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## Principal's foreword

### Introduction

Welcome to the 2008 Annual Report for the Royal Children's Hospital School (RCHS).  
2008 was once again a successful year for the RCHS.

RCHS is dedicated to providing quality education to students of hospitalized families.

This report details our future outlook, school profile, curriculum offerings, social climate, parent involvement, staff profile, professional development, student attendance and other key outcomes.

RCHS has organised curriculum in sectors, namely Early Years, Middle Phase and Senior Phases of Learning. Teachers focus learning on specific contexts and purposes. Productive Pedagogies are emphasized and strengthen inclusive practices that embrace individual learning styles, gender and cultural differences.

RCHS highlights from 2008 include:

Angela Hack (teacher) awarded an Australia Day Achievement Award

Focus on literacy and numeracy in all curriculum offerings

Inclusive practices embedded

ICT's embedded into curriculum offerings

Expanded collaborative partnerships with students' base schools

Strengthened relationships with hospital and wider community

95% of staff achieved ICT Certificate

RCHS provided Professional Development workshop "Worried Kids... Worried Teachers" to over 100 teachers from State and Non-State school.

Co-operative planning on Essentials – develop school based philosophy re pedagogy

Developed school based reporting framework

*Developed school based multi-age scope and sequence under 5 drivers of citizenship  
Assistive Technology practices embedded  
Successful Internship of graduate*

*Student School Opinion Survey results were above the State mean in two categories (student outcomes and pedagogy) and measurably above the State mean in four categories (curriculum, learning climate, school climate and resources).*

*Parent School Opinion Survey results were above the State mean in two categories (student outcomes and pedagogy) and measurably above the State mean in five categories (curriculum, learning climate, school climate, school-community relations and resources).*

*Staff School Opinion Survey results were measurably above the State mean in all six categories (physical work environment, relationships, school operations, staff morale, support, resources and training, work roles and work value and recognition).*

*2008 was another successful year for RCHS.*

### Future outlook

Curriculum delivery was strengthened in 2008 due to the strong focus on literacy and numeracy and the multiple opportunities that staff had to engage in Professional Learning Communities. This has been enhanced with the full implementation of the Queensland Curriculum Assessment and Reporting Framework (QCAR). RCHS supports two mental health wards at RCH and RBWH (ie Adolescent Mental Health and the Child and Family Therapy Unit). Developing a deeper understanding of students with mental health difficulties will continue to be a strong focus in 2009. RCHS staff will develop their own understanding as well as support colleagues, base schools and other educational initiatives.

## Our school at a glance

### School Profile

In 2008 RCHS supported an average of 73 students daily in wards, onsite classrooms and offsite specialist facilities. Some students received their educational support in the Early Years, Middle Years or Middle/Senior Phase classrooms. For patients unable to attend the RCHS teachers were allocated to each medical ward (including Outpatients) to provide individual educational support services at the student's bedside.

*RCHS staff support the Pre-Prep aged students at ACT for Kids (Abused Child Trust) These students are referred by the Department of Child Safety and are deemed "at risk". Staff work intensively on language, communication and social skills to prepare students for future prep programs.*

*The school values diversity and embraces social, economic and cultural differences. The school population is transient and staff skillfully plan to maximize learning opportunities for each student.*

RCH School is a specialist co-educational Prep to Year 12 Education Queensland facility. RCH School supports the education of students from State, Catholic and Independent schools from across Queensland and from interstate and overseas.

### Curriculum offerings

*Educational programs at RCHS focused on continuity of learning programs for each student. Curriculum is delivered in a range of contexts with a vast range of purposes.*

*RCHS teachers work in collaboration with medical staff, allied health professionals and base school teachers to maximize curriculum opportunities for students. Curriculum content, pedagogy, outcomes and assessment processes are individualized (where possible) and are dependent upon a student's medical condition.*

RCHS encompassed a multiage philosophy where the individual needs of each student are paramount.

