Royal Prince Alfred Hospital School
Annual School Report 2014
School context

Royal Prince Alfred Hospital School (RPAHS) is an educational support service funded through the Depart of Education and Communities. RPAHS offers continuation of educational opportunities to hospitalised students K through Year 12.

Students from both government and non-government schools are catered for.

The school’s motto, crafted with the help of staff throughout our school is

“Learning, Caring, Healing”

Principal’s message

Royal Prince Alfred Hospital School (RPAHS) is a unique educational environment currently housed at split sites two kilometers apart. In 2014 the school continued to update resources and administration tasks due to the transfer of same at each site. The school also continues to work in collaboration with hospital staff in order to provide a supportive and harmonious environment for students and families. This situation was highlighted with the celebration of Universal Children’s Day on the Children’s Ward (6CW) in November this year.

Student information and enrolments

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 2014 RPAHS provided an educational service to 927 students.

Workforce information

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

There is one full time teaching Principal, one full time School Learning Support Officer (SLSO), a permanent part-time School Administrative Manager (SAM) and several casual teachers and SLSO’s.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>.152</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.496</td>
</tr>
<tr>
<td>Total</td>
<td>2.748</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No staff member identifies as indigenous.
Teacher qualifications
All teaching staff meet 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>33.33%</td>
</tr>
</tbody>
</table>

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>116220.62</td>
</tr>
<tr>
<td>Global funds</td>
<td>30702.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>6794.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>2979.81</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>156696.93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>745.81</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>198.57</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>325.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>12579.53</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>17783.23</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>9658.62</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>1978.76</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>Total expenditure</td>
<td>43269.98</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>113426.95</td>
</tr>
</tbody>
</table>

School performance 2014

Academic achievements

NAPLAN
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.

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

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select Go to access the school data.

All relevant information regarding NAPLAN results can be found on home school sites.

Record of School Achievement (RoSA) and the Higher School Certificate (HSC)
All information regarding the HSC is available on the ‘home school’ sites of each student.

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).

Achievements

Significant programs and initiatives

Aboriginal education
Specific inclusions are made, wherever possible, to enhance an Aboriginal perspective. Each year a little more is added as we discover new insights into this curriculum area. e.g. Indigenous perspectives in History and themed days, the Sharing Culture Education Kit, emphasis on NAIDOC/Sorry Day. Sharing of Aboriginal Art and stories is also a favourite activity.

Multicultural education
Both inclusion and the promotion of cultural diversity has long been a perspective of the Hospital School. As such we continue to provide...
opportunities to celebrate diversity in all its forms on “special” days as well as create multicultural windows/displays with the assistance of the children. A variety of themed days including ‘Remembrance Day’ and ‘Universal Children’s Day’ were explored this year.

**Respect and responsibility**

The essence of mutual respect/responsibility is also encouraged in the above manner.

**Other achievements**

RPAHS has also distributed the brochure “Top Ten Tips To Tackle Treatment” and is currently working on an Australian version of “Sammie’s New Mask”. Both publications have been designed to support those dealing with cancer.

**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 used include:

- the daily recording of data;
- rigorous self-evaluation and discussion at staff meetings; and
- student and parent surveys.

**School planning 2012-2014:**

**School priority 1**

*Improvement in the use of Information Technology including hardware, software and connectivity.*

**Outcomes from 2012–2014**

- decisions made on what was/is required at split sites;
- provision of some items; and
- the appropriate use of Hospital School funds.

**Evidence of achievement of outcomes in 2014:**

- the purchase of new computers;
- the continued upgrade/purchase of new DVDs; and
- the use of Hospital School allocated funds to provide same.

**Strategies to achieve these outcomes in 2014**

- Consultation between the school staff and other Principals.

**School priority 2**

*Familiarisation with aspects of the ‘writing’ cluster of skills from the new English curriculum.*

**Outcomes from 2012–2014**

Curriculum was modified and organised so it could be included within ‘theme’ areas to enhance the ‘writing’ skills cluster from the new English curriculum.

**Evidence of progress towards outcomes in 2014:**

- teacher familiarity with the continuum of skills;
- use of the various ‘theme’ areas; and
- continued recording of same in the daily records.

**Strategies to achieve these outcomes in 2014:**

- referral to the continuum and syllabus documents;
- use of the organised materials; and
- daily use of the record books.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Returned surveys recorded that both students and parents were extremely satisfied with all aspects of the educational service supplied by RPAHS. These aspects included programs, equipment, environment and staff enthusiasm.
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 the beginning of Term 2 2015.

Strategic Direction 1
- To develop essential skills in literacy and numeracy and to be productive users of technology.

Strategic Direction 2
- To offer equitable provision of educational opportunities in order to enable all students to be engaged in schooling.

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.

Principal
Deborah Maxfield

Teachers
Nikki Dunn
Filippa White (our ‘Artist-in-Residence’)

School Administrative Manager
Donna Maxfield

School Learning Support Officers
Lindsay Kelman
Dina Christo

School contact information

Royal Prince Alfred Hospital School

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Email: rphos-s.school@det.nsw.edu.au
Web: (as above)
School Code: 5543

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: