Hospital School

Royal Prince Alfred

Hospital School

Royal Prince Alfred


ove where
ou learn
NSW
GOVERNMENT
The Secretary's Award
For School Achievement

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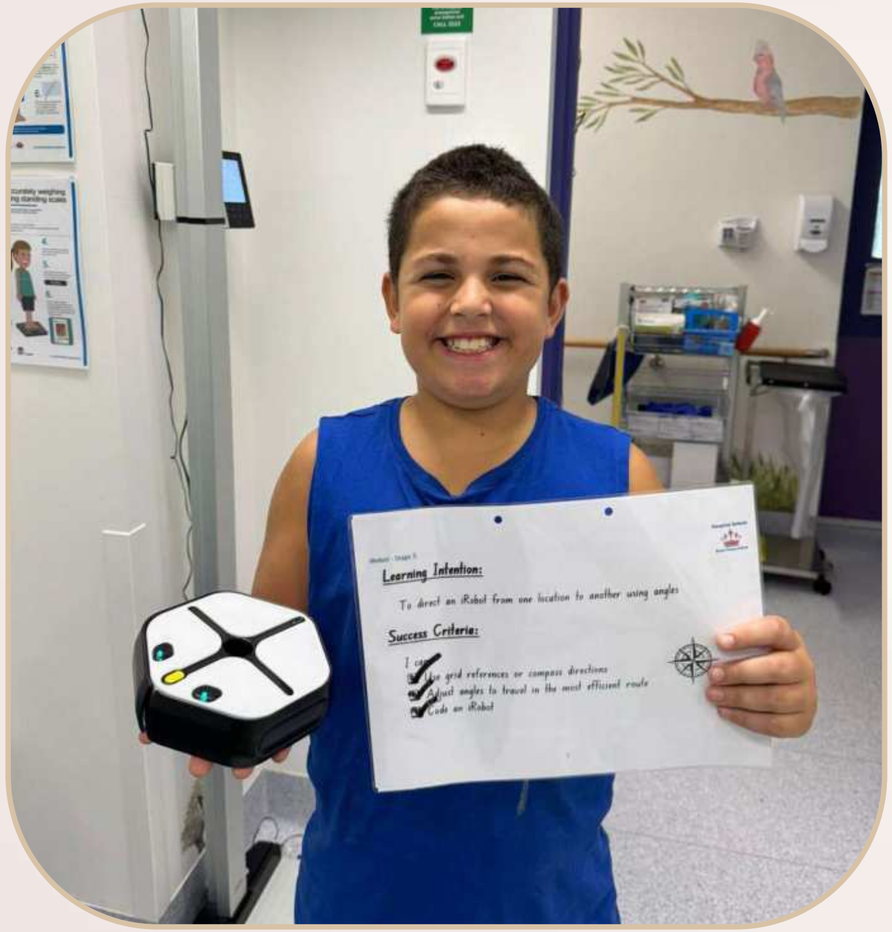
Learning Intention:
To direct an iRobot from one location to another using angles
Success Criteria:
I can:
Supplementary angles
145°
D°
180-145=
D=35°
D=35°
Complementary



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Hospital Schoo
Royal Prince
Care Connection


NAME: LOUIS
AGE: 11
RECEIVED EXTENDED IN-PATIENT CARE
IN-PATIENT
At RPA Hospital School we:


WHERE'S WALLY?

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Quality education knows no bounds! Despite misconceptions about hospitalised students' potential, at RPA Hospital School, we've crafted bespoke systems for personalised learning, fostering high expectations and smooth transitions.

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7. Transition to Census School

1. Initial Consult

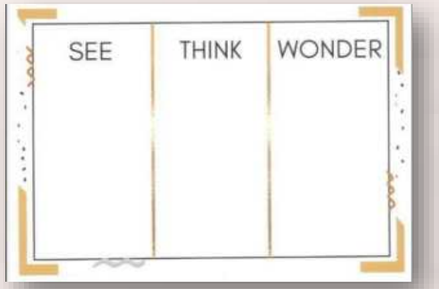
6. Reporting to Census School

2. Register

5. Reflection

3. Pre-Assessment

4. Explicit Teaching



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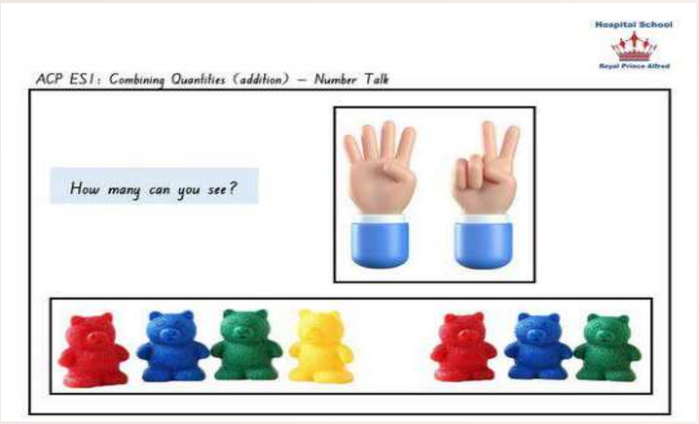

