School plan 2015 – 2017

Liverpool Hospital School 5556

NSW HEALTH
Liverpool Hospital

NSW DEC
Liverpool Hospital School

COMMUNITY PARTNERS
### 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) High Performance Unit 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.
School strategic directions 2015 - 2017

**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

**STRATEGIC DIRECTION 2**
High quality innovative, resilient and collaborative staff

**STRATEGIC DIRECTION 3**
Strong, positive, respectful community partnerships
## 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

| **Students:** | Empowered and supported to direct their learning. |
| **Staff:** | Develop understanding and capabilities of teachers in QT, differentiated learning, and developing Individualised Learning Programs (ILPs). |
| **Leader:** | 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. |

### Processes

| **Build the capacity of staff to:** | Construct and evaluate high quality ILP’s and refine existing frameworks to measure student engagement and learning. |
| **Personalised and Differentiated Learning support documents and strategies:** | - General Capabilities Framework  
- Differentiation  
- New Curriculum  
- Student Wellbeing  
- Mental Health |
| **Engagement and Learning documents and strategies:** | - Quality Teaching  
- Observational practice  
- Student Wellbeing Framework  
- Learning and Engagement Rubric |
| **Evaluation Plan:** | Regular monitoring of ILP database, Learning and Engagement Rubric, documentation and observational practice data. |

### Products and Practices

| **Product:** | - 100% of long term or recurrent students have quality collaboratively constructed and evaluated ILPs.  
- Collaboratively designed NSW Hospital Schools Engagement and Learning Rubric. |
| **Practice:** | - All students are actively engaged in ILPs to achieve their learning goals.  
- Consistent application of the NSW Hospital Schools Engagement and Learning Rubric across all NSW Hospital Schools. |

### Improvement Measures

- All students are actively engaged in their learning experiences demonstrated through successful implementation of Individual Learning Plans.
- All students achieve the learning goals identified in their Individual Learning Plans.
- Student learning and engagement is measured against a collaboratively designed rubric.
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**

**Students:**
Will be engaged and connected to their learning environment.

**Staff:**
Experts in 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.

**Leader:**
Place a very high priority on ongoing professional learning of all staff and on the development of a school wide, self-reflective culture focused on improving classroom practice and performance.

**Multidisciplinary Team, Parents/Carers:**
The school identifies potential community partners on the basis of their capacity to contribute to improve student achievement and/or wellbeing.

**Processes**

Build high quality teaching and learning practices through the development of professional learning plans aligned to ILP’s and the implementation of a performance and development framework. Build capacity of all staff to develop professional learning plans aligned to their ILP’s and the school plan.

**Performance and Development documents and strategies:**
- 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 NSW DEC & Health
- DEC software – SAP & SALM

**Products and Practices**

**Product**
100% of staff is empowered to achieve meaningful performance and development goals aligned with the school plan and DEC key reforms.

**Practice:**
All staff takes 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.

**Improvement Measures**

- All staff have developed and achieved authentic performance and development goals aligned with the school plan and key DEC reforms.

**Evaluation Plan:**
Principal feedback from Director. Regular monitoring of teacher and staff performance and development documents, MyPL records and Observational Practice data.
**Strategic Direction 3: Strong, positive, respectful community partnerships**

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| To ensure that the health, wellbeing and educational outcomes of students are optimised within a multidisciplinary learning environment. | **Students:** Engage in positive and respectful relationships within our specialised setting. **Staff:** Develop and maintain positive relationships with students, families, schools and multidisciplinary teams through ongoing consultation. **Leader:** Initiates and maintains contact with community members and is committed to achieving optimal staff participation within our school and broader school community. **Multidisciplinary Team, Parents/Carers:** Support, respect and participate in collaborative partnerships which are sustainable and become an accepted part of the school culture. | **Community relations**
- Communicating and engaging with our community
- Communication, planning and research
- Social media
- Consultative decision making
- Principal leadership

**Evaluation Plan:**
Data collected will be qualitative and quantitative using formal and informal methods. Data analysis will inform evaluation of processes, modification of plans and future action. | **Product:**
- At least 10% increase in satisfaction with the collaborative practices between school and medical staff, allied health services, parents and carers.
- At least 5% increase in hospital staffs’ awareness of the purpose of our specialised setting.

**Practice:**
- High levels of quality communication and emotional intelligence.
- Quality meaningful relationships with all community members.

**Improvement Measures**
- Increase in collaborative practices between all multidisciplinary partners, parents and parents/carers.