and literacy Apps which work well with students in our settings, with other hospital schools.

- encouraging students to be curious and to share their learning with others.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students, and staff about the school using both formal and informal methods. We have the opportunity to speak with students and parents on a daily basis to gain feedback. We also surveyed students and adults online. Examples of responses are presented below:

- 86.7% of students engaged in learning in the classroom or in both the classroom and ward, whilst 13.3% of students worked solely in the ward.
- 80% of students were provided stage appropriate work across the curriculum by the hospital school. 20% of students had work provided by their home schools and the hospital school.
- 100% of students enjoyed their learning experience at the hospital school.
- 84% of students agreed that more teacher time helped them as a learner.

School priority 2

Student Engagement and Attainment

Improve and support student wellbeing and underpin the value of lifelong learning in all school programs.

Evidence of achievement of outcomes in 2014:

Staff is:

- aware of the support services within South Western Sydney for students with mental health issues;
- exploring teaching strategies to promote positive mental health and resilience in all students; and
Student Comments: how having extra teacher time helped them as learners:

“because they help me when I need it and help me learn.” (Yr 7 male)

Yr6 female - “It’s fun, colourful and really great! I would go there more often, but you have to be in hospital”.

“Yes, because it helps me understand difficult questions”. (Yr 10 male)

“..because without further assistance, you wouldn’t know as much and learn what you needed to know.” (Yr 11 female)

“I liked being able to have help whenever I needed it. It makes it a lot better because you can get help straight away and get a better understanding of the work.” (Yr 10 male)

Student Comments - what students would tell others about the hospital school:

“It’s good to have one to one help when you need it and to have someone to keep in touch with your teachers at school.” (Yr 12 female)

“That trying is a must and they can enjoy rather than lying in your room.”(Yr 7 male)

“It’s a friendly environment. You get extra help if you’re working on your school assignments or if you have any exams coming up. It’s good to meet new people and very good to socialize and make new friends.”(Yr 11 female)

“If you go to Liverpool hospital you’re going to have good fun there.”(Yr 8 male)

“It’s great. They help you a lot and when you think you have no school in hospital think again.”

(Yr4 female)

“She made sure I knew what was on my work” (Yr 6 male)

“It is a very good and happy place to be, even when you’re sick and in pain. It brightens up your day. It is for all ages, not just younger kids and not just for older kids either. It’s for everyone.”(Yr8 female)

“That the teachers are great and really explain things in a way you can understand and they are really friendly.” (Yr 10 male)

- 86.7% of students rated the teachers as very friendly.
- 73.3% found learning activities were fun.
- 66.7% said using technology to learn was fun.
- 99% of students rated their experience at the hospital school as good (11%), very good (16%) or excellent (72%) with 1% rating it as okay.
“It was really awesome, cool and fun” (Yr K female)

Yr 3 male – “I love it”.

Yr 12 female – “It’s epic!”

Yr 10 male – “The school is great.”

100% of responses from Parents (95%) and Carers (5%) indicated that their child/children enjoyed learning at the hospital school.

The 5 things which parents and carers valued most were:

- 85% - the friendly, helpful staff
- 80% - the fun learning activities
- 55% - trying and learning new things
- 50% - the variety of teaching and learning resources
- 50% - the bright attractive classroom.

Of their child’s experience of the hospital school

95% rated their child’s experience as good (10%), very good (30%) or excellent (55%) and 5% as okay.

Parent Comments: What do we do well?

“Keeping the students in touch with their school so they can get their work in hospital and not get behind.” (Parent Yr 12 female)

“Helped him to understand fractions and decimals” (Parent Yr 10 male).

“Just having the school available is great work in itself.” (Parent K female).

“Activities suited to his age. The staff were very friendly and helped him to feel comfortable from the beginning. There was a range of activities so that if they weren’t so good in one subject they weren’t made to spend the whole day on it. The activities were great for those in their rooms or those in the schoolroom. The variety was wonderful.” (Parent Yr 5 male).

“Encourages them to participate and encourages them to try different things.” (Parent Yr 2 female)

“Making learning fun and interesting for the kids.” (Parent Yr3 male)

“Assisted her in all areas with understanding of her learning skills.” (Parent Yr 7 female)

“Keeps the child’s mind busy. A very good distraction from pain and injury.” (Parent Yr 4 female)

“The teachers are great - very helpful and friendly.” (Parent Yr 1 male)

“Makes the patient not realise they have had surgery and pain.” (Parent Yr 12 male)

“Encouraging, friendly attitude of teachers.” (Parent Yr 9 male)
We asked if there was anything we could improve on. Most did not respond, however, of those who did, the responses indicated they could not think of anything. Sample comments are below:

“No. My son is in hospital quite often and he was very excited that he was old enough to attend.” (Parent Yr 1 male)

“The service was great.” (Parent Yr 12 female)

“I’m sure the best is already being done.” (Parent K female)

“No. The time spent at school in hospital was a wonderful time for my boy.” (Parent Yr 5 male)

“No, everyone at the school is fantastic.” (Parent Yr 3 male)

“No. It is a great service to help students like going to school which he usually doesn’t.” (Parent Yr 10 male)

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 1st May, 2015.

During Term 3 of 2014, hospital school principals attended professional learning opportunities on the new 5P planning process within their own Principal Networks and professional associations. This included presentations by members of the High Performance Unit. In term 4, Survey tools were developed, shared and data was collected by each school. In December, with the support of two Principal Support Officers (PSL’s), the NSWHSA principals met, reviewed the 5P planning process, shared and analysed data from each school and developed a shared vision and three strategic directions. The shared plan will enable hospital schools to use the full expertise and strengths of each principal and their staff to become leading learners and skillful practitioners in hospital school education. Support from a PSL was ongoing in Week 1 of Term 1 2015 to finalise School Plan 2015-2017 and to develop our yearly plan for 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.

Gina Davidson  Principal
Ronda Glanville  SAM / SLSO
Rebecca O’Donovan  SLSO
Kelly Milroy  Teacher
Kim Milward  Teacher
Shobna Wati  Nursing Unit Manager

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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: