School context statement

Sydney Children's Hospital School is a K-12 School for Specific Purposes operating within Sydney Children’s Hospital Network. The School is a joint venture between the hospital and NSW Department of Education. The student population is very diverse with student enrolments from government and non-government school settings across Australia.

The school has an ongoing focus on delivering quality education programs within a personalised teaching and learning approach. Teachers and school learning support officers deliver educational programs for students in hospital wards and in our three multistage classrooms. There is an important collaboration with families, census schools and multidisciplinary teams to enhanced educational, health and attendance outcomes for students in hospital and for their transition back to school.

The School offers temporary enrolment for siblings of inpatients. This support targets rural-based families who have children in hospital and who require additional support for siblings that are of compulsory school aged. For siblings of long term patients our school has a partner school program within the network of Rainbow Street Public School, Randwick Girls High School, Randwick Boys High School and Maroubra Junction Public School. Each a short walk from Sydney Children’s Hospital and Ronald McDonald House. The partnership respects the medical needs of the patients and their families and supports parents to ensure their children's educational needs are met.

Student information

Student enrolment profile

Our school enrolment for 2014 was 1018 students. The total school population was 47.7% boys and 52.3% girls.

Students have a shared enrolment between their census school and Sydney Childrens Hospital School. Students from non-government schools are given a NSW Department of Education Student Registration Number and enrolled in the hospital school while maintaining their census school enrolment.

<table>
<thead>
<tr>
<th>Average Weekly Number of Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Term 1</td>
</tr>
<tr>
<td>Term 2</td>
</tr>
<tr>
<td>Term 3</td>
</tr>
<tr>
<td>Term 4</td>
</tr>
<tr>
<td>Yearly Average</td>
</tr>
</tbody>
</table>

*This reflects average number of educational services provided each week to enrolled students.
Structure of classes

Educational programs are delivered in hospital wards at student bedsides and in our three multistage classrooms. The below table is a compassion of the weekly average of enrolled students being taught on the Ward or in the classroom.

<table>
<thead>
<tr>
<th>Weekly Average</th>
<th>WARD</th>
<th>CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Services</td>
</tr>
<tr>
<td>Term 1</td>
<td>54.2</td>
<td>116.1</td>
</tr>
<tr>
<td>Term 2</td>
<td>57.8</td>
<td>123.7</td>
</tr>
<tr>
<td>Term 3</td>
<td>57.8</td>
<td>127.5</td>
</tr>
<tr>
<td>*Term 4</td>
<td>45.2</td>
<td>101.1</td>
</tr>
<tr>
<td>Year</td>
<td>53.8</td>
<td>117.1</td>
</tr>
</tbody>
</table>

Three multistage classrooms operate Monday to Friday, a K – 6 and 7 – 12 classroom within the main school site on Level 0 as well as a secured support class for students with an Emotional Disturbance (ED) on C3SW.

The ED support class located on C3SW provides intensive educational support for students who have been confirmed as having mental health problems and/or disorders. The class is operated by Department of Education in partnership with NSW HEALTH and provides a supportive educational environment for students in Years 7–12 who are admitted through the Saunders Unit for Mental Health Sydney Children’s Hospital Randwick. The Saunders Unit has a multidisciplinary team consisting of adolescent specific nursing, allied health, medical professionals and teachers.

Student attendance profile

The Sydney Childrens Hospital School Attendance and Ward Policy and Procedures provide a framework for the School’s enrolment process, to account for the delivery of the educational service to hospitalised children and to monitor the engagement of students in their educational program.

Once enrolled students are entered on attendance rolls managed by educational case managers (teachers) and when the duration of a student’s enrolment at the School exceeds four days, student attendance records are emailed weekly by the School Administration Team to the student’s census school.

Attendance is determined by medical staff and managed in collaboration with families, caregivers and multi-disciplinary teams within the hospital. A ward service provides a student with a flexible attendance plan with one on one teacher time at their bedside. This service is provided in consultation with medical staff.

In 2014 Sydney Childrens Hospital School completed a self-evaluation on attendance to analyse, review and refine our attendance data, systems and practices.

The key future directions identified are; the review of our attendance policy and procedures to align with NSW Department of Education.
policies the introduction of a web-based attendance system to streamline our data and systems and to increase the knowledge of families and health staff in these processes.

