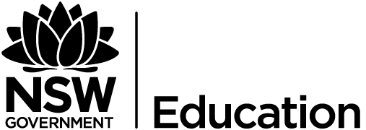
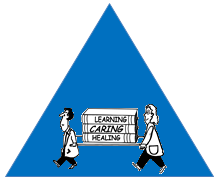
***Royal Prince Alfred Hospital School***

Annual Report



**5543**

2015

Introduction

The Annual Report for 2015 is provided to the community of Royal Prince Alfred Hospital School (RPAHS) as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

*Deborah Maxfield*Principal



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Message from the Principal

2015 has been an extremely busy year with a continued increase in student numbers compared to the prior three-year period. Attention to individual learning needs has always been an inclusion in our school’s service provision and has always been appreciated. This has been made even more evident through our solicitation of evaluations over the past year. All staff members have continued to provide a positive atmosphere which enhances engagement. We have also continued to involve ourselves in various themed days and ward based celebrations despite a very determined focus on literacy, numeracy, technology and wellbeing.

Attention to new syllabus documentation has been useful and allows for further individualisation of the work provided to students. Staff engagement in specific professional development initiatives should also enhance student participation and wellbeing in all key areas. Overall our commitment to the students and families within RPA Hospital continues to be reflected through the extra time and effort put in on a daily basis. Again, our motto comes into play, “Learning, Caring, Healing”.

School background

| School vision statement |
| --- |

It is the vision of Royal Prince Alfred Hospital School (RPAHS) to provide educational continuity, psychological wellbeing and welfare to all students, K- Year 12, who are hospitalised.

| School context |
| --- |

RPAHS currently inhabits two separate sites approximately two kilometres apart. The teaching and learning takes place within Royal Price Alfred Hospital on level six, near to the Children’s Ward. Enrolment features reflect the school’s high mobility rate. Students remain on the permanent rolls of the home schools. In 2015 the school provided an educational service to approximately 801 students.

There is one full-time teaching Principal, .152 casual teachers, .1 teacher librarian and 1.496 school administration and support officers.

The School culture is characterised by a strong welfare policy which recognises that all children have a right to education and the school has a duty to provide educational opportunities which are appropriate for children who are temporarily or permanently affected by ill health or disability. The school also recognises that illness and disability affect the whole family and student’s family members are consulted and included in programming and planning.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Staff members have reflected on the progress being made across the school as a whole based on expectations outlined in the School Excellence Framework. This helps to ensure that all improvement efforts align with high level expectations.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Learning

Positive, respectful relationships are evident amongst students and staff, promoting student wellbeing and ensuring good conditions for student learning. Student wellbeing is also promoted through the continued offer of a variety of cognitive, social, physical and spiritual curriculum. Literacy, numeracy and technology have been a focus in 2015. Additional theme based work has been added, mainly for the K-Year 6 students and technology based infrastructure has been enhanced for the Year 7-12 students.

Teaching

Teachers provide explicit, specific and timely formative feedback to students which promotes confidence and a sense of achievement. Students are positively supported through attention to individual learning needs and choice. Daily discussion and regular staff meetings provide opportunities to share lesson materials, discuss feedback and develop professionally.

Leading

The school solicits and addresses feedback on school performance promptly. Extremely positive evaluations in all areas of performance have been collected and discussed. Daily attention to the maintenance of positive relationships with the general population within the hospital environment helps to create harmony. This, in turn makes for an ambient and collegial atmosphere.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

| Strategic Direction 1 | | |
| --- | --- | --- |
| To develop essential skills in literacy and numeracy and to be creative productive users of technology. | | |
| Purpose | | |
| To increase high levels of interest and engagement of students through the development of staff expertise. | | |
| Overall summary of progress | | |
| Collaborative practice has increased the ability of staff to successfully engage students. Engagement is recorded daily via a day book and evaluations. Increased opportunities for Professional Development have also added to staff expertise. Training has been provided through the dealership and/ or ‘Teacher Professional Learning’ (TPL). Access to a wide variety of curriculum has also been key to success in this area. Additions have been made in context with the new curriculum. Development of technology infrastructure has allowed improved connectivity. The use of choice theory and technology based curriculum enhances engagement as well. Overall, student engagement with programs has increased. | | |
| **Progress towards achieving improvement measures** | | **Resources (annual)** |
| **Improvement measure** (to be achieved over 3 years) | **Progress achieved this year** | $ |
| 90% of students respond at 4/5 on exit evaluation | Improvement measure achieved and exceeded. Currently at 100% | $ |
| 75% of students engage with the required work as measured by number of students receiving a school award | Student engagement has been increased from 41% to 44% thus far | $6418.52 |
|  | | |
| **Next steps** | | |
| * Even though the improvement % has been achieved, our focus will be on maintenance of same. It’s difficult to improve on 100%. * More ‘critical thinking’ based work will be added in line with the new curriculum. * Student engagement will continue to be a focus in order to increase percentages.   Reminders will continue in 2016 so that the focus on improvement is kept at a high. | | |

| Strategic Direction 2 | | |
| --- | --- | --- |
| To offer equitable provision of educational opportunities in order to enable all students to be engaged in schooling. | | |
| Purpose | | |
| To build a culture of welfare and wellbeing in order to improve student engagement in a positive school environment. | | |
| Overall summary of progress | | |
| Technology was upgraded to reflect the expected needs of students. Both new computers and Wi-Fi were purchased. Usage was discussed on a daily basis as well as termly staff meetings and recorded in the day book. Some problems associated with the inner workings of the computers caused a product recall. All equipment has now been approved as safe and records of the use of the equipment will continue to be kept in our day books. | | |
| **Progress towards achieving improvement measures** | | **Resources (annual)** |
| **Improvement measure** (to be achieved over 3 years) | **Progress achieved this year** | $ |
| Purchase of computer s and connectivity | Both new computers and Wi-Fi were purchased | $2084.92 |
| Records of usage | Usage was quite low as the computers were recalled due to faulty technology | $ |
|  | | |
| **Next steps** | | |
| * Even though usage was recorded, it was low. This was partly due to the recall of faulty computers by the company. * Usage will continue to be recorded via the day book throughout 2016 | | |

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| --- |

**Steps**

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

The enrolment features reflect the school’s high mobility rate. Students remain on the permanent rolls of the home schools. RPAHS student population is predominantly from the inner city and west of Sydney. Some students are from interstate, intrastate and overseas. Enrolment categories are short term, long term, recurrent admissions and some attend as outpatients.

In 2015 RPAHS provided an educational service to 801 students.

Class size and structure

All students are taught 1:1 at the bedside.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

| Position | Number |
| --- | --- |
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | .152 |
| Teacher of Reading Recovery | 0 |
| Learning and Support Teacher(s) | 0 |
| Teacher Librarian | .1 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administrative & Support Staff | 1.496 |
| Other positions | 0 |
| Total | 2.748 |

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No member of staff identifies as Aboriginal.

Workforce retention

The number of staff remains the same as last year.

Teacher qualifications

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

| Qualifications | % of staff |
| --- | --- |
| Undergraduate degree or diploma | 100% |
| Postgraduate degree | 50% |

Professional learning and teacher accreditation

All teaching staff are considered proficient and have many years of teaching experience to qualify them as such. The major part of professional learning at RPAHS is concerned with mandatory departmental expectations .These have been included in but are not limited to Child Protection, Code of Conduct, Welfare and Wellbeing, Anti-bullying, Anti-racism, Multicultural Education, Aboriginal Education and Inclusion, CPR, Anaphylaxis, E-emergency Care, WHS/OHS, Student Illness Infection Control and our Mutual Respect expectations.

Daily recording of Stage descriptors in English, Maths and Science is undertaken by all teachers. This ensures familiarity with the most current curriculum K-Year 12.

More wellbeing based professional learning was undertaken through participation in ‘KidsMatter’ and ‘Cyber-Safety’ initiatives.

Of course the implementation of the new Professional Development Framework has also resulted in extra time included in staff meetings to explain and work on individual programs to satisfy these requirements.



Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Engagement in the required program work has increased from 41% to 44% for students in K-Year 6. The staff at RPAHS hope to increase this percentage in 2016.

NAPLAN

|  | |
| --- | --- |
| Date of financial summary | 30/11/2015 |
| ***Income*** | $ |
| Balance brought forward | 113,426.95 |
| Global funds | 29,570.00 |
| Tied funds | 7,171.68 |
| School & community sources | 0.00 |
| Interest | 2,647.90 |
| Trust receipts | 0.00 |
| Canteen | 0.00 |
| Total income | 152816.53 |
| ***Expenditure*** |  |
| Teaching & learning |  |
| Key learning areas | 344.04 |
| Excursions | 0.00 |
| Extracurricular dissections | 0.00 |
| Library | 325.58 |
| Training & development | 3,354.40 |
| Tied funds | 5,587.41 |
| Casual relief teachers | 10,341.87 |
| Administration & office | 10,200.43 |
| School-operated canteen | 0.00 |
| Utilities | 1,580.31 |
| Maintenance | 0.00 |
| Trust accounts | 0.00 |
| Capital programs | 0.00 |
| Total expenditure | 31734.04 |
| **Balance carried forward** | **121082.49** |
| **blank** |  |

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.

All records of each student will be included on the home school sites as well as on the site mentioned below.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](http://www.myschool.edu.au/) and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

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

All student data is recorded through the relevant home  
schools.

Record of School Achievement- RoSA

Again, all data recorded through home schools.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Eliciting feedback via our evaluation survey was a focus this year. We endeavoured to gain 90% satisfaction in areas such as teacher enthusiasm, quality of resources and programs, atmosphere, engagement and equipment. All responses were even more complimentary than expected with all respondents marking a 4/5 on this ‘exit evaluation’. An achievement in excess of our predictions, 100%, is a real morale booster. Anecdotal comments such as, ‘Our son enjoyed doing lessons here even more than at his school’, ‘The teachers here really know how to encourage the children’ and ‘I am really impressed by this service’, are also appreciated.

Policy requirements

Aboriginal education

Since the inclusion of RPAHS in the “Dare to Lead” initiative in 2006 a little more is added to the various curricula in order to improve learning in this area. Collaborative art works decorate part of the Children’s Ward (6CW) and aboriginal art workshops have been attended in the past. Additional Aboriginal based literature and HSIE documentation has joined the popular ‘Sharing Culture’ program in 2015.

Multicultural Education and Anti-racism

The inclusive nature of all that staff do at RPAHS is reflected in our attitudes toward multiculturalism and anti-racism. Curriculum includes information on whatever is considered appropriate in most countries of the world. In 2015 looking at ‘Exploring Multiculturalism, Anti-Bias and Social Justice in Children’s Services’ was added to the school’s documentation.

Achievement in the Arts

One of our casual teachers, Filippa Butitta (AKA White), was recognised as an outstanding artist this year by being included in the Archibald Prize nominations. Her expertise is highly sought after and offered to interested students attending the Hospital School.

