

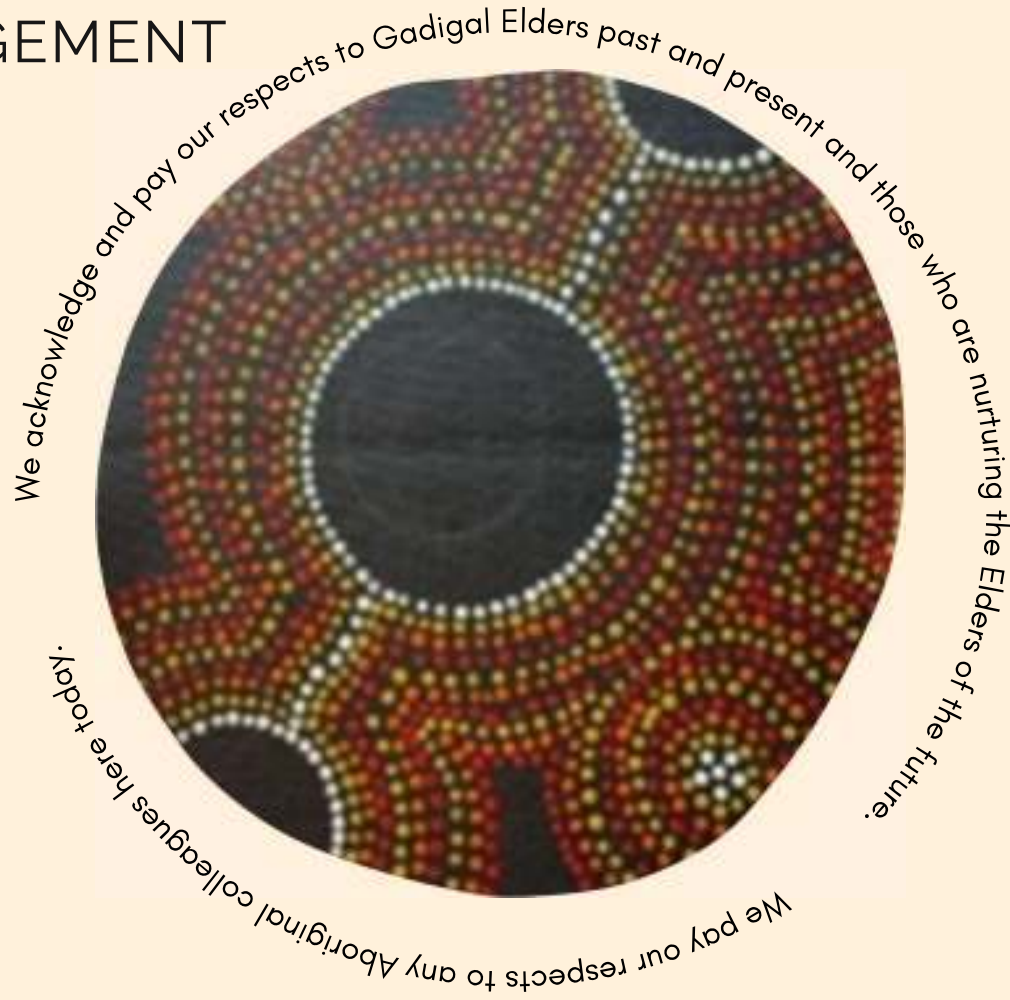
RPA HOSPITAL SCHOOL

From Illness to Wellness

How a multidisciplinary approach,
with high expectations leads to
better outcomes