The staff aligned current teaching pedagogies in their integrated studies with the Ways of Working and Knowledge and Understandings using the five roles of Citizenship (Informed, Eco, Creative, Healthy and Democratic Citizen). The long term vision is the development of multi-age curriculum programs across the Phases of Learning from P-12 using these organizers. Teachers worked on the development of planning documents that meet the specific needs of the different areas of the school.

RCH School staff continues to develop the Scope and Sequence for Integrated Studies that will suit the specific needs of the RCH School.

RCH School aims to:

- Offer educational programs that continue the educational initiatives offered by a student's base school;
- Have focused teaching programs that meet each student's learning needs;
- Contribute to a student's well-being, treatment and recovery in a caring and supportive environment;
- Liaise with key people to support the continuity of education of students

- The Principal of the RCHS also manages the Early Education Program at ACT for Kids. This program is coordinated in conjunction with The Abused Child Trust and supports 3-4 year old children who accessed therapy programs at ACT for Kids, Woolloowin. In 2007 the program was staffed by two part time teachers (each 0.5) and one teacher aide, funded by Education Queensland. These employees were on staff at the RCHS and worked offsite at Woolloowin. Educational programs were offered four days each week with the fifth day used for case conferencing with therapy staff, meetings with parents/carers and teachers from other centres.
- Support with assistive technologies to enable students to access curriculum programs (e.g. adaptive switches for students with limited movement).

### Extra curricula activities

RCHS aims to offer opportunities and open doors for students. Part of this involves students participating in activities outside the hospital, where appropriate.

- In 2008, the students at ACT for Kids were involved in Community Access programs where everyday life skills were targeted and teachers supported students in a supportive small group environment.
- All students participated in "Smart Moves" programs. Secondary students participated in weekly golf programs at Victoria Park Golf Course.
- The students at RCH School were involved in visits to Kelvin Grove State College, Queensland Dance School of Excellence, Queensland Academy for Creative Industries. Senior students also participated in programs outside the hospital with Worklinks.

### How computers are used to assist learning

ICT's play a major role in the teaching and learning processes at RCHS. Emphasis was given to the integrated use of ICT's in learning and the opportunity to enhance students' ICT skills and engage students in learning. A variety of software programs were used to enrich the learning process, such as Clicker 5, Boardmaker, Photo Story 3 and Producer.

Students who attend the RCHS on Level 1 have full access to ICT's and classroom technologies. Students who have their educational support delivered to their bedside do not currently have internet connection due to RCHS being unable to access the Queensland Health server on the wards of RCH. Negotiations are underway to supply internet access to wards and Adolescent Mental Health. Students in the bone marrow transplant (i.e. lock up rooms) do have internet access.

ICT's were used extensively for students to keep in contact with their base school as well as to maintain their social inclusion in their home communities. Examples of this include emails, project rooms and videolinks through the Centre for Online Health at RCH (through University of Queensland).

'Investing in our School' funds were used to purchase Smartboards, assistive technology resources, desktop computers and a new school Server.

## Our school at a glance

### Social climate

RCCHS acknowledges the role that schools undertake in shaping social outcomes for students as well as learning outcomes. Staff members work closely with a range of health workers to promote a positive social climate for all. Teachers are an integral part of the multidisciplinary teams that focus on the medical and educational needs of hospitalised students and their siblings. Other members of the team include medical and nursing staff, chaplains, occupational therapists, psychologists, social workers, physiotherapists, music therapists, speech pathologists etc.

RCCHS promotes a safe, accepting and disciplined learning environment. Learning outcomes that enhance personal development and promote the health of individuals and communities are identified in the school's curriculum and are embedded in the teaching content and pedagogies.

The 2008 Parent School Opinion Survey showed measurably above the State mean results in many areas. Examples include: 'safe at school', 'being treated fairly', 'behaviour and discipline' and 'happy to go to this school'.

