

# Quality teaching and learning programs in a short-term stay hospital school

NSW Department of Education

## Hospital School



## Royal Prince Alfred

Care Connection Continuity

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Wendy Barwell, principal









# Royal Prince Alfred Hospital School

- RPA Hospital is a large teaching hospital in Sydney, Australia.
- Children's Ward has 10 beds.
- Average stay is 1.5 days
- Model of care is changing as we move towards a 28-bed ward.
- The RPA Hospital School has:
  - a principal
  - 4 teaching staff
  - 2 administration staff

# Learning during your hospital stay @ RPA Hospital School

## 1. Register

Students/Families complete a RPA Hospital School enrolment survey.

## 2. Initial Consult

RPA Hospital School teachers discuss learning, home school, connection and any preferred subjects.

## 3. Pre-assessment of skill

RPA Hospital School staff use short, sharp pre-assessments to determine individualised learning goals.

## 4. Explicit Teaching

Teachers engage in activities tailored and explicitly taught to meet individual student needs. Learning intention, success criteria and quality criteria used to ensure success and learning goals are achieved.

## 5. Reflection of learning

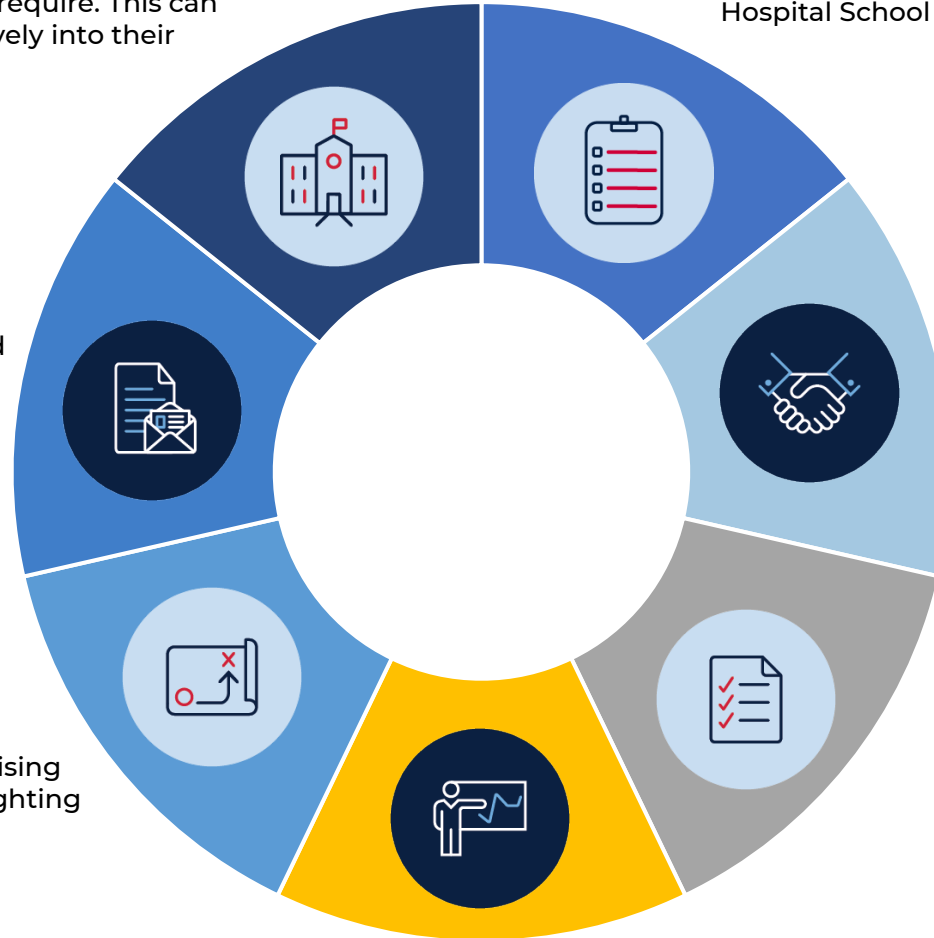
Students complete an exit slip summarising their learning achievements and highlighting future learning goals.

## 6. Connection to home school

Work samples, teacher feedback and annotations are all recorded, documented and compiled into an Individualised learning program (ILP). ILP's are provided to home schools to allow a smooth transition between educational settings.

## 7. Transition to School

RPA Hospital School teachers can engage in transition days or activities for students who require. This can allow students to re-engage positively into their classroom environment.



# School

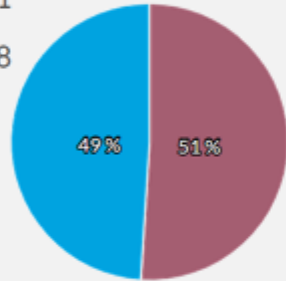
E:

[Website](#)

## Student Background

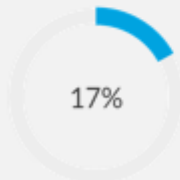
Total enrolments: 409

- Boys 201
- Girls 208

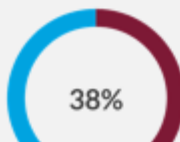


Full-time equivalent enrolments: 409.0

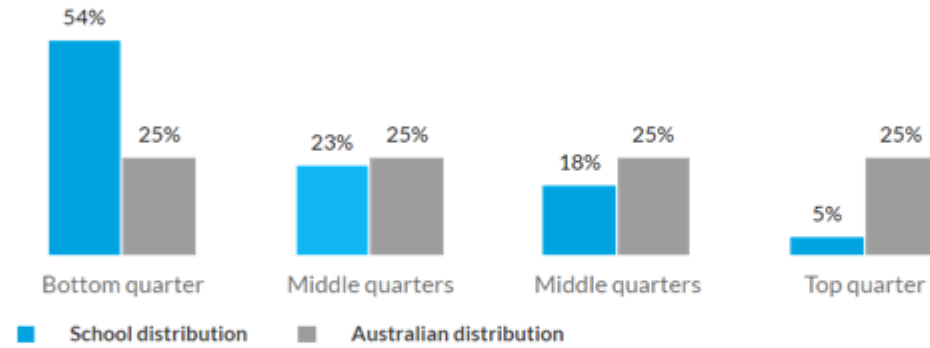
Indigenous students



Language background other than English



## Socio-Educational Advantage (SEA)





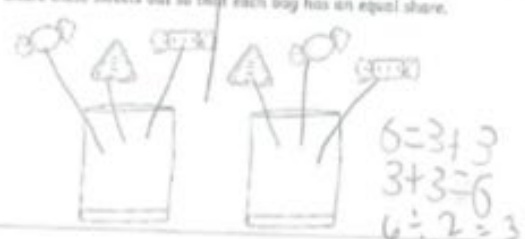
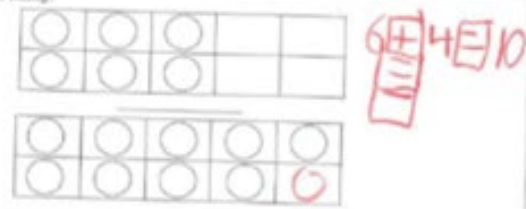


## Attendance rate

All students	83%
Indigenous students	76%
Non-Indigenous students	84%

## NAPLAN 2022 Scores

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	374	363	376	363	338
Year 5	488	452	483	463	450



Teaching and Learning Activity	Work Sample
<p><b>Pre Assessment:</b> A quick assessment on adding numbers was given to [redacted] and it was evident that he is extremely capable and working beyond stage level. He could solve maths problems using doubling strategies but was unable to show his working out.</p>	<div data-bbox="866 371 1579 485"> <p><b>Early Stage 1: Maths Pre Assessment</b> Name: <u>Mr Innes</u> Date: _____ Early Stage 1: Whole Number</p> </div> <div data-bbox="866 485 1579 742"> <p><b>Task: Identify the number</b></p> <p>How many?    </p> </div> <div data-bbox="866 742 1579 971"> <p><b>Task: Finish the number patterns</b></p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10            11, 12, 13, 14, 15, 16, 17, 18, 19, 20            21, 22, 23, 24, 25, 26, 27, 28, 29, 30            20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10            10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0, 14</p> </div> <div data-bbox="866 971 1579 1285"> <p><b>Early Stage 1: Multiplication and Division</b></p> <p><b>Task: Equal groups and sharing</b></p> <p>Share these sweets out so that each bag has an equal share.</p>  </div> <div data-bbox="1605 371 2395 485"> <p>NSW Department of Education</p> <p><b>Early Stage 1: Addition and Subtraction</b></p> </div> <div data-bbox="1605 485 2395 742"> <p><b>Task: Number facts</b></p> <p>How many?  </p> </div> <div data-bbox="1605 742 2395 1028"> <p><b>Task: Additive strategies</b></p> <p>Use the number line to find the answer:</p> <p>a) <math>2 + 3</math>  </p> <p>b) <math>8 - 4</math>  </p> </div> <div data-bbox="1605 1028 2395 1285"> <p><b>Add and subtract:</b></p> <p><math>1 + 5 = 6</math>  <math>8 - 2 = 6</math>  <math>2 + 4 = 6</math>  <math>3 - 1 = 2</math></p> <p><i>I have seven apples and I got another two apples.</i>  <i>How many apples do I have altogether?</i></p> </div>





## Introduction

1. Discuss beginnings of students favourite stories/movies (PowerPoint Slide 6):
  - Are they slow beginnings?
  - Are they interesting?
  - What do authors/directors do to grab your attention?
2. Read the start of an engaging story (eg. 'Harry Potter and the Chamber of Secrets' by JK Rowling; 'Midnight Gang' by David Walliams)



## Explicit Instruction

1. Introduce the idea of sizzling starts (PowerPoint Slide 7):
  - refer to [Step 2: Sizzling Starts - Top Techniques](#) (page 15)
  - refer to the [Narrative Story Graph](#)
  - Discuss how stories need to start high, then backfill and progress
2. Refer to a [Picture Prompt](#) and model how to create a sizzling start using each of the following techniques:
  - Onomatopoeia
  - Dialogue
  - Senses/feelings

Resources



## Independent Activity

1. Using the prompts provided (PowerPoint Slide 8), the student writes a sizzling start from the point of action
2. Each of the following techniques should be used at least once:
  - Onomatopoeia
  - Dialogue
  - Senses/feelings

### Support

1. Using the prompts provided, the student writes a sizzling start from the point of action

### Extension

1. Using the prompts provided, the student writes a sizzling start from the point of action

# Lesson: Sizzling Starts (Narrative)



## Learning Intention

I am learning to compose engaging imaginative texts



## Success Criteria

- I can start a story with action
- I can use dialogue and descriptive language
- I can pique the curiosity of my reader



Lesson Date: 01/05/2023

Semester 1 Term 2

Approval to See:

Student Details

Student name:	[Redacted]
Date of birth:	[Redacted]
Guardian name:	[Redacted]
Guardian contact details:	[Redacted]
School Year:	[Redacted]
Home School:	[Redacted]
Home School Teacher:	[Redacted]
Home School Contact Details:	[Redacted]
RPA School Educator:	[Redacted]

**School Specific Data Considered:**



Summary & Learning Overview

English: <input type="checkbox"/>	Mathematics: <input checked="" type="checkbox"/>	Science & Technology: <input type="checkbox"/>	Creative Arts: <input type="checkbox"/>	Other: <input type="checkbox"/>
<p><b>Learning Intentions:</b></p> <p><b>Mathematics</b> To multiply a 2-digit number by a 2-digit number</p>		<p><b>Syllabus Links:</b></p> <p><b>MA2-MR-01</b> represents and uses the structure of multiplicative relations to <math>10 \times 10</math> to solve problems</p> <p><b>MA2-MR-02</b> completes number sentences involving multiplication and division by finding missing values</p>		
<p><b>Success Criteria:</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>Multiply numbers using appropriate strategies</li> <li>Divide a 3-digit number by a 1-digit number</li> <li>Check answers by using the inverse operation</li> <li>Play a game of multiplication boxes</li> </ul>				



Teaching & Learning Activities

Key Learning Area: Mathematics	
<b>Activity</b>	<b>Evidence of Work</b>
<p><b>Pre-Assessment:</b></p> <p>[Redacted] was given a multiplication number sentence of a 2-digit number by a 2-digit number and was not able to complete. This became the focus of the lesson.</p>	
<p><b>Lesson Activity 1: Number &amp; Algebra</b></p> <p>[Redacted] was unable to solve the first example given to her. The same question was modelled for her by the teacher. After observing the modelled example, [Redacted] was able to complete 2 examples independently.</p> <p>[Redacted] was given a multiplication number sentence that involved a 3-digit number multiplied by a 2-digit number. She used a calculator to check her answer. [Redacted] had made an error. She was able to identify that she had made an error in the recording of a ten in the ten's column. [Redacted] repeated the same question, achieving the correct answer.</p> <p>[Redacted] stated that she would like to work on division as she did not have a good understanding. The teacher modelled an example of a simple short division number sentence, and [Redacted] was able to complete other examples given independently and with success.</p> <p>The lesson was completed with a game of multiplication boxes. [Redacted] added the total of boxes to determine that she was the winner by 1 point!</p>	



Evaluation

[Redacted] was keen to continue her learning while at RPA Hospital. She was confident in her approach to solving Mathematical number sentences and was determined to correct any errors made. [Redacted] demonstrated a good understanding of numbers facts which was evident in her quick recall of multiplication problems. She was excited to extend her understanding of number and asked to be shown division. The teacher modelled an example of short division and then [Redacted] successfully completed her own questions. She was quick to learn a new concept and very proud of her achievements. [Redacted] enjoyed playing a multiplication game and was quite competitive when totalling final numbers. To move her learning forward, she is encouraged to challenge herself by completing multiplication and division problems using larger numbers. This was noted in her own reflection when asked what areas she felt she could improve on. [Redacted] spoke about her enjoyment in reading Roald Dahl books and shared her knowledge on most of his novels. She was given a Roald Dahl book to take home. [Redacted] was an absolute delight to work with and I wish her all the best for the remainder of year 4.



Reflection

Key Learning Area: Mathematics			
<b>Student Reflection:</b>		<b>Guardian Feedback:</b>	
Lesson goal:	To use different strategies to multiply	How did I feel at the start?	Clear communication: Strongly agree
Goal achieved:	Yes I did		Appropriate activities: Strongly agree
Engaged with learning:	I did great	How did I feel at the end?	<b>Comments:</b> Linda was positive and happy and [Redacted] took to her very well. Thanks for this initiative, I was pleasantly surprised!
Areas of strength:	Use inverse operation to solve short division problems		
Areas of improvement:	Use larger numbers to solve short division		



# Feedback

1

100% of students surveyed were able to articulate their lesson goal. All students surveyed indicated they were engaged in their learning, were able to record what they did well and how they could improve.

2

100% of parents and/or carers surveyed strongly agreed that the teaching and learning activities were appropriate and engaging.

3

100% of parents and/or carers surveyed strongly agreed that the communication from the RPA Hospital School and staff was clear and easy to understand.

4

100% of census schools surveyed strongly agreed that the teaching and learning activities were appropriate and engaging.

5

100% of census schools surveyed strongly agreed that the communication from the RPA Hospital School and staff was clear and easy to understand.

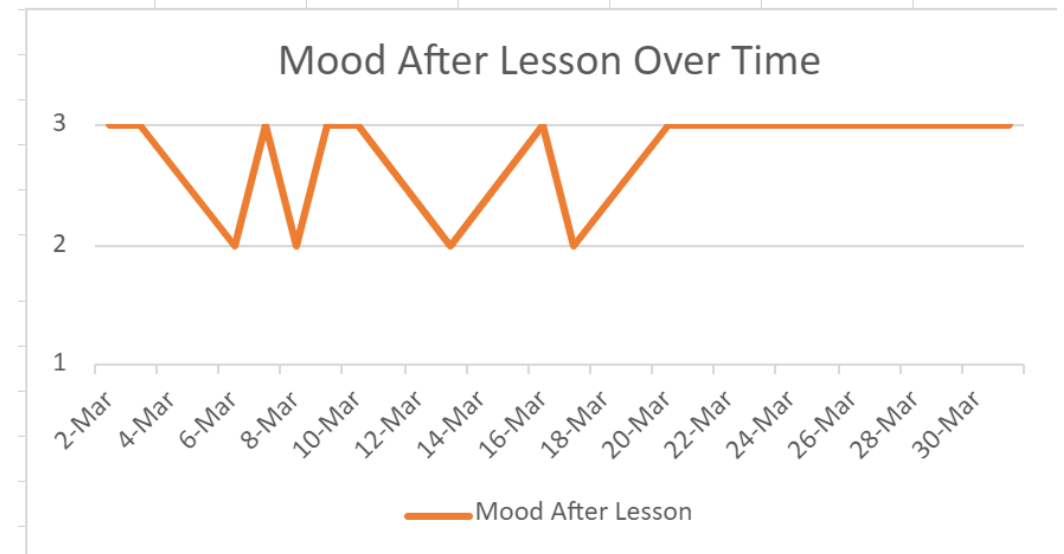
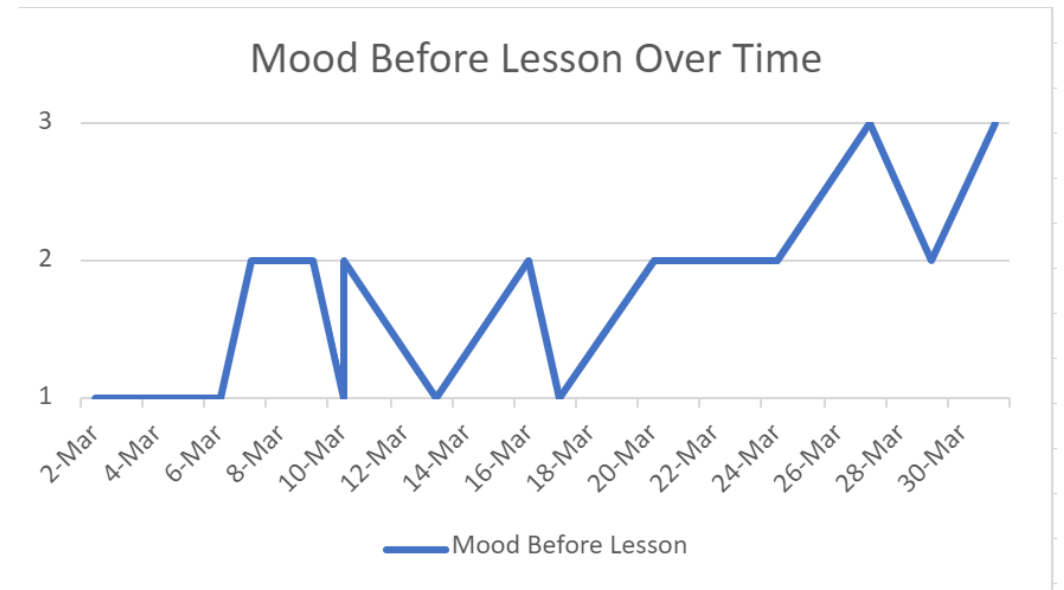


### Health staff survey results:

- **100% of NSW Health staff surveyed strongly agreed that the RPA Hospital School and education is a valuable asset to RPA Hospital.**
- **75% strongly agreed and 25% agreed that the RPA Hospital School and the educational opportunities provided play an important role in the care of school aged patients at RPA.**
- **75% strongly agreed and 25% agreed that the RPA Hospital School and the wellbeing support provided play an important role in the care of school aged patients at RPA.**



Mood monitor data is discussed at multidisciplinary team meetings when making decisions about patient care.
















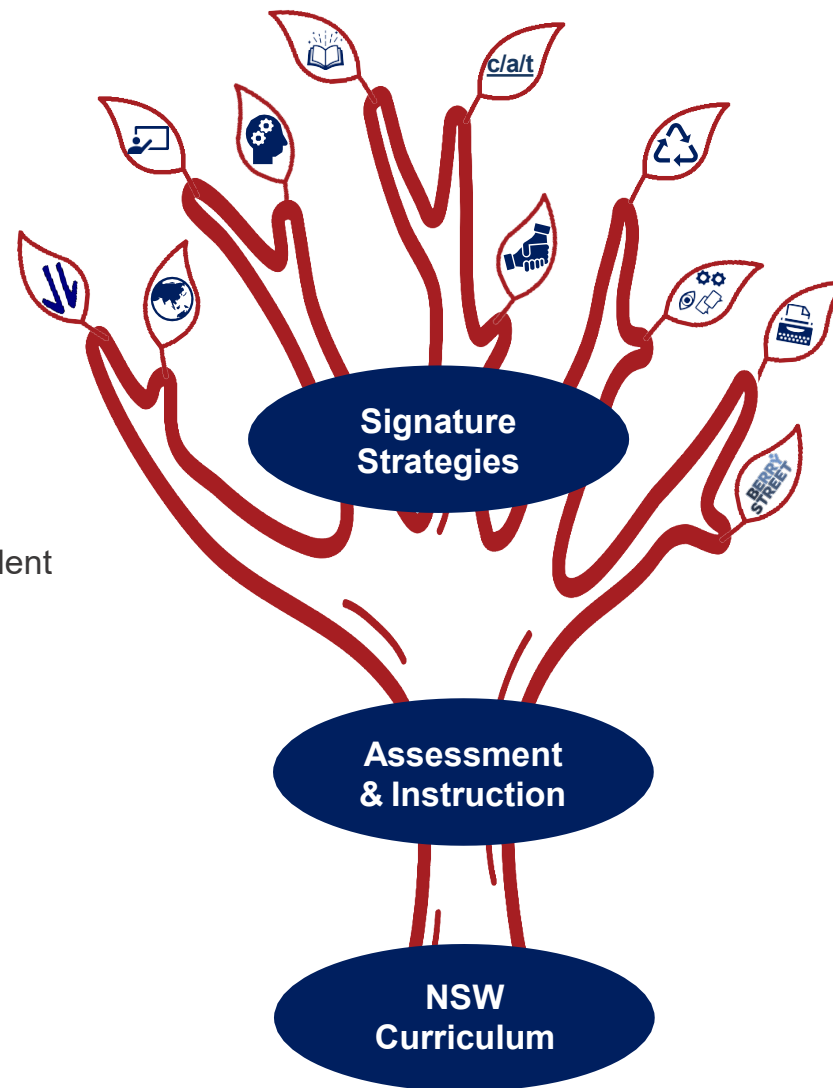
# ROYAL PRINCE ALFRED HOSPITAL SCHOOL

## PEDAGOGICAL FRAMEWORK 2023



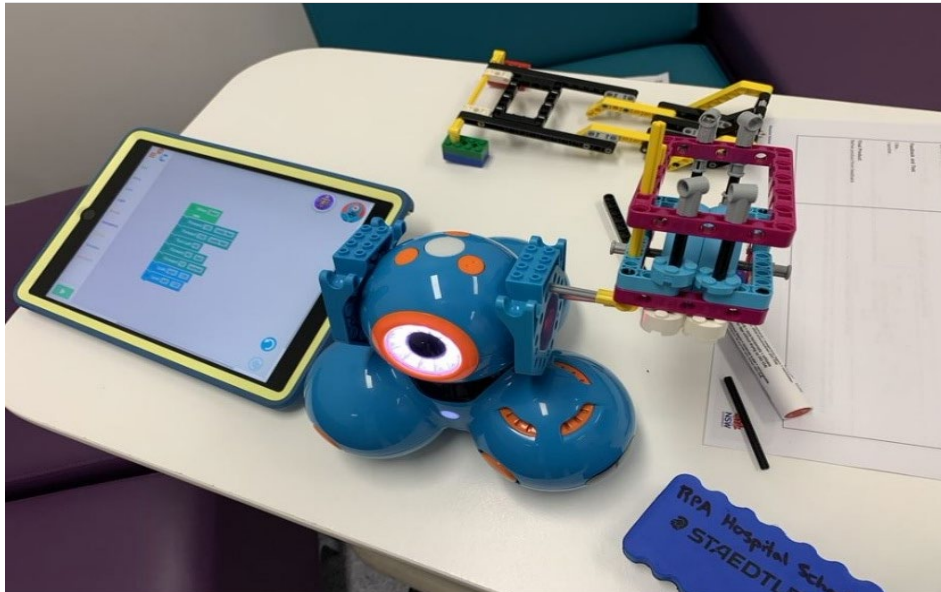
### Signature Strategies

-  **Aboriginal Education**  
Strong Strides Together
-  **EAL/D Enhance Teaching & Learning Cycle**  
Explicit Teaching
-  **Explicit Teaching**  
Individualised teaching and learning at Hospital School
-  **High Potential Learners**  
Gagne (social/emotional intelligence)
-  **4 Instructional Modes of Reading**  
I do, We do, You do – Modelled, Shared, Guided & Independent
-  **Phonemic Awareness**  
Getting letter/sounds right
-  **Positive Partnerships**
-  **Restorative Practice**  
Making things right when things have gone wrong
-  **SAFEMinds: Notice/Inquire/Plan**  
When mental health support is required
-  **Seven Steps to Writing Success**
-  **Trauma-Informed Practice**  
Berry Street Education Model





# Royal Prince Alfred Hospital School



## Using IT in the Hospital School to engage students

```
When Start
  Forward 100 really fast
  Forward 100 really fast
  Turn Left 45
  Forward 90 fast
  Forward 10 normal
  Look right 120
  Look left 120
```



# Royal Prince Alfred Hospital School



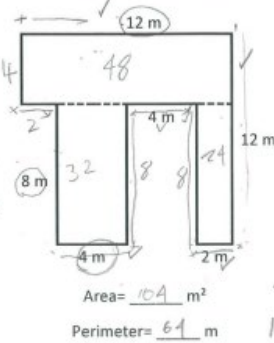
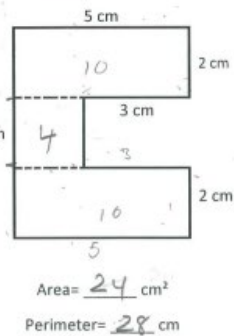
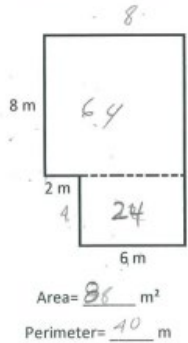
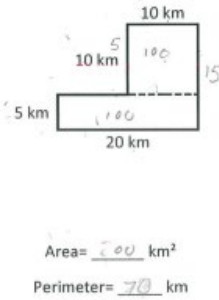
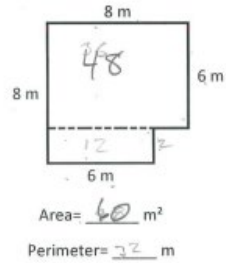
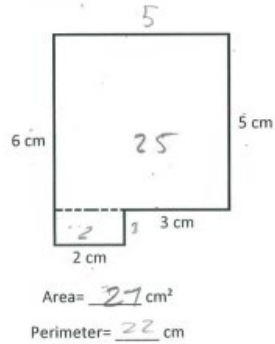
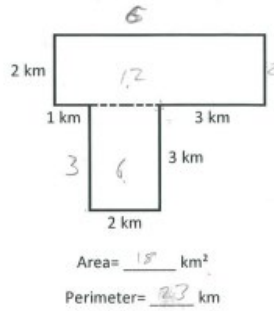
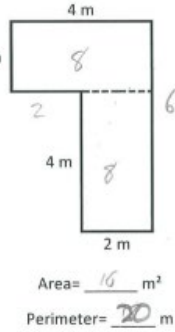
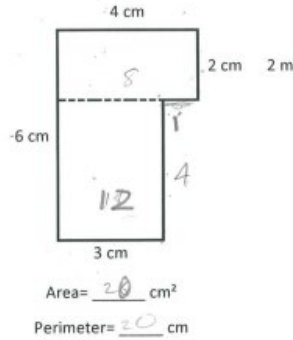
Coding at RPA Hospital School



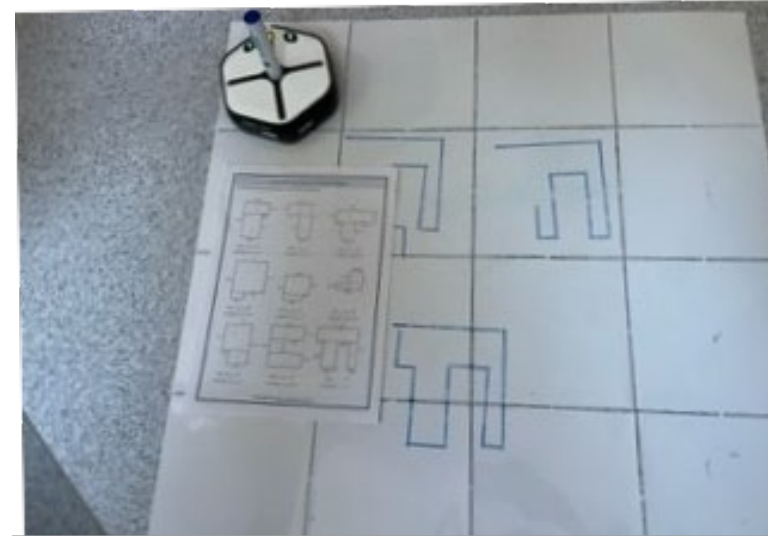
# Royal Prince Alfred Hospital School

## Area and Perimeter of Irregular Shapes

Calculate the area and perimeter of the following shapes.

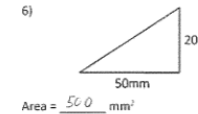
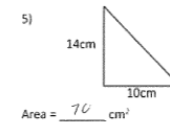
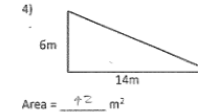
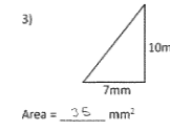
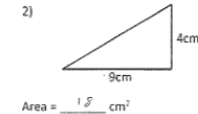
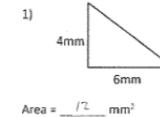
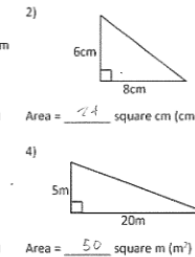
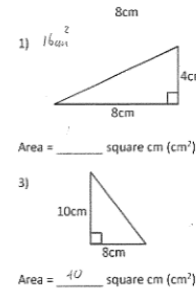


Area and perimeter of irregular shapes



$\frac{1}{2} \times b \times h$

What is the area of these triangles?

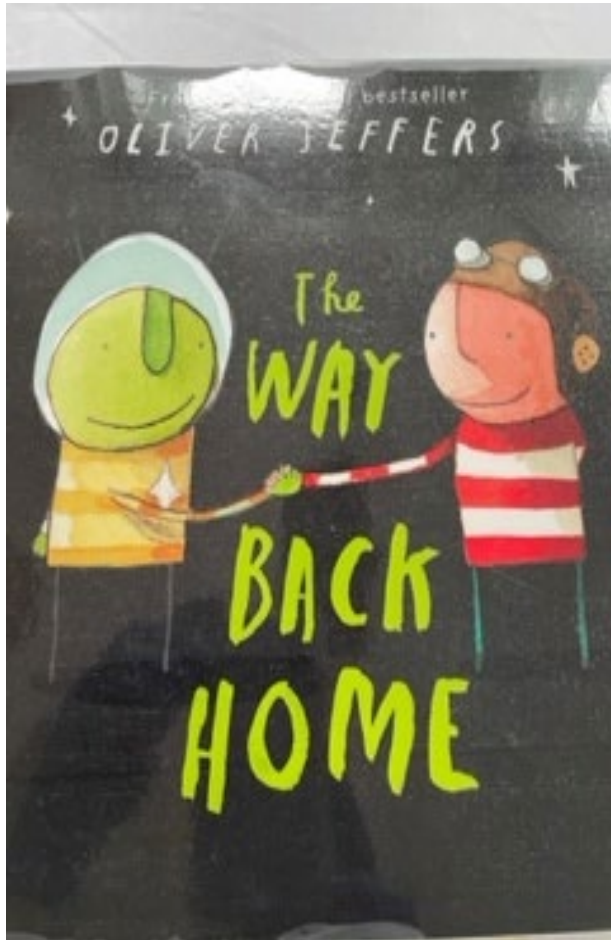


Handy hint:

The formula for the area of a triangle is  $\frac{1}{2} \times \text{base} \times (\text{perpendicular}) \text{ height}$



# Royal Prince Alfred Hospital School



See	think	Wonder
Stars boy zombie author name	space planets	How old is the boy? Is it going to be disappointing





## Science experiments at RPA Hospital School

**Titles** Travelling water

**Question** Can water travel?

**Materials**

- 6 glasses
- Red food colouring
- yellow food colouring
- Blue food colouring
- paper towel
- water

**Hypothesis**

I predict that the coloured water will not travel through the paper towel and over time each will colour in the process. I believe that this process will take (approx) approximately a day.

**Procedure**

- put seven glasses on the table
- fill glasses 1, 3, 5 half way with water
- add 3 drops of red food colouring into glass one
- add 3 drops of yellow food colouring into glass three
- add 3 drops of blue food colouring into glass five
- fold five pieces of paper towel into each glass
- check the experiment every ten minutes

**Results and support**

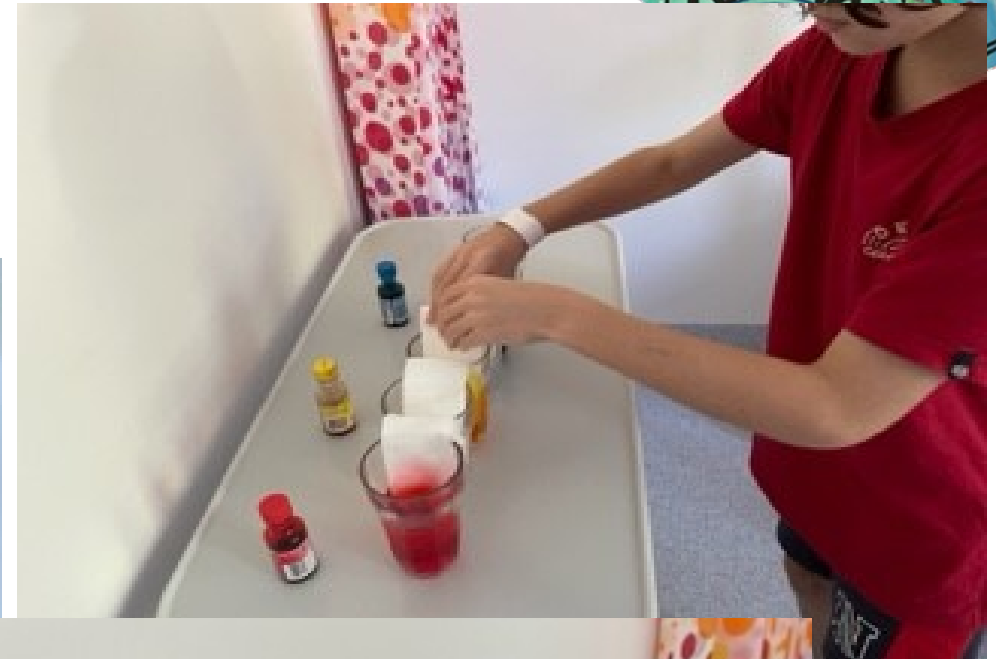
The water is able to move from each glass to another thanks to capillary. The surface tension keeps the water from dripping off the paper towel. The paper towel fibres that absorb the water then, gravity pulls it down allowing it to travel down the fibres in the paper towel. This is evidence that water travels from a plants leaves.

**Conclusion**

The coloured water is able to move from glass to glass through the fibres in the paper towel. This is evidence that water travels from a plants leaves.

**Picture**

**Bibliography** [www.4mat.com.au](http://www.4mat.com.au)



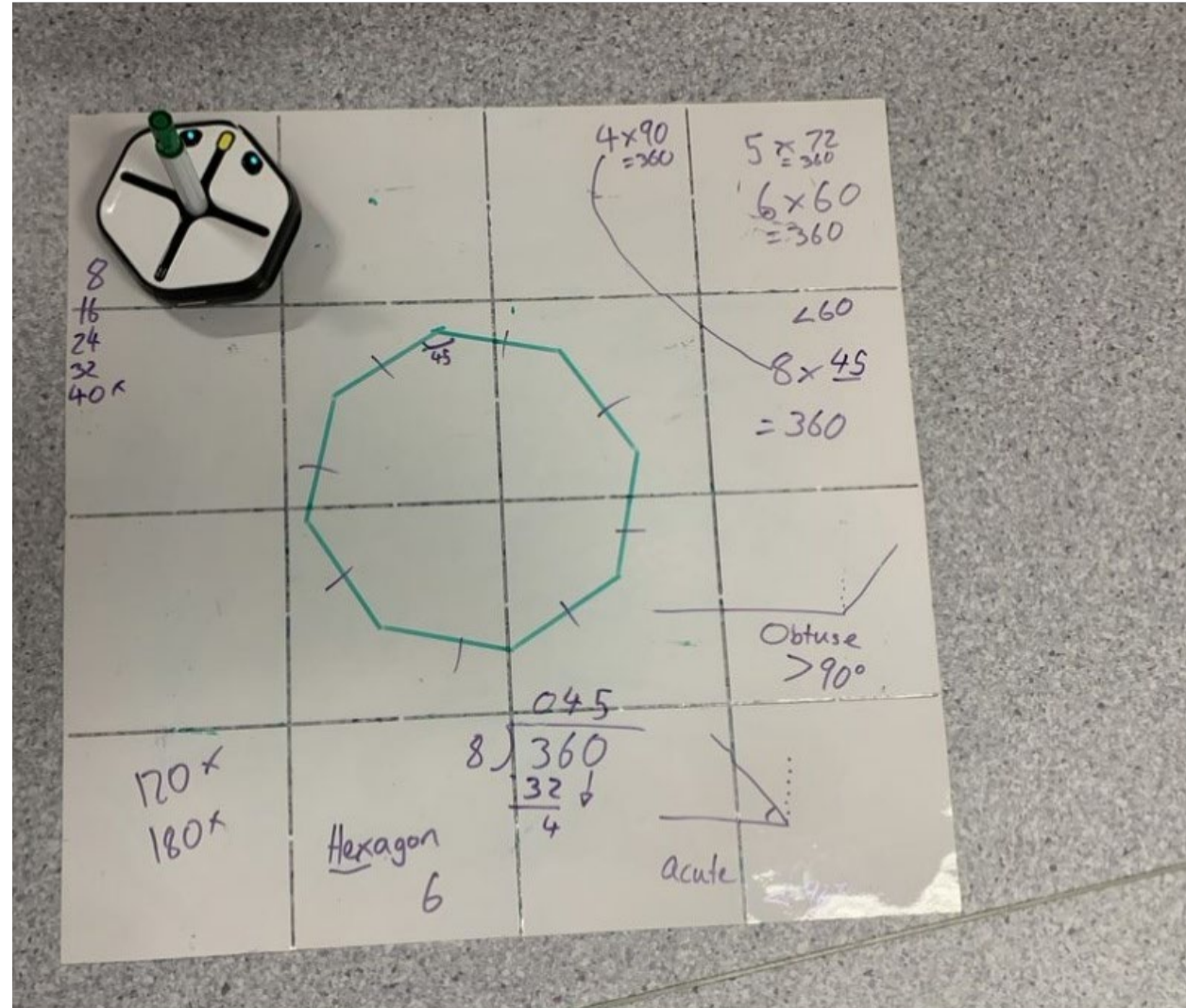




# Royal Prince Alfred Hospital School



```
on start program
loop 1 times
  roll 270° at 50 speed for 3s
  matrix animation [heart] loop
stop
roll 180° at 50 speed for 3s
speak Avery is a legend and wait
matrix animation [heart] loop
stop
roll 90° at 50 speed for 3s
speak Avery is amazing and wait
fade from [pink] to [blue] over 1s
roll 0° at 50 speed for 3s
```



## Coding Angles at RPA Hospital School

# The impact of collaboration

Dear Wendy and team,

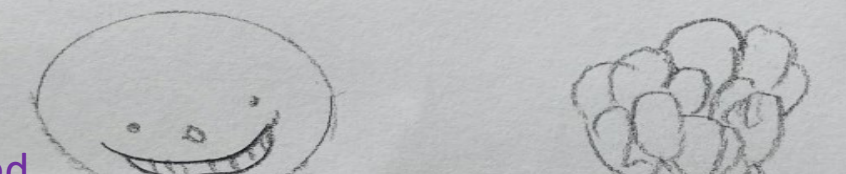
On behalf of [redacted] Public school, I would like to send my sincere thanks for keeping [redacted]'s needs at the forefront of every decision made at RPA. The partnership between our schools promoted consistency during a time of uncertainty. The daily feedback forms and regular phone calls allowed Mr [redacted] and I to feel connected to [redacted], and I have no doubt this played a large role in his successful transition back to our school.

Thank you again.

[redacted], Principal [redacted] Public School

The hospital school is a service that I did not know existed before my son had an extended stay in hospital. It is a wonderful service, staffed by enthusiastic and caring teachers. Even though my son has a dedicated classroom teacher and supportive school, the hospital teachers bridged the gap and ensured that my son had no concerns about falling behind his classmates. Thank you

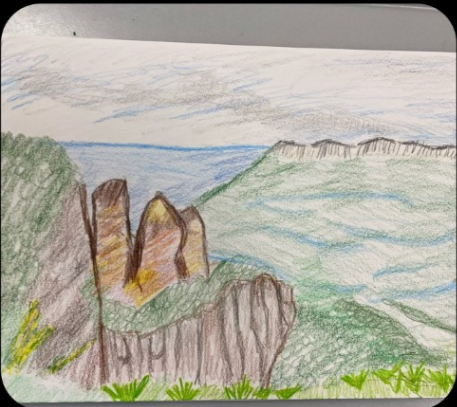
Thank you Linda, for keeping me entertained educated and happy you've always done so much for me and I wish I could return the favor but the work you have done for me is unreplacable. I hope your flight to Fiji will be ok and that I can one day be as helpful as you!



Assessment	Domain	Assessment Year	Participation	Band Group	Band Sub Group	Band	Student Score
NAPLAN 5	Reading	2022	Present	Top 2 Bands	2nd Top	Band 07	530.10
NAPLAN 5	Writing	2022	Present	Top 2 Bands	2nd Top	Band 07	572.90
NAPLAN 5	Spelling	2022	Present	Middle 2 Bands	High Middle	Band 06	524.60
NAPLAN 5	Grammar an...	2022	Present	Top 2 Bands	2nd Top	Band 07	539.90
NAPLAN 5	Numeracy	2022	Present	Top 2 Bands	Top	Band 08	596.60



## Working with watercolours



Connection to learning

Connection to school

Connection to community



# References

Centre for Education Statistics and Evaluation (2020), *What works best: 2020 update*, NSW Department of Education, [cese.nsw.gov.au](http://cese.nsw.gov.au)

Hattie, J 2009, *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*, Routledge, Abingdon.

Wilkie, K.J. (2012). 'Absence makes the heart grow fonder': Students with chronic illness seeking academic continuity through interaction with their teachers as school, *Australasian Journal of Special Education*, 36, 1-20.

Yates, L., Bond, L., Dixon, M., Drew, S., Ferguson, P., Hay, T., et al. (2010), *Keeping connected: Identity, social connection and education for young people living with chronic illness*, Melbourne, Australia: The Royal Children's Hospital Education Institute, Graduate School of Education, The University of Melbourne, The Royal Children's Hospital Centre for Adolescent Health.