Queensland Children's Hospital School

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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From the Principal

School overview

The Queensland Children's Hospital (QCH) School is leading excellence in hospital teaching and learning through innovative and inclusive practices. At QCH School we aim to 'Make a Difference' in the educational lives of our students. Our unique, multi-campus school offers educational programs to students from Prep to Year 12 for inpatients, outpatients and family members of hospitalised patients. We support students from the State, Catholic and Independent sectors. Campuses are located at the Queensland Children's Hospital - South Brisbane, Mater Health Services Building - South Brisbane, Royal Brisbane Hospital - Herston, Day Program North - Chermside and Act for kids - Wooloowin. The QCH School provides targeted educational programs so that students can flourish in their educational progress as well as have a seamless transition back to their base schools. Our highly skilled staff work with students, families and medical teams to ensure that each student's individual needs are identified and programs reflect these needs. We nurture strong community partnerships within our hospital and wider community.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	4017	3231	3567
Girls	2092	1524	1708
Boys	1925	1707	1859
Indigenous	306	246	417
Enrolment continuity (Feb. – Nov.)	No data captured	No data captured	No data captured

Notes:

1. Student counts are based on the Census (August) enrolment collection.

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program, however students did participate in the Early Years Education program at Act for Kids, Wooloowin Campus. At QCH, eKindy provides a service to Kindy age students through Brisbane School of Distance Education.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	8-22	6-20	7-21
Year 4 – Year 6	6-18	6-18	6-18
Year 7 – Year 10	6-20	6-18	6-19
Year 11 – Year 12	5-13	5-10	5-11

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

Our approach to curriculum delivery

QCHS offers a unique curriculum in various specialised settings. Our approach includes:

- an engaging curriculum across P-12 for hospitalised students
- a Pedagogical Framework focusing on an Explicit Instruction agenda as per Archer and Hughes research
- curriculum organisation which prioritises English, Mathematics and Science learning areas
- other learning areas delivered within a purposefully connected curriculum within the HASS and STEM transdisciplinary investigations – cycling through a two year rotation
- unit planning organised through the lens of four Learning Worlds – the Aesthetic World, the Scientific World, the Historical World and the Sustainable World
- whole school curriculum planning arranged into junctures — P-2, Yr3-4, Yr5-6, Yr7-8, Yr9-10 with individualised curriculum planning for students in Years 11 and 12
- teaching sectors are released once a term to plan units in English, Mathematics, HASS and STEM for the following term
- literacy and numeracy goals developed in collaboration with all students and their hospital teacher within a week of attending
- Personal Learning Plans (PLP) developed and aligned with the Australian Curriculum and the students' literacy and numeracy goals for all medium to long term students
- successful negotiations with a variety of neighbouring services greatly enhance our curriculum offerings: for example use of the Mater Group swimming pool for HPE lessons; use of QCH green space for annual sports' day; visiting volunteer students from St Laurence's College and Nudgee College.

Co-curricular activities

Due to strong partnerships with the Children's Hospital Foundation, Children's Health Queensland, QCH Arts Program, Juiced TV, Queensland Conservatory of Music, Griffith University Film and Media, and other QCHS initiatives, students attending QCHS have access to an extensive range of extra curricula opportunities.

Students are invited to participate in a wide variety of community-based projects facilitated by school staff as well as partnership groups. This includes the weekly production of Juiced TV show, themed events, visiting performers and artists, special guests and weekly music lessons.

How information and communication technologies are used to assist learning

The QCHS Technology program aims to:

- engage every student
- improve student outcomes
- use ICTs and technology to support our transdisciplinary STEM units.

The alignment of technology to the Whole School Curriculum Plan supports the planned and explicit teaching of Information and communication technologies. These goals are achieved through building teacher capability with technology.

The development of knowledge, skills and understandings in technology is achieved by:

- engaging in professional development for all staff in ICTs, Design and Digital Technologies

- delivering robotics and coding workshops
- mentoring teachers in delivering modelled explicit lessons linked to the STEM curriculum
- creating resources to support the use of ICTs and digital technologies.

Social climate

Overview

Inspire, Believe, Achieve: capture the feelings of hope, optimism and solidarity that underpin the culture of QCH School. They are evident in the daily interactions of members of our community.

In 2018, students and staff worked together to consolidate the QCHS School Responsible Behaviour Plan (RBP) which was developed with our wider school community. The RBP reflects the school's expectations about behaviour that takes into consideration the school's uniqueness and range of contexts and programs. The plan supports the core business of teaching and learning and highlights key ways which we celebrate student success. This includes the appointment of student leaders, weekly awards on assembly, regular school events and recognition of student achievement on our Facebook page.

At QCHS students and staff interact in ways that reflect our values of respect, trust, integrity, and care. We believe that positive relationships form the basis of effective teaching and learning. To achieve consistency in our language and approach to behaviour and wellbeing at our school, we have adopted school wide practices.