A position of Attendance Coordinator was established with the responsibility to work with the Principal to lead the update the School’s current method of attendance data collection and reporting to census schools. The role also supports the Principal to use data to inform decisions related to resource and service allocations across our three classrooms and Wards.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. Sydney Childrens Hospital School staff composition was made up of 1 relieving principal, 3 permanent teachers and 1 permanent part time teacher. Various temporary teachers held the remaining teacher allocation. The School Administration & Support Staff consisted of 3 permanent and 1 temporary school learning support officers and 1 permanent senior administration manager.

In term 4 2014 the part time allocation of school administration officer was filled in a temporary capacity.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal non-teaching</td>
<td>1.0</td>
</tr>
<tr>
<td>SSP Teacher of Students in Ward</td>
<td>4.0</td>
</tr>
<tr>
<td>SSP Teacher of Emotional Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>SSP Teacher RFF</td>
<td>0.504</td>
</tr>
<tr>
<td>SSP Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>0.422</td>
</tr>
</tbody>
</table>

<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>63</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The School has 1 Aboriginal staff member who holds the permanent position of school learning support officer.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

The DEC allocation for professional learning for the school was $6280.22. Funding to implement the Australian Curriculum of $974.69 was also received. In addition, the school provided $9906.20 from global funds. The total expenditure on professional learning was $17161.11. The average expenditure in 2014 for 7 teachers including executive staff was $2451.59.

All staff completed mandatory training in Keeping Them Safe (child protection), emergency care, CPR, and managing health care needs including anaphylaxis updates.

Additional school global funds were allocated for professional learning for school administration and support staff.

**Beginning Teachers**

Under the Great Teaching, Inspired Learning initiative the school received $1312.17 to support
permanent beginning teachers in the first two years of their teaching.

In 2014, this allocation was provided for one permanent teacher who received permanency following temporary positions in other schools.

The allocation was used to provide release from face to face teaching for the teacher, to provide supervising teachers release to provide in-class mentoring attendance at professional learning courses.

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>107326.12</td>
</tr>
<tr>
<td>Global funds</td>
<td>98903.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>17388.41</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1019.00</td>
</tr>
<tr>
<td>Interest</td>
<td>2896.96</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>227533.99</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>12720.74</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>125.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9906.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>52740.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>23794.17</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47507.44</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>2569.18</td>
</tr>
<tr>
<td>Maintenance</td>
<td>675.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16091.37</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>166130.05</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>61403.94</td>
</tr>
</tbody>
</table>

Further details concerning the statement can be obtained by contacting the school.

School Performance 2014

Sydney Childrens Hospital School strives to narrow the gap for hospitalised students. Collaborative partnerships with NSW Health and census schools to coordinate necessary support for student transitions and engagement in their education program continues to be a focus for the school.

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.

Sydney Childrens Hospital School facilitates students to complete any scheduled National Assessment and examinations such as NAPLAN.

In 2014 3 students completed NAPLAN while enrolled in our setting. Student outcomes are reported by their census school.

Higher School Certificate (HSC)

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).

Sydney Childrens Hospital School facilitates students to complete any scheduled National Assessment and examinations such as HSC.

In 2014 the School supported 13 students complete the HSC while enrolled in our setting. 4 students were enrolled for 2 – 3 weeks of their HSC and 9 students were enrolled in our setting for 4 weeks or more.

Rosa

In 2014 the School supported 64 students complete the Rosa while enrolled in our setting. 38 students were enrolled for 2 to 3 weeks and 26 students enrolled for 4 weeks or more.
School Base Assessments

In 2014 teachers have sourced baseline data from census schools, however, on occasion this information may be unavailable due to some children present with attendance issues, transferred schools with little handover and/or students have not been previously been identified as having additional support needs. Teachers have used diagnostic tests from textbooks to attain a better idea as to where a student is academically functioning and identify gaps in learning for students that present as below grade level.

For long-term students more extensive testing will be done and teachers have had access to the NEALE Analysis of Reading Ability, South Australian Spelling Test, BURT Word Reading, Holborn Watts Reading Scale, Probe Comprehension, Phonological Awareness Skills Test, PATMaths and One Minute Basic Number Facts.