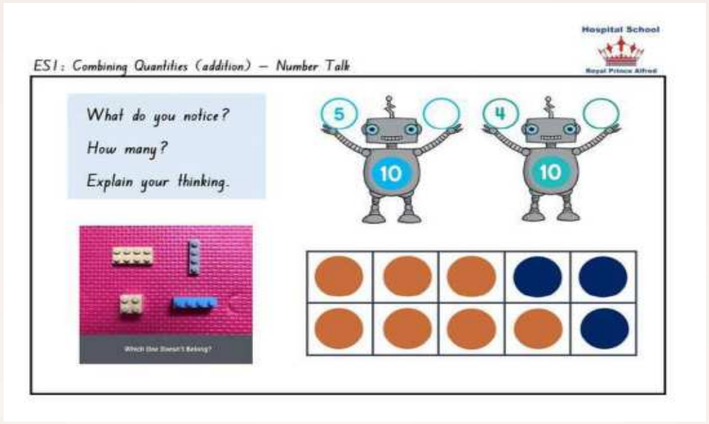

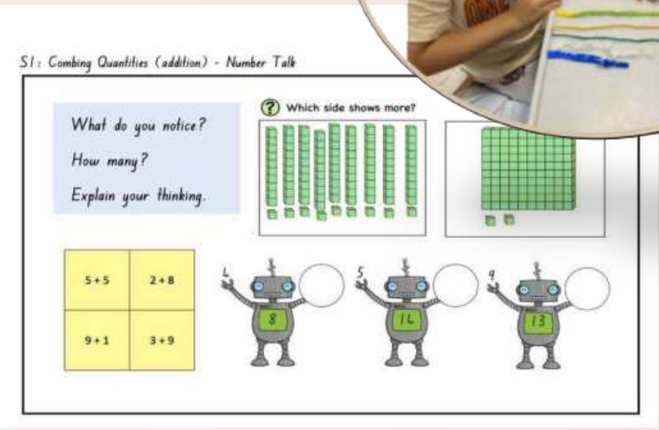

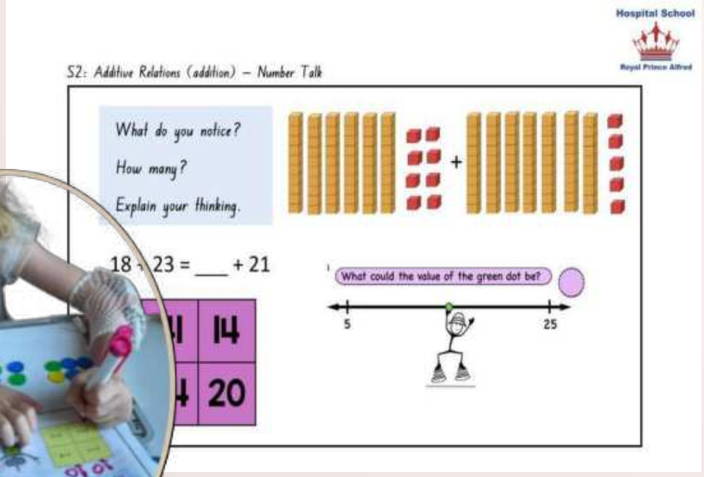

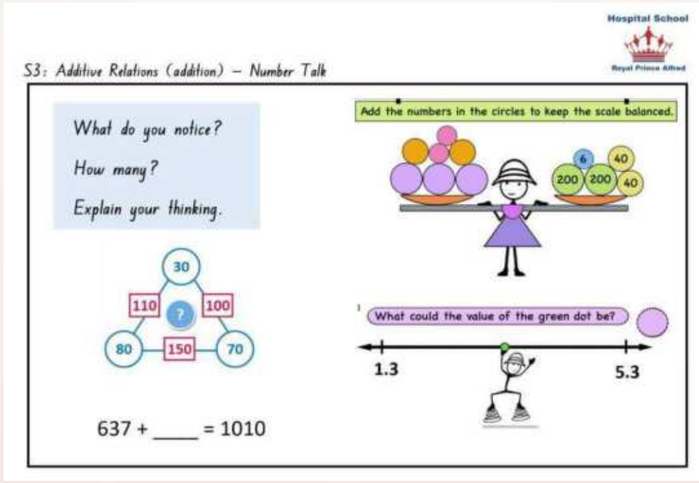

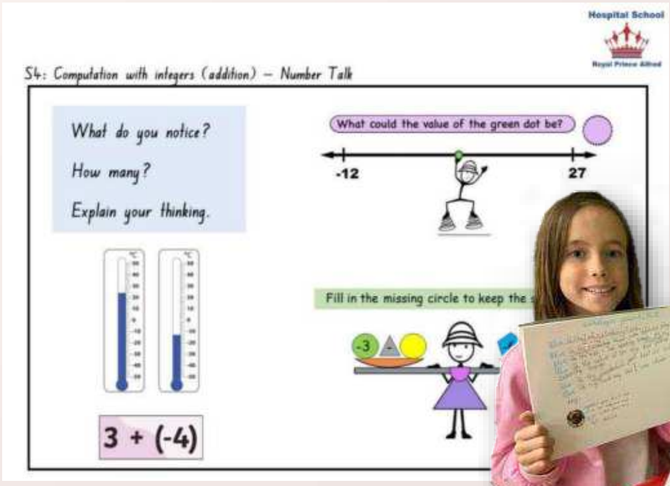

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Representing Whole Number - Access Content Point ES1