The 2008 Student Opinion Survey showed measurably above the State mean results in numerous areas, for example, 'being happy to go to this school', 'this is a good school' and 'being treated fairly'. Results above the State mean were recorded in the areas of 'getting a good education' and 'learning at this school',

### Involving parents in their child's education.

The Hospital School Advisory Council (HSAC) is a representative group of stakeholders and meets quarterly to discuss issues and advocate on behalf of hospitalized students and their families.

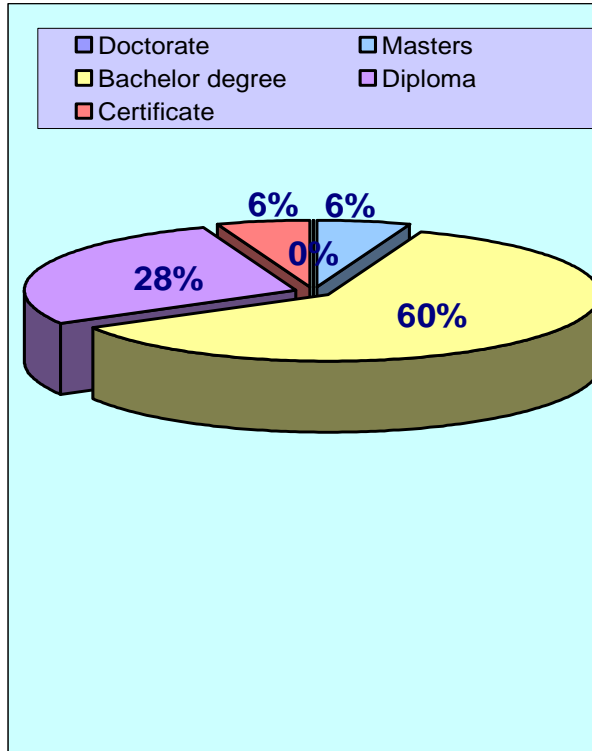
In a context where classroom enrolments change daily and include students with complex health care needs (physical and psychosocial), where students and their families may be experiencing dislocation and/or trauma associated with hospitalisation, the RCCHS response focuses on each individual student and their family. It ensures educational services that build a positive attitude towards learning and is premised on a belief in the capacity of all students to make progress. To achieve this, the school has accepted and valued all members of its community, promoted trust and openness and a learning environment where care, calmness and consideration are essential components. Parents are encouraged to take an active role in their child's education whilst at RCCHS.

Parents and Carers are always welcome at RCCHS.

## Our staff profile

### Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	11
Diploma	5
Certificate	1



### Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$16564.00. The major professional development initiatives are as follows:
  - Queensland Studies Authority sessions
  - Professional Standards for Teachers
  - SMS Finance training
  - Professional Development Network Conference – Breakfast series
  - Leadership Course/Conference
  - Fire Awareness
  - Fire Warden Training
  - People Matters (Leadership)
  - District Aspirant program
  - Interactive Whiteboard Training
  - Teachers Learning Network
  - Literacy Strategy Training
  - District Leaders' Days
  - Blackboards and Band-aids
  - ICT Certificate and Programs
  - RCHS Reporting Framework
  - QCAR Essentials Reporting
  - QCAR Essentials Moderation - (Science/Maths)
  - City Cluster Teacher Conference
  - Student Protection Training

## Our staff profile

- Senior Schooling Forum
  - Finance Literacy
  - Infection control
  - QCAT
  - One School Training
  - Purchasing and Procurements
  - Adaptive Technologies – Special Needs Students
  - Code of Conduct
  - Workplace Health and Safety
  - Queensland Health Professional Development Network
  - Western Professional Learning Network
- The involvement of the teaching staff in professional development activities during 2008 was 100 %.

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

### Proportion of staff retained from the previous school year.

- From the end of the 2008 school year, 100 % of staff were retained by the school for the entire 2008 school year.

## Performance of our students

### Student attendance

Students are not permanently enrolled at RCHS. Students stay enrolled at their base school and receive educational support from RCHS. There were no unexplained absences in 2008.