The Student and Staff Wellbeing Committee develops initiatives to promote a supportive school environment that values diversity, promotes student wellbeing and establishes an atmosphere where each student can learn and be successful. The Wellbeing Committee also meets twice each term to develop strategies for promoting staff wellbeing and positive professional relationships in the workplace. The committee has developed a plan that outlines actions and activities that seek to improve staff wellbeing, based on the knowledge that this creates a positive school-wide environment that promotes student learning.

At QCH School, all staff are trained annually in the Management of Actual or Potential Aggression (MAPA) and strategies are used to safely manage higher-level behaviours.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
- their child is getting a good education at school (S2016)	DW	100%	100%
- this is a good school (S2035)	DW	100%	100%
- their child likes being at this school* (S2001)	DW	100%	100%
- their child feels safe at this school* (S2002)	DW	100%	100%
- their child's learning needs are being met at this school* (S2003)	DW	100%	100%
- their child is making good progress at this school* (S2004)	DW	100%	100%
- teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
- teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
- teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
- teachers at this school treat students fairly* (S2008)	DW	100%	100%
- they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
- this school works with them to support their child's learning* (S2010)	DW	100%	100%
- this school takes parents' opinions seriously* (S2011)	DW	100%	100%
- student behaviour is well managed at this school* (S2012)	DW	100%	100%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• this school looks for ways to improve* (S2013)	DW	100%	100%
• this school is well maintained* (S2014)	DW	100%	100%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	100%	95%
• they like being at their school* (S2036)	100%	100%	87%
• they feel safe at their school* (S2037)	100%	100%	92%
• their teachers motivate them to learn* (S2038)	100%	100%	88%
• their teachers expect them to do their best* (S2039)	100%	100%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	95%	86%
• teachers treat students fairly at their school* (S2041)	100%	100%	96%
• they can talk to their teachers about their concerns* (S2042)	100%	89%	88%
• their school takes students' opinions seriously* (S2043)	100%	95%	96%
• student behaviour is well managed at their school* (S2044)	100%	84%	81%
• their school looks for ways to improve* (S2045)	100%	95%	96%
• their school is well maintained* (S2046)	100%	95%	91%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	87%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	98%	98%	96%
• they feel that their school is a safe place in which to work (S2070)	96%	93%	100%
• they receive useful feedback about their work at their school (S2071)	91%	81%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	94%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	98%	94%	89%
• staff are well supported at their school (S2075)	89%	80%	82%
• their school takes staff opinions seriously (S2076)	85%	74%	81%
• their school looks for ways to improve (S2077)	94%	91%	89%
• their school is well maintained (S2078)	96%	96%	94%
• their school gives them opportunities to do interesting things (S2079)	91%	93%	91%

Percentage of school staff who agree# that:	2017	2018	2019

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Community engagement comprises a significant component of QCHS curriculum delivery. The school is located across a number of campuses, each forming close networks with local key stakeholders; for example, Act for Kids, Children's Health Queensland, RBWH Foundation, Children's Hospital Foundation, QCH Arts Community, Griffith University, CYMHS and local lodges. Collaboration with these community groups provides opportunities for learning experiences that align with our curriculum intent. QCH School also supports the wider network of regional hospital teachers.

The Hospital Schooling Advisory Committee (HSAC) is our instrumental and essential parent group that provides advocacy, guidance, encouragement and support that is central to our school's direction. HSAC is representative of parent groups from State, Catholic and Independent sectors as well as QCH School staff, CYMHS and the Children's Hospital Foundation.

Respectful relationships education programs

The QCHS Whole School Curriculum Plan identifies curriculum links to the Respectful Relationships program, the Daniel Morcombe Curriculum and other trauma-informed practices are integrated into the classroom programs. These programs are differentiated for the changing cohort of students and teachable moments are frequently capitalised upon.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	1	2	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The Queensland Children's Hospital is a state of the art facility with an architectural design that provides a minimal environmental footprint. Rainwater is recycled for operational usage, all lighting is sensor controlled to minimise electricity usage, taps are sensored to avoid wastage and water temperature is controlled within Queensland Health Safety Standards. QCH School undertakes internal paper and toner cartridge recycling.

All fluorescent and halogen downlights in the Junior Campus were replaced with LEDs in 2018.

The QCH School manages photocopy quotas for staff through the PaperCut system to help reduce paper wastage. Significant steps have been taken to become a paperless environment through digitalisation of record keeping and data storage. The QCH School is also part of the hospital recycling program.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	N/A	N/A	N/A
Water (kL)	N/A	N/A	N/A

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN ⌄ | Attendance | **Finances** | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	42	24	<5
Full-time equivalents	34	15	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state SDE/EU/SP schools was 95%.

Tables 11–12 show attendance rates at this school as percentages.