Learning Intention:

To identify a number of objects

Success Criteria:

I can:

- ☐ Select numerals using eye contact, gesture or physical contact
- ☐ Say, gesture or sign number words in sequence
- ☐ Look at, point or touch objects as they are being counted

ES1 Combining Quantities

Learning Intention:

To add numbers

Success Criteria:

I can:

- ☐ Show the number bonds to 10
- ☐ Count by ones to find the total
- ☐ Explain my thinking

S1 Combining Quantities

Learning Intention:

To add numbers

Success Criteria:

I can:

- ☐ Use different strategies to add numbers
- ☐ Split two-digit numbers into tens and ones
- ☐ Explain my thinking

S2A Additive Relations (addition)

Learning Intention:

To add two-digit and three-digit numbers

Success Criteria:

I ca

- ☐ erent strategies to add numbers
- ☐ rse operations to check my answer
- ☐ my mathematical thinking

S3 Additive Relations (addition)

Learning Intention:

To solve addition problems

Success Criteria:

I can:

- ☐ Use a range of strategies to add numbers
- ☐ Solve word problems
- ☐ Justify my answer using mathematical reasoning

Computation with integers (addition) S4

Learning Intention:

To add positive and negative integers

Success Criteria:

I can:

- ☐ Represent positive and negative integers
- ☐ Write a number sentence (directed)
- ☐ Use an efficient strategy to solve a number sentence (directed)
- ☐ Explain my thinking

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Teacher Feedback:

Thank you kindly for your email and lesson plan. I was quite impressed with the lesson that was planned for my student during his hospital stay at RPA, not to mention also pleasantly surprised by the way Tom accommodated his interest in division.

NSW Department of Education

RPA Hospital School In

Evaluation

'Student' is a friendly and cheerful student who was excited to continue with learning during his stay at RPA Hospital. He shared that he enjoys mathematics and has some close friends at school. 'Student' engaged in a mathematics lesson using the text *'Bean Thirteen'* to teach division. He was very articulate throughout the entire lesson, demonstrating a strong understanding of vocabulary and mental strategies for division. With some initial encouragement, 'Student' explained his thinking and utilised the concrete materials to form his own arrays and groups. He used the language of leftover when working with remainders and was attempting to verbally share remainders as a decimal. As he grasped concepts quickly, the teacher introduced 'Student' to the division symbol and remainders to record number sentences to represent his arrays and groups. Moving forward, I encourage Makoto to continue demonstrating a love of learning through asking insightful questions, sharing his thinking and seeking clarification when unsure. He was provided with an RPA Hospital School bag and selected the book *'Dog Man'* to take home. I wish 'Student' all the best for his recovery and learning journey ahead.

Reflection

Key Learning Area: Mathematics

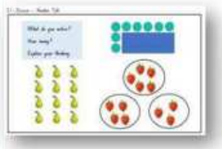
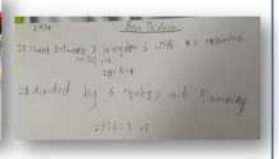
Student Reflection:			Guardian Feedback:	
Lesson goal:	To divide	How did I feel at the start?	Clear communication:	Strongly agree
			Appropriate activities:	Strongly agree
	e answers	How did I feel at the end?	Comments:	
	ger numbers		Excellent initiative to do schoolwork while in hospital. Teacher was very good.	

NSW Department of Education

RPA Hospital School Individual Learning Plan

Teaching & Learning Activities

Key Learning Area: Mathematics

Activity	Evidence of Work
Pre-Assessment: 'Student' engaged in a number talk activity to serve as a form of pre-assessment. He **confidently identified** rows and columns within the arrays and used multiplication facts to identify how many. 'Student' **swiftly identified** equal and unequal groups and **further elaborated** how to rearrange the unequal groups into equal groups. The learning intention and success criteria were discussed, and Makoto was very familiar with the use of both terms.	  
Lesson Activity: Forming Groups The teacher introduced the story stimulus *'Bean Thirteen'* and read the text aloud to 'Student', pausing at points to pose opened ended questions which he thoughtfully answered. 'Student' offered predictions at suitable points throughout the story and correctly predicted at each point if equal sharing could be achieved and how many would be left over. Post read; 'Student' was invited to demonstrate his knowledge of sharing using concrete materials. He selected a number of Lego characters and counters to share. 'Student' began with 3 characters and 20 buttons and progressed to 4, 5 and 6 characters correctly sharing the same 20 counters each time. He wrote number sentences in his journal to represent his findings. 'Student' showed a strong grasp of division, so the **teacher challenged** him with 23 buttons and introduced the division symbol and remainder concept to him. To close the lesson, 'Student' completed a student reflection and ticked off the success criteria he had achieved over the course of the lesson.	 

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RPA Hospital School Individual Learning Plan

Attendance Talk: shared that he attends school regularly and achieved the academic award

Evaluation

is a friendly and polite student who was eager to engage in learning during his stay at RPA Hospital. He shared that he is enjoying Knox Grammar and playing AFL and basketball. said that he feels that he is managing the increased workload from Year 6 to Year 7 and has great support from the staff at the school. He spoke about his interest in sport and mathematics, this was used to form the basis of a technology lesson incorporating angles. enjoyed engaging with the different levels of coding to direct the iRobot. He explained his thinking processes throughout and was encouraged through teacher questioning to justify his choices for efficiency using appropriate mathematical language. On completion of the soccer coding, transferred his knowledge to code the iRobot to draw the letter 'M'. With his high interest and engagement in the lesson today, I encourage to continue finding opportunities to engage in robotics and to maintain his positive attitude towards learning. It was a pleasure to work with today and I wish him well on his learning journey ahead at Knox Grammar.

Reflection

Mathematics – Science & Technology

Student Reflection:			Guardian Feed
	To code a robot	How did I feel at the start?	Clear communication:
	Yes, I did		Appropriate activities:
ning:	I did great	How did I feel at the end?	Com
	les		

Tom Smith did a robotics lesson eral
di e. I was
su
b
f

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Unique challenges require innovative solutions

SCHOOL	Count of School
	54
	8
Haberfield Public School	8
Ultimo Public School	7
Leichhardt Public School	7
Newtown Public School	7
Glebe Public School	6
Wilkins Public School	6
Orange Grove Public School	6
Stanmore Public School	5
Sydney Secondary College, Leichhardt Campus	5
Newtown High School of the Performing Arts	4
Newington College	4
International Grammar School	4
Ashfield Boys High School	4
Tempe Public School	4
Darlington Public School	4
Forest Lodge Public School	4
Not in School	4
Abbotsford Public School	4
Sydney Secondary College, Blackwattle Bay	4
Five Dock Public School	4
Preschool	4
Annandale North Public School	3
Marrickville West Public School	3
Newtown High School of Performing Arts	3
Camdenville Public School	3
Sydney Secondary College, Balmain Campus	3
Christian Brothers Lewisham	3
Summer Hill Public School	3
Newtown North Public School	3
Strathfield North Public School	3
St Scholastica's College, Glebe	3
Port Macquarie Public School	3

Aboriginal and/or Torres Strait Islander Status	COUNT	%
N	145	84.30%
Y	27	15.70%
Grand Total	172	100.00%

SCHOOL TYPE	#	%
Independent	97	24.37%
Preschool	5	1.26%
Public	236	59.30%
Unknown	53	13.32%
(blank)		0.00%
N/A	5	1.26%
Post-Studies	2	0.50%
Grand Total	398	100.00%

Count of Bags	362

Lesson Area	COUN
English	137
Mathematics	78
Science & Technology	14
Creative Arts	10
Wellbeing	228
Independent Learning	18
Other	25
Outpatient	60
TOTAL LESSONS	568
TOTAL NON-Wellbeing	262
21%	
Of Wellbeing Lessons are Outpatients	

EALD	#	%
N	123	77.36%
Mandarin	6	3.77%
Korean	5	3.14%
Arabic	4	2.52%
Japanese	3	1.89%
Vietnamese	2	1.26%
Spanish	2	1.26%
Mongolian	1	0.63%
Italian & Japanese	1	0.63%
Uzbek	1	0.63%
Italian	1	0.63%
Chinese & Vietnamese	1	0.63%
Russian	1	0.63%
Serbian	1	0.63%
Kirundi	1	0.63%
Solomon Islands	1	0.63%
Thai	1	0.63%
Greek	1	0.63%
Turkish	1	0.63%
Kurdish	1	0.63%
Cantonese	1	0.63%
(blank)		0.00%
Grand Total	159	100.00%

Term	Week	Lessons Per Week per Term
1	1	13
	2	32
	3	31
	4	38
	5	52
	6	37
	7	27
	8	39
	9	40
	10	21
	11	34
1 Total		364
2	1	30
	2	40
	3	28
	4	26
	5	29
2 Total		153
(blank)	(blank)	
(blank) Total		
Grand Total		517