Averages for student attendance are as follows:

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
Other students	68	57	55	68
CYMHS	12	9	9	14
Total Students	80	66	64	82

### Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

The NAPLAN Year 3,5,7 & 9 tests were administered at the RCHS on behalf of the student's base school and the results were returned to the base school. Special consideration was granted where appropriate to accommodate the health needs of the students.

### Results in the Year 2 Diagnostic Net

Hospitalised students remain enrolled with their base school. Information is shared between teachers so that each student's achievement along the continua is mapped accurately and recorded co-operatively.

### Apparent retention rates Year 10 to Year 12.

Each student's enrolment in Years 8 – 12 at RCHS and transition back to school was closely monitored. Senior Phase Teachers at RCHS support students and oversee issues relating to assessment, reporting, SET plans and liaison with base schools.

### Outcomes for our Year 12 cohort of 2008

Students remain enrolled at their base school. Year 12 results are released through each student's base school.

## Performance of our students

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available.

### Value added

Emphasis was given to developing relationships and practices across the hospital and wider community which contribute to the health and well-being of students and their families. Staff worked co-operatively, sharing knowledge and skills, participating in networks and engaging in professional dialogue. Teachers attended moderation sessions with other teachers from the City Cluster. Many staff participated in team meetings with hospital staff and visiting consultants, contributed to strategic planning of health services and were involved in hospital events. In this way the school meets the changing needs of the community it serves and works in partnership with agencies such as Queensland Health, Department of Child Safety, Red Kite, Ronald McDonald Learning Program, Cancer Council Queensland, Kelvin Grove State College and Canteen.

As part of the planning and consultation process for the new Queensland Children's Hospital, RCHS staff has been involved in negotiations with QCH planning teams, architects, as well as central and regional office staff. Staff advocated in a range of forums to make QCH School a world wide model of best practice for delivering education to hospitalised students and their families.

### Parent, student and teacher satisfaction with the school

Results from the 2008 School Opinion Survey indicate that:

#### PARENTS/CAREGIVERS

100% of parents/caregivers were satisfied or very satisfied that the school is developing their child's social skills.

85.7% of parents/caregivers were satisfied or very satisfied that the school is developing their child's computer technology.

100% of parents/caregivers were satisfied or very satisfied that their child is learning at this school.

100% of parents/caregivers were satisfied or very satisfied with student discipline in the school.

90% of parents/caregivers were satisfied or very satisfied with the access their child has the internet at school.

100% of parents/carers were satisfied or very satisfied that this is a good school.

100% of parents/carers were satisfied or very satisfied that their child is treated fairly at this school.

100% of parents/carers were satisfied or very satisfied that school staff are approachable when you want to talk about their child.

### STAFF

95.5% of staff members were satisfied or very satisfied that RCH School is a good place in which to work.

91% of staff members were satisfied or very satisfied that they have a say in decisions about their work in this school.

91% of staff were satisfied or very satisfied that they have good access to quality professional development

86.4% of staff were satisfied or very satisfied that they were regarded as a valuable staff member.

100% of staff were satisfied or very satisfied with the facilities in this school

100% of staff were satisfied or very satisfied that the school has good workplace health and safety practices.

86.4% of staff were satisfied or very satisfied that they were treated with respect in this school.

### STUDENTS

100% of students were satisfied or very satisfied that they were safe at RCH School.

93.3% of students were satisfied or very satisfied that this is a good school.

93.4% of students were satisfied or very satisfied with the interest the teacher takes in their learning.

93.4% of students were satisfied or very satisfied with the activities they do in the classroom.

100% of students were satisfied or very satisfied with how easy it is to get a computer for learning when they need to.

100% of students were satisfied or very satisfied with how clearly their teacher explains what to do in the RCH School.

93.3% of students were satisfied or very satisfied that their teacher helped them to do their best.

You are welcome to visit our school, and see the wonderful work and focused teaching programs that meet the individual learning needs of our very special students.

***RCH School***

***“Learning together with a smile”***