The School has worked with multidisciplinary teams to contribute to establishing student baseline data. In particular students that are inpatients under the management of the Brain Injury Rehabilitation Team. These students may also undergo testing by a neuropsychologist.

In 2015 Sydney Childrens Hospital School will establish a set of resources from which students can be benchmarked and support the development of capacity in all teachers and school learning support officer to implement benchmarking and profiling assessments and reporting. Comprehensive assessment booklets for each grade in order to standardise the process and have consistency within classrooms and teachers will be developed.

PLASST will be used as a profiling tool in addition to existing resources and as a process of coordinating the School and multidisciplinary team information back to census schools.

Significant programs and initiatives – 

Aboriginal education

As a school community we recognise, respect and celebrate the Aboriginal Culture of Australia. The school recognises the Gadigal people as the traditional custodians of our area. At all official functions, we acknowledge all Aboriginal people through Acknowledgement of country before major school events.

The School Aboriginal Education Committee supported the planning of whole school events and all students celebrated and participated in Reconciliation and NAIDOC Week. Students gained a meaningful and sensitive appreciation of the history and culture of Aboriginal people.

The perspective of Aboriginal Education was taught through Creative Arts and literacy programs which aimed to develop an understanding and empathy with the Aboriginal way of life through history and present day events.

In 2015 the School will have a designated Aboriginal Education Coordinator with the role to lead the authentic integration of the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures.

Multicultural education and anti-racism

In 2014 the School did not have the role of an Anti-Racism Contact Officer (ARCO). The school supports all families and students in an inclusive environment and is respectful in all communications with families from linguistically diverse backgrounds.

In 2015 the school will also explore the role of Aboriginal Education Coordinator including the function of Anti-Racism Contact Officer (ARCO) and supporting the department priority of Asia and Australia's engagement with Asia.

Personalised learning and support

All students enrolled in Sydney Childrens Hospital School would be considered to have additional educational support needs due to short or long term absenteeism from census schools, their
health care needs, learning and behaviour support needs or a disability as defined by the Disability Discrimination Act.

The Schools participation in the Nationally Consistent Collection of data on school students with disability 2014 involved 4 students at the time of reporting. We also participated in this data collection in the first trial period in 2013.

A Learning Support Team (LST) Coordinator role has been in place from 2013. The LST Coordinator role is an important role for the School with the main purpose of attending multidisciplinary team meetings across The Kids Cancer Centre and Brain Inquiry Rehabilitation Team. The role has worked towards coordinating with the Ronald McDonald Learning Program Coordinator, allied health services and teachers to avoid overlap of services to family and census schools.

In 2015 the LST Coordinator will support the Principal to lead staff in the function of the School Learning and Support Team model as a whole-school planning and support mechanism. It will continue to address the learning needs of students, coordinate the School and NSW Health educational support, the professional needs of teachers and to make recommendations regarding allocation of available and appropriate resources.

Future directions will be focused on building staff capacity in:

- Developing personalised learning support plans within multidisciplinary teams
- Profiling individual students using Personalised Learning and Support Signposting Tool (PLASST)
- Benchmarking academic performance using various assessment tools and mapping against the literacy and numeracy continuum

Socio-economic background

During 2014 Sydney Children Hospital School received additional equity funding through the NSW State RAM Equity Program. This was for the amount of $1971.50

This enabled the school to support various students from disadvantaged backgrounds to engage in classroom and whole school educational activities.

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:

- Stakeholder feedback via interviews and surveys
- Analysis of school based data and review of School Policies and Procedures
- Peer evaluations and SWOT analysis to evaluate the strengths, weaknesses, opportunities and threats

School planning 2012-2014:

School priority 1

Leadership and Management: Improved management practice to build capacity and accountability used to sustain school effectiveness

Outcomes from 2012–2014

- A culture of dignity and respect is maintained within the school and broader interactions within the school community
- A positive learning culture is encouraged and maintained within the school.
- Better management practices, capacity and accountability used to sustain school effectiveness.
- Innovation and creativity is evident in our school practices.

Evidence of achievement of outcomes in 2014:

- Established a Communication and Engagement Committee
- Established Coordinator roles to support accountability within school
- Teachers acted as relieving Teacher in Charge in the absence of the Relieving Principal.
• Teachers chaired staff meetings in the absence of the Relieving Principal.