AVERAGE LESSONS PER WEEK: 32.3125

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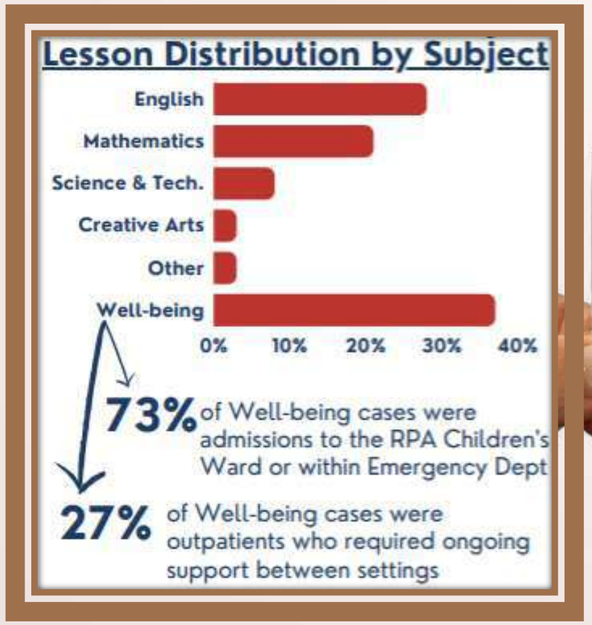
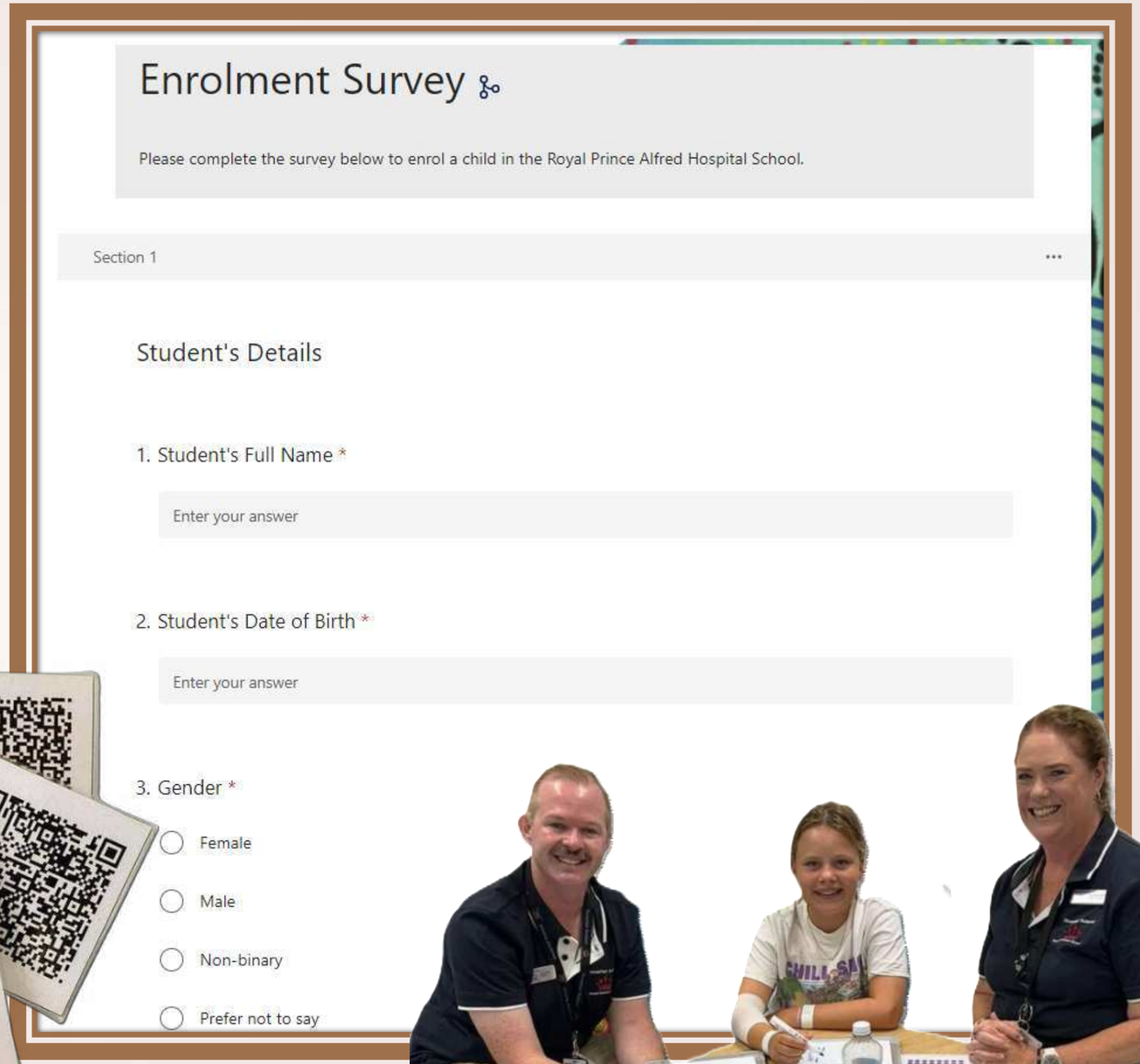
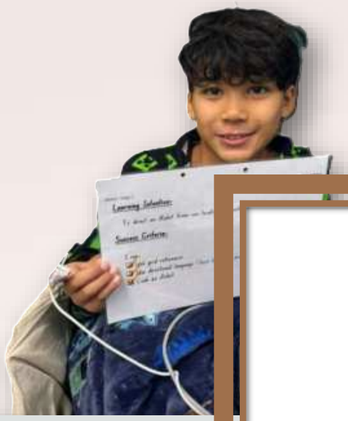
- QR-code system
- Cycle of learning is reported to census schools - **every lesson, every day**

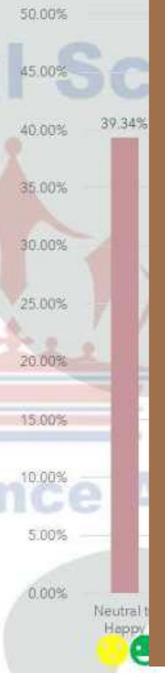


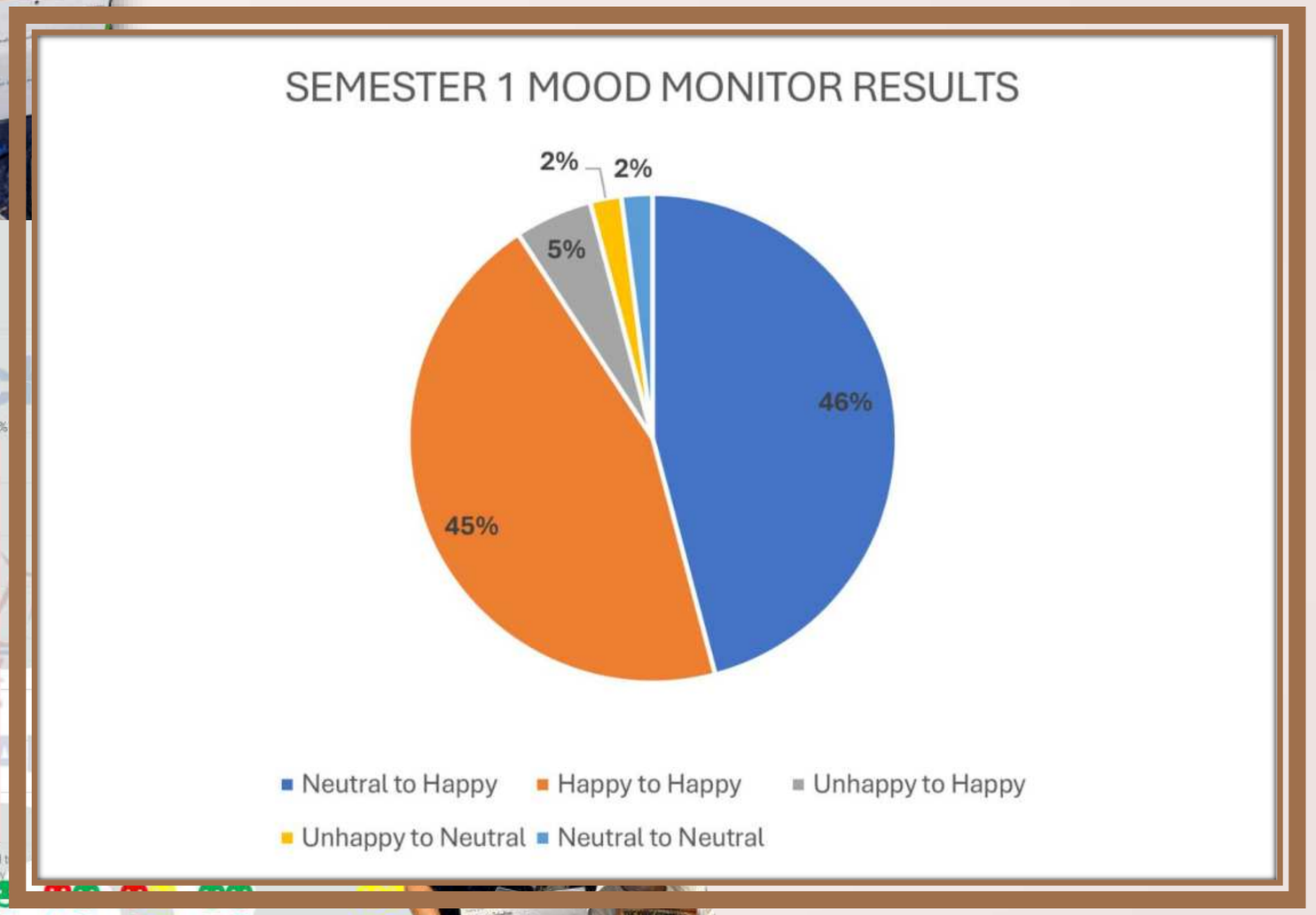


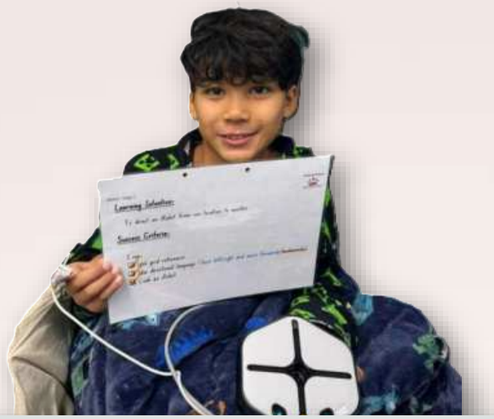


MOOD MONITOR

Mood Monitor Code	COUNT	%
Neutral to Happy	48	39.34%
Unhappy to Happy	8	6.56%
Unhappy to Neutral	3	2.46%
Happy to Happy	56	45.90%
N	4	3.28%
Neutral to Neutral	3	2.46%
Grand Total	**122**	**100.00%**







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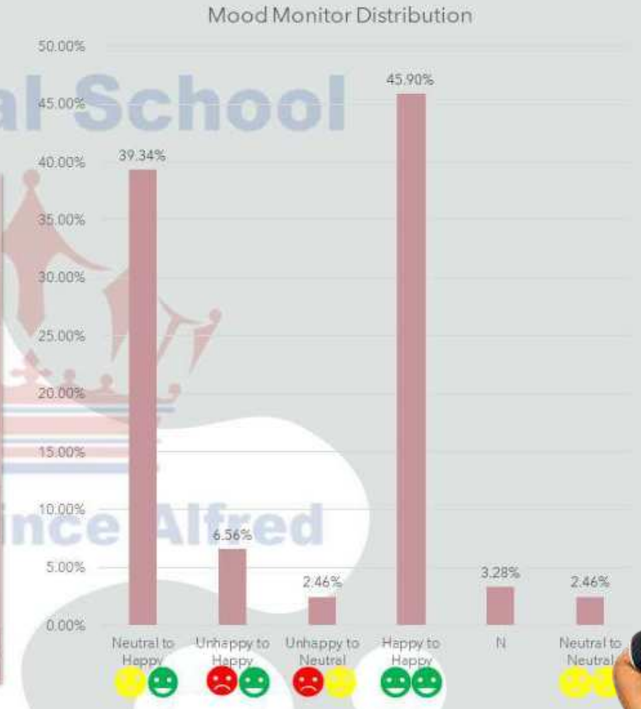

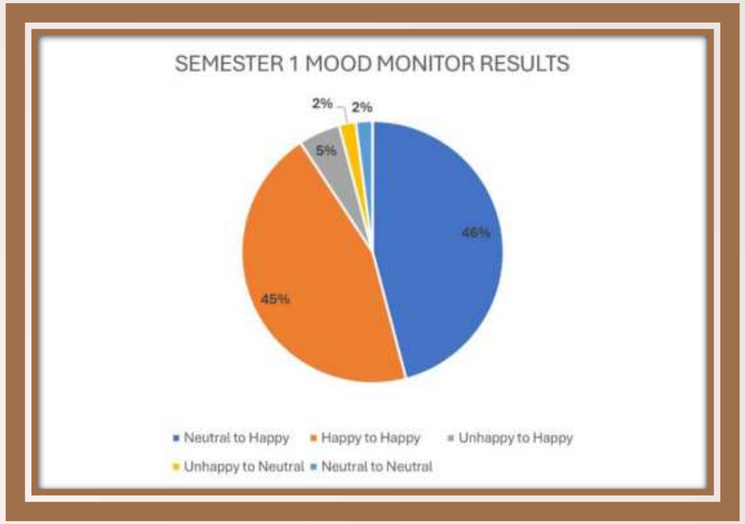

- Student agency
- Explicit teaching
- Collaborative feedback
- Professional learning needs

PURPOSE DRIVEN

Systems transfer to any setting

Last Name	First Name	Preferred Name	STUDENT	DOB	Age	School	School Type	Grade	Enrolment Survey	Aboriginal or Torres Strait Islander Status?	EALD	Permission To Publish	Bag Given	Clearance to See

OBTAIN → RECORD → REVIEW

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SCHOOL TYPE

70% Public

27% Independent

3% Preschool and Post-studies

60% Primary

37% Secondary

- Results and trends
- Commentary from;
  - Students
  - Parents
  - Schools
  - Healthcare staff and allied professionals

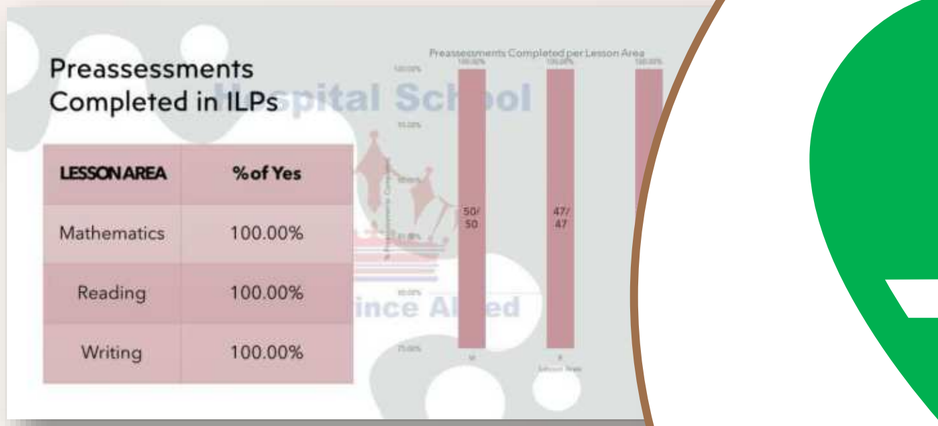
Comment from Parent:

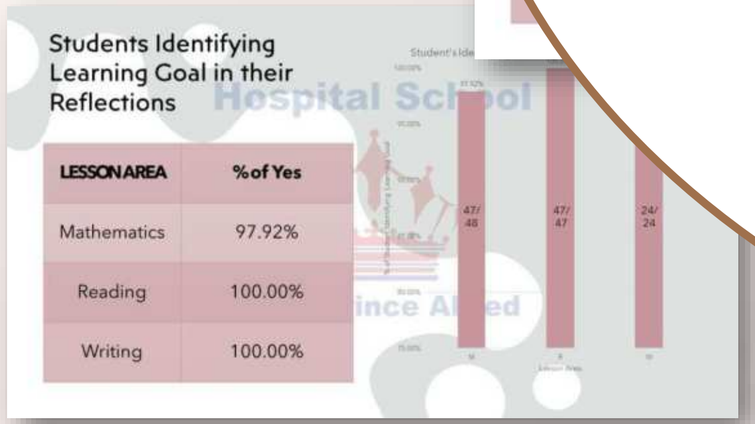
"Tom was **so lovely and engaging.** He really got to know what my son's interests are and **tailored the lesson** to reflect that. My son told Tom that he wasn't good at maths so Tom **strategically incorporated maths** into the lesson and then when my son completed tasks successfully Tom acknowledged Luca had used maths to solve problems within the task which was a great way to **boost my son's confidence** and competency around the subject he said he struggled with the most. It was really lovely for my son to be able to have that **one on one experience** and Tom was so patient and lovely even though I know he had so many other kids to work with. He really **gave my son his undivided time and attention.** We are very grateful for the experience and I am sure my son's teacher will love to see the pictures of my son's work."

PURPOSE:

A project designed to evaluate, refine, and scale success during the implementation of

- New curriculum has been utilized
- Initial assessment conducted
- Evidence of explicit teaching
- Student able to identify learning goal
- Future goals suggested





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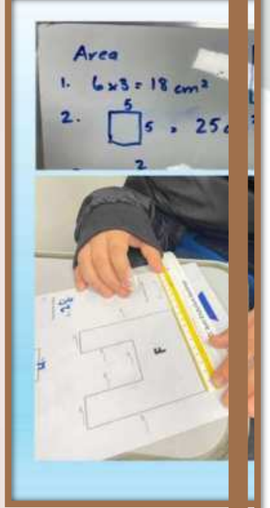
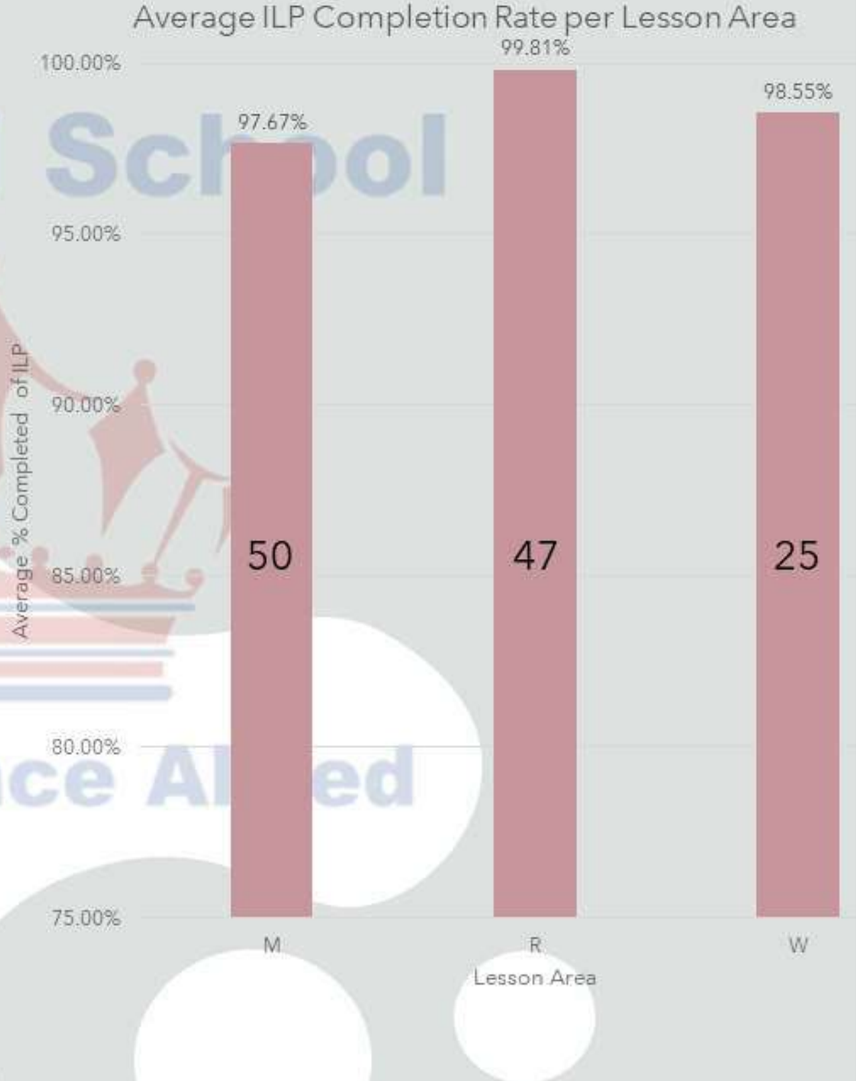
ILP Completion Rate

LESSON AREA	AVG % COMPLETED
Mathematics	97.67%
Reading	99.81%
Writing	98.55%





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- What is important in **YOUR** setting?
- How will you obtain it?
- How will you collect and analyze?

If you don't measure it,

you can't improve it

Resulting in

IMPROVEMENT in TEACHING PRACTICE

High Impact Professional Learning

Identified HIPL for all staff to support student progress and achievement

Quality Teaching Rounds

Staff are focused on the continuous improvement of teaching and learning

Teaching Strategies

Teachers have expert content knowledge and deploy effective evidence-based teaching strategies

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- Nurture student agency
- Form learning alliances
- Data fed to support team
- Empowers community

- Utilise your support staff ie. SLSOs, SAMs
- Streamline reporting
- Improve setting in alignment with SEF
- High-performance culture

Collaborative Feedback

- Utilise your support staff ie. SLSOs, SAMs
- Streamline reporting
- Improve setting in alignment with SEF
- High-performance culture

Professional Growth

Relational Trust


PENANG

rpahos-s.school@det.nsw.edu.au