ACKNOWLEDGEMENT







CARE, CONNECTION & CONTINUITY



THE TEAM



Claire

Linda



Wendy



Tom



Hilana

Donna

Lily

MEET RONNY



HOW IT ALL BEGAN



SOLOMON ISLANDS





RONNY'S JOURNEY



CHAMPIONS FOR RONNY



HEAD OF PAEDRIATRICS

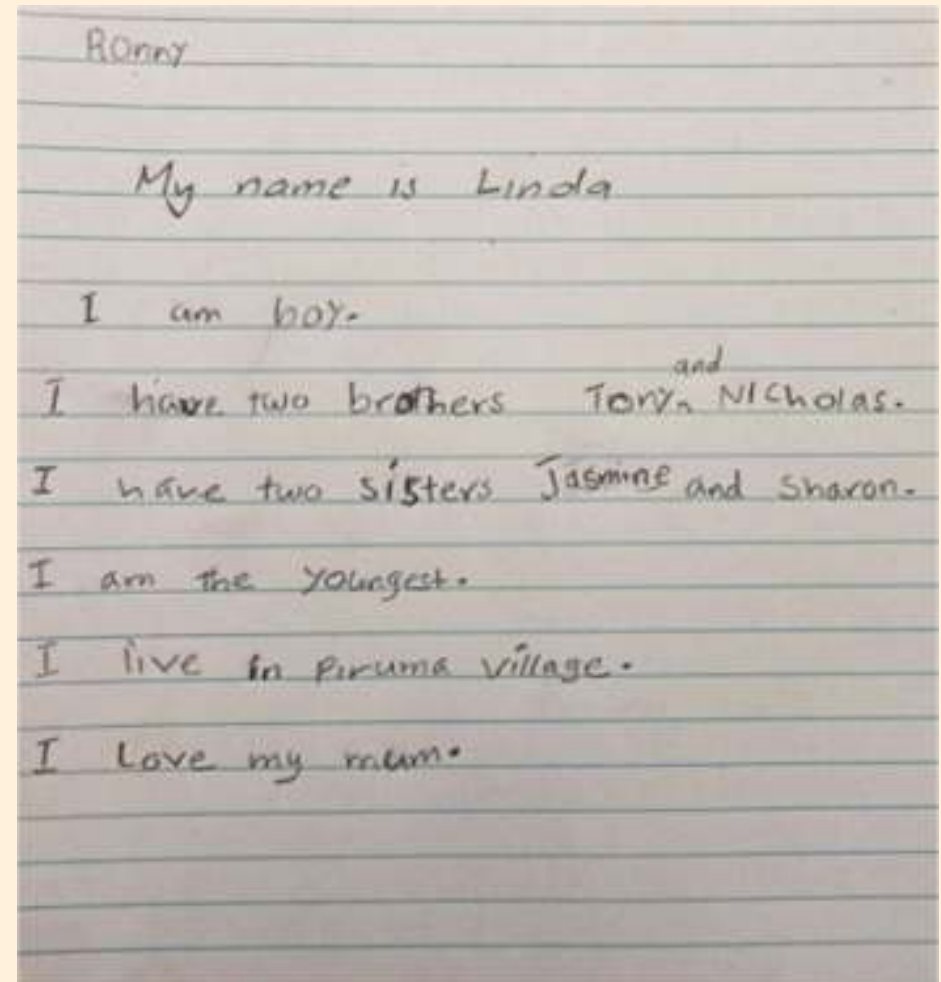


MEETING RONNY



PRE-ASSESSMENT

- Approach with a curiosity to understand
- Learning from each other
- Co-create LISC



PRE-ASSESSMENT



Ronny

My name is Linda

I am boy.

I have two brothers Tony^{and} Nicholas.

I have two sisters Jasmine and Sharon.

I am the youngest.

I live in Piruma village.

I Love my mum.

EXPLICIT TEACHING

- High expectations
- Knowing content and how to teach it,
- Knowing students and how they learn
- Creating a safe inclusive learning environment



CYCLE OF LEARNING

NSW Department of Education

RPA Hospital School Individual Learning Plan

Attendance Talk: ☒ ☐ Nonattendance past 10 years due to illness. Attend to learn. **Semester: 5 - Term 1**

Approval to See: ☒ ☐ **Student Details:** **Permission to Publish:** ☒ ☐ Passwords for Independent Work

Student name:	Isaac Roney
Date of birth:	14/01/2011
Guardian name:	Ms. J. Roney
Guardian contact details:	071 234 567
Hospital contacts:	NSW Health 181 - 111 Home Care Unit: David
Home School:	St. James School
RPA School Educator:	Linda Brooks Smith Tom Smith

NSW Department of Education

RPA Hospital School Individual Learning Plan

Summary & Learning Overview



English	Mathematics	Science & Technology	Creative Arts	Other
Learning Intentions: Understanding Texts and Vocabulary: To read a text and answer questions. Creating Texts: To write about my birthday party. Success Criteria: Understanding Texts and Vocabulary: + I can read a story and get most of the words right (80%). + I can explain the main ideas of the story. + I can answer questions about the story. + I can use key words to describe feelings and weather. Creating Texts: + I can explain what happened. + I can create a story about my birthday party. + I can write in full sentences. + I can add my writing.				
Syllabus Links: Working towards: EN1-4DCAB-01 builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, oral reading and writing, and by defining and analysing words. EN1-4DFLJ-01 builds independent reading with accuracy, automaticity, rate and fluency suited to personal, audience and meaning. EN1-4DCOM-01 reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension. EN1-4CWY-01 plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience.				

NSW Department of Education

RPA Hospital School Individual Learning Plan

Teaching & Learning

Lesson Date: 05/02/2018

Pre-Assessment	Evidence of Work
Pre-Assessment: Library Pre Assessment: <ul style="list-style-type: none"> Florry demonstrated the ability to identify single sounds and write basic sentences, although he required teacher prompting for written words, such as "read" and "youngster". He completed the comprehension quiz and understood the use of capital letters for proper nouns. The teacher introduced "Charlie and the Chocolate Factory" by Roald Dahl, which was familiar to Florry. After reading the first chapter aloud, the teacher discussed the characters and writing with the class. Florry was able to relate the text to the real world, noting a chocolate factory and mentioned about occasionally sharing a treat with his siblings. He was prompted with two additional reading tasks for further exploration. Mathematics Pre Assessment: <ul style="list-style-type: none"> Florry was able to mentally add a basic number sentence, $25 + 12$, by calculating the ones and then the tens values. For a more complex problem involving a 3-digit by 2-digit addition involving regrouping, Florry chose to write the equation as an algorithm and solved it successfully. He independently subtracted a 2-digit number from another 2-digit number with regrouping. When shown a multiplication problem of 3×4, Florry quickly recalled the fact. However, he struggled with a more challenging problem of 6×7. Florry participated in an addition game, using dice and adding the resulting numbers. 	 




CYCLE OF LEARNING

NSW Department of Education

RPA Hospital School Individual Learning Plan
Teaching & Learning

Lesson Date: 08/01/2024 • Teacher: Toni Smith

Pre-assessment:	Evidence of Work
<p>Within the previous lesson, the text that Remy had read with the teacher contained specific vocabulary about feelings and weather. A lot of this vocabulary was unfamiliar to Remy and the teacher worked with Remy on the language of "surprised," "cloudy" and "sweaty". The focus for this lesson was to leverage of this vocabulary within a new text to check for understanding and transfer.</p> <p>Lessons:</p> <p>Understanding Texts and Vocabulary: LISC was co-created. The teacher provided a book-intention for 'The Flying Dragon' (Book 18). A picture book was provided as a text that was read to Remy. Remy was guided to read the text and read with RFL accuracy, using encouragement to use his knowledge of phonics when faced with unfamiliar words. He sought clarification from the teacher as some words contained digraphs and split digraphs but was able to recall the words 'sweaty' and 'swept' from the previous day. He accurately noted the text, successfully answering literal comprehension questions. However, his higher-order questions were challenging, and the teacher provided support to help him navigate these. Using his new vocabulary, Remy participated in a vocabulary activity focusing on descriptions of weather and feelings. Through this, he became familiar with the words 'rainy' and 'windy' along with identifying vocabulary from his previous lesson as well as today's text. Remy noted off the SC he achieved.</p> <p>Break Break: Using the vocabulary from the prior activity, the teacher and Remy used a balloon to keep off the ground whilst expressing the feelings. Remy was able to verbalise the teacher's feeling based on their facial expression and used the correct vocabulary.</p> <p>Creating Texts: LISC was co-created. Remy wrote a recount of his birthday party. The teacher and Remy co-created a word bank based on the party. Together, the teacher and Remy sequenced the words into the order that this happened. The teacher then modelled a sentence using one of the words from the word bank. Remy was guided to add his own sentences to recount his recount, with teacher reminding for boundary punctuation. Once modelled, Remy was able to add the boundary punctuation independently. Remy considered a self-reflection and noted the SC he had achieved.</p>	

NSW Department of Education

RPA Hospital School Individual Learning Plan

Evaluation

Remy maintained his positive mindset towards learning today, engaging in all tasks with enthusiasm. He read the new text with RFL accuracy, demonstrating improvement in fluency and decoding. The teacher continued encouraging him to utilise his phonics knowledge and provided support for contextual questions. An area for growth for Remy's reading would be to develop his skills in answering inferential questions, as this will deepen his comprehension of texts. During his writing lesson, Remy showed genuine excitement when recounting his birthday party. He collaborated with the teacher to create a word bank, relating most events from the party. The teacher modelled sentence construction and reminded Remy about boundary punctuation, which Remy then successfully added to his text. An area for growth for Remy would be to further develop his independent writing skills, focusing on enhancing sentence structure and richness of detail in his recounts by using adjectives. It was a pleasure to work with Remy today and continue building upon his love of learning.

Reflection

Student Reflection:			Miss's Monitor:		
Lesson goal:	Reading and writing	How I felt at the beginning:	😊	😐	🌟
What did I do well:	Reading all the words	How I felt at the end:	😊	😐	🌟
What did I want to work on:	More writing				

LEARNING BUILT ON RELATIONAL TRUST

- High expectations of learning
- Learning from each other
- Learning through language acquisition



INDIVIDUALISED LEARNING



- Differentiation
- Rapid growth in all areas
- Appetite for learning



FORMATIVE & SUMMATIVE ASSESSMENT

Pre and Post Reading Assessment



NEW EXPERIENCES



RONNY'S JOURNEY



**HONIARA
HOSPITAL**



RONNY'S JOURNEY



RONNY'S JOURNEY



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PARTNERSHIPS



Census Schools

Paediatric ED



Outpatient Clinic



Marie Bashir Centre



Paediatric Ward



Chris O' Brien
Lifehouse



RPA General
Wards



RPAHS Contact
Card



ADVOCATE FOR COLLABORATIVE PRACTICE

**Let's hear from
Associate Professor Raewyn Campbell
who championed for Ronny and saved
his life**

Rhinologist and anterior skull base surgeon



KEY TAKEAWAYS

- Relationships matter - MDT approach
- High expectations
- Know your students
- Be culturally sensitive
- Strong systems of practice
- Support
- Be flexible & creative
- Education is one piece of the puzzle



RONNY HOME



THANK YOU FOR JOINING US ON RONNY'S JOURNEY



Q & A