• Teachers worked in collaboration with their high school and primary school teams to lead, manage and develop engaging learning programs targeting students’ individual needs.

• Teachers collaborated with allied health professionals and had input into new multidisciplinary team projects, leading to improved outcomes for hospitalised students.

• Teachers participated in Professional Learning activities linked to targets in the School Plan to develop their skills in and knowledge of teaching and learning.

• Teachers prepared Professional Learning Plans that identified professional goals.

• Reviewed and updated policies and procedures.

• Established a series of surveys sent to parents, students and census schools.

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

• Principal and 1 teachers attended a training course called Communicating and Engaging with your Community.

• Streamlined practices to reflect the needs of the hospital community.

• Building capacity through mentoring, peer observation and professional learning.

• Teachers were provided with opportunities to lead and manage:
  - High School team
  - Primary School team

• Teachers worked to develop the role of Ward Coordinator

• Expressions of interest were sought from teachers act as relieving Teacher in Charge

• Professional Learning for all staff

• Staff worked with medical teams and Allied Health Professionals to support attendance at school and raise awareness of the educational programs offered

• Increase knowledge of allied health professionals through professional learning delivered by Sydney Children’s Hospital teams.

• Educational Consultant employed to prepare staff for future DEC changes such as the Performance and Development Framework.

**School priority 2**

**Aboriginal Education:**

Ensure all indigenous students have their educational needs met by utilising a collaborative approach with ALO to deliver an appropriate educational program.

**Outcomes from 2012–2014**

• Improved overall attendance patterns for Indigenous students

• Established engagement and connections between parents/carers

• Quality teaching practices by all teachers to engage all students

• Increased student engagement and attendance through a broad and differentiated PLP and supplemented by ward booklets

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

• Although less than 6% of our students identify as Aboriginal or Torres Strait Islander (ATSI) background our school maintained a strong commitment to supporting students in their learning and wellbeing.
• Positive partnerships with students, parents, caregivers and census schools were established through the implementation and development of Personalised Learning Plan for each student.

• Personalised Learning Plan actively worked towards engaging and meeting specific needs of students, ensuring that learning was significant and meaningful. The collaboration supported the increased attendance of students.

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

• Close connections with parents, community and census schools helped to achieve above outcomes

• The school’s Aboriginal Education Committee with the help of the local Aboriginal Education Consultative Group developed processes and procedures to lobby for an Aboriginal Liaison Officer (ALO) within the Childrens Hospital. A part time ALO has now been appointed and regularly supports the School and families.

• Working with the ALO will help to identify students faster and develop a positive partnership between families and school.

• Further staff participation in professional development by regional Aboriginal Education Team will continue growth and understanding of the world’s oldest living culture.

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

In 2014, the school sought the opinions of parents, students and teachers about the school. Term 4 saw the development of surveys for parents, census schools and students developed. It was the first time that parent email contacts were collected as part of the enrolment process. In 2015 each family will be forwarded the survey link when a student is moving to discharge or their enrolment status with the School changes.

Parents and census schools responses are presented below. This is a snapshot of a small sample of parents from term 4. The question responses target communication, quality teaching, attendance and transitions. Full survey results are available from the School.

**Parent/caregiver response sample**

1. Do you think that the educational service at Sydney Childrens Hospital School Randwick was worthwhile for your child?
   - Yes 80%
   - No 20%

2. Did you have contact from a teacher at Sydney Childrens Hospital School?
   - Yes 93.33%
   - No 6.67%

3. Were the services provided by Sydney Childrens Hospital School, adequately explained by your child’s teacher?
   - Yes 100%

4. Did your child attend the classroom or receive service on the ward?
   - Classroom 20%
   - Ward 73.33%
   - Both 6.67%

5. My child received a quality education service on the ward.
   - Strongly Agree 20%
   - Agree 70%
   - Neutral 0%
6. My child had access to appropriate equipment that helped him/her to learn.

- Strongly Agree 22.22%
- Agree 77.78%
- Neutral 0%
- Disagree 0%
- Strongly Disagree 0%

7. The educational needs of your child were met while attending Sydney Children’s Hospital School.

- Strongly Agree 30%
- Agree 40%
- Neutral 20%
- Disagree 10%
- Strongly Disagree 0%

8. Teachers provided activities that were interesting and appropriate to my child’s needs and abilities.

- Strongly Agree 0%
- Agree 44.44%
- Neutral 22.22%
- Disagree 33.33%
- Strongly Disagree 0%

9. Parent collaboration in a student’s education is important. Did the teachers at Sydney Children’s Hospital School talk to you about your child’s learning?