Description	2017	2018	2019
Overall attendance rate* for students at this school	N/A	N/A	N/A
Attendance rate for Indigenous** students at this school	N/A	N/A	N/A

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Year level	2017	2018	2019
Prep	N/A	N/A	N/A
Year 1	N/A	N/A	N/A
Year 2	N/A	N/A	N/A
Year 3	N/A	N/A	N/A
Year 4	N/A	N/A	N/A
Year 5	N/A	N/A	N/A
Year 6	N/A	N/A	N/A

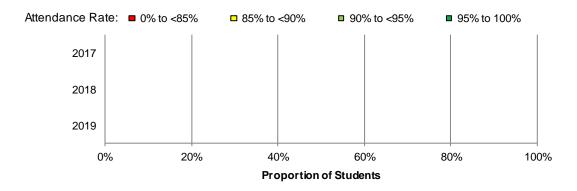| Year level	2017	2018	2019
Year 7	N/A	N/A	N/A
Year 8	N/A	N/A	N/A
Year 9	N/A	N/A	N/A
Year 10	N/A	N/A	N/A
Year 11	N/A	N/A	N/A
Year 12	N/A	N/A	N/A

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Description of how this school manages non-attendance

QCH School Same day student absence notification

The safety and wellbeing of students are the highest priorities for the department. Parents need to know if their child hasn't turned up for school, and schools need to know when and why a child is absent.

State schools are required to notify parents on the same day that any student is absent from school without explanation.

Schools can choose the approach to same day notification that best suits the local community. This may include text or email messages, phone calls or home visits. It is also recognised that for any notification process to be effective, parents will need to ensure the school has current contact details and schools will need to have effective and efficient processes in place to ensure this occurs.

Campus	Procedure	Same day contact
QCHS Junior Campus (JC)	Junior Campus Admin Officer contacts each classroom by 10am each day for notifications of unexplained absences of siblings and day students/outpatients.	QCHS Junior Campus Admin officer contacts parent/carer by text message or phone call
QCHS Senior Campus (SC)	Junior Campus Admin Officer contacts each SC classroom by 10am each day for notifications of unexplained absences of siblings and day students/outpatients.	QCHS Junior Campus Admin officer contacts parent/carer by text message or phone call
Day Program North (DPN) - Chermside	DPN Teacher aide records unexplained absences as notified by onsite DPN Health Staff	Parent/carer contact made by Health staff
Day Program South (DPS) - QCH	Day Program South staff inform QCHS of any expected absences. QCHS DPS Liaison teacher informs DPS of any unexplained absences on the same day of the absence.	Parent/carer contact made by Health staff
Adolescent Mental Health Unit – Herston	QCHS staff are informed each morning of students attending program. As students are currently inpatients of a health facility – duty of care remains with health staff	Not applicable
Act for Kids – Wooloowin	QCHS staff are informed each morning of students attending program by Act for Kids admin staff via phone call after 9am. Students are collected from	Act for Kids case manager or admin staff to contact parent/carer

	home by bus and delivered to Wooloowin campus. Parents/carers inform Act for Kids staff, prior to pick up, of any students who are not attending.	
	Students who are delivered directly to program by parents/carers are monitored by Act for Kids reception staff.	
	Any unexplained absences are to be reported to Act for Kids staff by QCHS staff for immediate follow up by 9.30am	
QCH/RBWH inpatient students	Students who are currently inpatients of a hospital remain under the duty of care of the health department, and as such are not required to be followed up as an unexplained absence by class teachers	Not applicable

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	N/A	N/A	N/A
Number of students awarded a QCIA	N/A	N/A	N/A
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	N/A	N/A	N/A
Percentage of Indigenous students awarded a QCE at the end of Year 12	N/A	N/A	N/A
Number of students who received an OP	N/A	N/A	N/A
Percentage of Indigenous students who received an OP	N/A	N/A	N/A
Number of students awarded one or more VET qualifications (including SbAT)	N/A	N/A	N/A
Number of students awarded a VET Certificate II or above	N/A	N/A	N/A
Number of students who were completing/continuing a SbAT	N/A	N/A	N/A
Number of students awarded an IBD	N/A	N/A	N/A
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	N/A	N/A	N/A
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	N/A	N/A	N/A
Percentage of QTAC applicants who received a tertiary offer.	N/A	N/A	N/A

Notes:

- The values above:
    - are as at 05 February 2020
    - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	N/A	N/A	N/A
6-10	N/A	N/A	N/A
11-15	N/A	N/A	N/A
16-20	N/A	N/A	N/A
21-25	N/A	N/A	N/A

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	N/A	N/A	N/A
Certificate II	N/A	N/A	N/A
Certificate III or above	N/A	N/A	N/A

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	N/A	N/A	N/A
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	N/A	N/A	N/A

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at https://qchschool.eq.edu.au.