- Yes 90%
- No 10%

10. How would you like to be included in your child’s education plan while at Sydney Children’s Hospital School?

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular updates of personalised learning support plan</td>
<td>62.50%</td>
</tr>
<tr>
<td>Regular updates of contact with your child’s census school</td>
<td>25%</td>
</tr>
<tr>
<td>Involved in developing /reviewing my child’s personalised learning support plan</td>
<td>0%</td>
</tr>
<tr>
<td>Involved in teleconferences and/or video conferences with census school</td>
<td>12.50%</td>
</tr>
<tr>
<td>Update of my child’s progress and participation when my child is moving to be discharged</td>
<td>37.50%</td>
</tr>
</tbody>
</table>

11. How can Sydney Children’s Hospital School strengthen communication with parents?

- The Staff & Principal always communicated with me - they were fabulous.
- As we were only in for a short period I found speaking with the teaching staff directly the best communication.
- A written assessment at the end - a tick box would be great
- No need for improvement
- Through email
- On a daily basis report back on how the child is doing in class.

Census school response sample

Surveys were forwarded to school principals via school email accounts as well as being forwarded to teacher or executive email accounts who were identified as the main student contact for our School.

1. 100% were aware that a NSW Department of Education school existed in Sydney Children’s Hospital?

2. There was adequate communication between Sydney Children’s Hospital School (SCHS) and your school in terms of attendance
• Strongly Agree 0%
• Agree 15.38%
• Neutral 30.77%
• Disagree 38.46%
• Strongly Disagree 7.69%

3. SCSH attendance data is clear and easy to understand

- Strongly Agree 7.69%
- Agree 30.77%
- Neutral 46.15%
- Disagree 0%
- Strongly Disagree 15.38%

4. There was adequate communication between Sydney Childrens Hospital School (SCHS) and your school in terms of academic participation and process

- Strongly Agree 7.69%
- Agree 30.77%
- Neutral 53.85%
- Disagree 0%
- Strongly Disagree 7.69%

5. Who from Sydney Childrens Hospital School was the main contact for your school?

- Student Case Manager (teacher) 77.78%
- Principal 11.11%
- Administration team 11.11%
- LST Coordinator 0%

Comments given for this question consisted of census schools stating they were unsure who the contact was, it kept changing or gave a name of a NSW Health employees such as clinical nurse consultant as the School contact.

6. Our school received regular updates from Sydney Childrens Hospital School on student process and participation

- Strongly Agree 0%
- Agree 38.46%
- Neutral 46.15%
- Disagree 0%
- Strongly Disagree 15.38%

7. Regular updates of student progress were adequate

- Strongly Agree 0%
- Agree 23.08%
- Neutral 61.54%
- Disagree 0%
- Strongly Disagree 15.38%

8. E-technology access and use would make the flow of work to SCHS easier for our school.

- Strongly Agree 25%
- Agree 50%
- Neutral 25%
- Disagree 0%
- Strongly Disagree 0%

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.

The School’s key focus areas target transition, teachers as educational case managers in multidisciplinary teams and personalised learning and support under the NSW Learning and Support Framework.

Our 3 Strategic Directions are:

1. Connected and Engaged 21 Century Learners
2. Expert leaders in Personalised Learning
3. Positive, Respectful and Collaborative Community partnerships
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.

Lynda Campbell – A/Principal
Cassandra Donaldson – Attendance Coordinator
Rosemary Kingsford – Ward Coordinator
Leanne Farrugia - Aboriginal Education Coordinator
Stacey Kuehn – LST Coordinator
Daniel Watson – Curriculum Coordinator
Ashleigh Hennessy – Curriculum Coordinator
Helen Murphy – Senior Administration Manager

School contact information
Sydney Childrens Hospital School
Level 0 High Street Randwick NSW 2351
Ph: 02 93997119
Fax: 02 93998925
Email: sydchnhos-s.school@det.nsw.edu.au
Web: www.sydchnhos-s.schools.nsw.edu.au
School Code: 5545

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: