2018 Annual Implementation Plan

for improving student outcomes

Monash Children's Hospital School (6364)

Submitted for review by Colin Dobson (School Principal) on 05 February, 2018 at 10:20 AM
Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 08 February, 2018 at 07:13 AM
Endorsed by Catherine McAdam (School Council President) on 12 February, 2018 at 12:38 PM

Self-evaluation Summary - 2018

Monash Children's Hospital School (6364)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging

Professional leadership	Building leadership teams	Emerging
	Instructional and shared leadership	Emerging
	Strategic resource management	Emerging
	Vision, values and culture	Emerging

Positive climate for learning		
	Empowering students and building school pride	Emerging
	Setting expectations and promoting inclusion	Emerging
	Health and wellbeing	Emerging
	Intellectual engagement and self-awareness	Emerging

Community engagement in learning		
	Building communities	Emerging
	Global citizenship	Emerging
	Networks with schools, services and agencies	Emerging
	Parents and carers as partners	Emerging

Enter your reflective comments	As mentioned throughout this document, MCHS is a new school and will be fully operational in 2018. Due to this, the major focus point is around setting up structures and systems so we can get accurate base line data so we can set future goals in 2019 and beyond. All VRQA policies have been developed and endorsed and these will form the guideline for all key stakeholders at MCHS. The professional learning program will build teacher capacity across a wide range of education and health domains. Another focus for 2018 is in building a responsive and sustainable culture within the school. Every child will have a highly individualised program developed for them and this will be tailored to meet their unique needs. This Strategic Plan forms the platform from which we build our programs, systems and structures.
Considerations for 2019	As outlined above - MCHS is a new school so the goals that have been set for 2018 are interrelated and interconnected with one another. Staff have been recruited and the new school year promises to be rewarding, challenging and exciting for all staff who have gained a position at this unique setting. Teacher capacity will be the major focus and this will be developed through a comprehensive professional learning program with the main goal being based around enhancing student learning through a highly individualised program. The culture of the school will evolve in the first year of operation and it is imperative

	that all staff members immerse themselves in the hospital and school setting. Aligning health and education is of paramount importance. MCHS will need to educate the community (internal and external) about its role and purpose and will have to ensure that the referral process is transparent. Staffing has initially been built around the inpatient needs and in Semester 2 this will be broadened to include support for outpatient/outreach patients and programs.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Monash Children's Hospital School (6364)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To provide an individualised program that provides continuity with the student's learning and keeps the student connected with their current or a new educational environment.	1. To increase the percentage of positive student survey responses 2. Student surveys have been implemented 4 times per year 3. Increase the percentage of positive staff survey responses. (Need to establish which ones will be the focus for 2018)	Yes	For all students when they leave MCHS to be enrolled with an educational setting and for their participation in this education setting to be sustainable. MCHS will build a whole school approach and system to effectively track and monitor the students when they leave MCHS. Design an effective and appropriately suitable	Building practice excellence

	4. MCHS follow up procedures are developed and documented 5. That students are enrolled in an appropriate educational setting 6. That students sustain their engagement in their regular educational setting 7. Teacher PDP process - journal documentation completed by all teachers 8. MCHS whole school approach to teaching and learning is developed, documented and transparent		MCHS student survey - entry and exit.	
To develop a relevant and challenging program in which students are capable of learning through an individualised approach which responds to their unique needs.	1. Developed and implemented a relevant and challenging program to engage student's learning 2. PDP's for all staff capture their professional learning experiences 3. Professional learning program documented and implemented at MCHS 4. Inclusivity and differentiated professional learning programs are offered for all staff 5. ILP's and Educational Plans/Maps are developed for all students	Yes	Developed and implemented a relevant and challenging program to engage student's learning. PDP's for all staff capture their professional learning experiences and the priorities of MCHS. Inclusivity and differentiated professional learning programs are offered for all staff - documented. ILP's are developed for all students.	Setting expectations and promoting inclusion

	6. Feedback system developed and implemented for staff and students 7. To increase the percentage of positive student survey responses – feedback focus			
To build a safe and supportive environment and culture, one that promotes positive relationships, values diversity and supports the development of students' social and emotional skills and dispositions.	1. Document relations and partnerships that have been formed with MCHS 2. Student/staff and carers survey responses are positive. 3. All anecdotal records are kept by staff members 4. Testimonials gathered and published 5. Methodologies are developed and implemented – all documented 6. Newsletters and website to capture parent communication procedures and processes 7. A developed policy around communication is developed and utilised. 8. Staff, student and carers survey responses are positive 9. Parent Induction booklet has been developed and distributed 10. Entry and exit surveys focus on wellbeing of students	Yes	Vision and Values document is developed and genuinely understood by every staff member. Document relations and partnerships (internal and external) that have been formed with MCHS. A policy around communication is developed and implemented. Entry and exit surveys focus on wellbeing - these are captured at least 4 times across the school year. Staff surveys are positive	Setting expectations and promoting inclusion

| To provide an allocation of resources (human, financial, time, space, materials) that promotes optimal student outcomes (achievement, engagement and wellbeing). | 1. Leadership structure is finalised for MCHS
2. Professional learning program includes comprehensive induction program for all staff
3. School budget in surplus at the end of the year - 31 December
4. All budget lines meet targets
5. Professional learning program meets the needs of all staff
6. Professional learning program is directly linked to health and education needs
7. Staff members survey results are positive
8. ICT resources are installed and operational Student feedback responses are positive
9. Student survey responses are positive | Yes | MCHS Leadership structure is developed and implemented. Professional learning program builds the capacity for all staff members in the areas of education and health. Build and optimise resources through the investment in staff members professional learning in education and health related fields - professional learning program is directly linked to health and education needs. Program will be implemented, documented and evaluated. Resource allocation to school goals and priorities are met. School budget effectively supports the MCHS priorities and is in surplus at the end of the school year. Provision of digital technologies across MCHS is delivered. Digital technologies strategic plan is completed. | Building practice excellence |

Improvement Initiatives Rationale
As this is the first year of MCHS being fully operational it is necessary that a number of initiatives are set simultaneously for 2018. The initiatives are interrelated and cannot be isolated as they impact on one another. This 'web' concept is imperative in the first year of operation. Underlying all of the initiatives is the building of a

sustainable culture for MCHS which authentically and effectively aligns education and health - a holistic view of the child's needs due to their significant health conditions. The focus for the student centres on 2 key concepts: connectivity and continuity. Our aim is for every student to stay connected with an educational setting and that their educational pathway provides continuity for their learning. The key to achieve these aspirational goal will be how effectively the school can build all staff members capacity to meet the complex needs of the children who are a part of MCHS. The staff members capacity will bridge education and health fields to effectively provide the educational support for all the students in our care. Another key feature will be the need to educate health and education colleagues about our vision and purpose. This will be articulated across the Victorian community. The building of 'culture' cannot be underestimated and this school needs to develop a culture which is genuinely inclusive, acknowledges and celebrates diversity, uses innovative and creative approaches to teaching and learning and above all else enhances the wellbeing of each and every student regardless of their health condition.

Goal 1	To provide an individualised program that provides continuity with the student's learning and keeps the student connected with their current or a new educational environment.
12 month target 1.1	For all students when they leave MCHS to be enrolled with an educational setting and for their participation in this education setting to be sustainable. MCHS will build a whole school approach and system to effectively track and monitor the students when they leave MCHS. Design an effective and appropriately suitable MCHS student survey - entry and exit.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build teacher capacity and understanding of various (alternative) educational models and settings that are available to students.
KIS 2	Develop a whole school approach and system to effectively track and monitor the students when they leave MCHS.

Goal 2	To develop a relevant and challenging program in which students are capable of learning through an individualised approach which responds to their unique needs.
12 month target 2.1	Developed and implemented a relevant and challenging program to engage student's learning. PDP's for all staff capture their professional learning experiences and the priorities of MCHS. Inclusivity and differentiated professional learning programs are offered for all staff - documented. ILP's are developed for all students.

FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Enhance the whole school approach to teaching and learning through embedding an inclusive and personalised model of learning for every student by building the instructional competence of every staff member.

Goal 3	To build a safe and supportive environment and culture, one that promotes positive relationships, values diversity and supports the development of students' social and emotional skills and dispositions.
12 month target 3.1	Vision and Values document is developed and genuinely understood by every staff member. Document relations and partnerships (internal and external) that have been formed with MCHS. A policy around communication is developed and implemented. Entry and exit surveys focus on wellbeing - these are captured at least 4 times across the school year. Staff surveys are positive
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Develop MCHS as a vibrant, inclusive learning community - building sustainable and strong relationships with the students, parents (caregivers), health personnel and the students regular educational provider.
KIS 2	Design a whole school approach to build a positive school culture and enhance wellbeing.

Goal 4	To provide an allocation of resources (human, financial, time, space, materials) that promotes optimal student outcomes (achievement, engagement and wellbeing).
12 month target 4.1	MCHS Leadership structure is developed and implemented. Professional learning program builds the capacity for all staff members in the areas of education and health. Build and optimise resources through the investment in staff members professional learning in education and health related fields - professional learning program is directly linked to health and education needs. Program will be implemented, documented and evaluated.

	Resource allocation to school goals and priorities are met. School budget effectively supports the MCHS priorities and is in surplus at the end of the school year. Provision of digital technologies across MCHS is delivered. Digital technologies strategic plan is completed.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build and optimise resources through the investment in staff members professional learning in education and health related fields.
KIS 2	Manage and align resource allocation to school goals and priorities.

Define Evidence of Impact and Activities and Milestones - 2018

Monash Children's Hospital School (6364)

Goal 1	To provide an individualised program that provides continuity with the student's learning and keeps the student connected with their current or a new educational environment.
12 month target 1.1	For all students when they leave MCHS to be enrolled with an educational setting and for their participation in this education setting to be sustainable. MCHS will build a whole school approach and system to effectively track and monitor the students when they leave MCHS. Design an effective and appropriately suitable MCHS student survey - entry and exit.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build teacher capacity and understanding of various (alternative) educational models and settings that are available to students.
Actions	The staff will be provided with opportunities to research and visit other alternative/extraordinary educational settings such as: Travancore inclusive of Banksia, Royal Children's Hospital, Avenues Education, The Austin, Baltara etc. MCHS will host educators from various alternative/extraordinary settings. Staff members will be provided opportunities to visit other key health organisations. e.g. Butterfly, Myuna Farm, ARC etc.

	Staff members will be assigned to a key health group/s within Monash Children's Hospital. e.g. Adolescent, General Medicine, Children's Cancer Centre, Oasis, Stepping Stones, Cystic Fibrosis, ELMHS etc. MCHS professional learning program will provide professional learning around personalisation, differentiation and other key areas aligned directly to their PDP. Staff members will be provided the opportunity to participate in professional learning run by Monash Health
Evidence of impact	Staff build their understanding and knowledge of the various educational organisations that provide alternative educational pathways for students who may not be able to, or want to, attend mainstream schools With the above knowledge, staff members will be in a better position to provide educational alternatives to the students and their families and to also provide this information to key health and education professionals

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All staff members to have at least visited and researched 3 other educational organisations - this is a part of their PDP Staff members to report to the MCHS team about their research and findings	All Staff	☑ Yes	from: Term 1 to: Term 4	$11,520.00 ☐ Equity funding will be used

Goal 1	To provide an individualised program that provides continuity with the student's learning and keeps the student connected with their current or a new educational environment.
12 month target 1.1	For all students when they leave MCHS to be enrolled with an educational setting and for their participation in this education setting to be sustainable. MCHS will build a whole school approach and system to effectively track and monitor the students when they leave MCHS. Design an effective and appropriately suitable MCHS student survey - entry and exit.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Develop a whole school approach and system to effectively track and monitor the students when they leave MCHS.
Actions	MCHS Leadership Team will develop a tracking system, process and procedure so the school will be able to track students over a sustained period of time. Accurate information will be placed on each student's electronic file - SharePoint Database

Evidence of impact	Information will be gathered for the school and data analysed over the life span of the strategic plan. This data will then form the platform for future years and provide comparative data from year to year - percentage targets for students who are actively engaged in education until the end of a students formal school years inclusive of their first year way from 'school.'				
Activities and Milestones		**Who**	**Is this a Professional Learning Priority**	**When**	**Budget**
Tracking system created and implemented		Leadership Team	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To develop a relevant and challenging program in which students are capable of learning through an individualised approach which responds to their unique needs.
12 month target 2.1	Developed and implemented a relevant and challenging program to engage student's learning. PDP's for all staff capture their professional learning experiences and the priorities of MCHS. Inclusivity and differentiated professional learning programs are offered for all staff - documented. ILP's are developed for all students.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Enhance the whole school approach to teaching and learning through embedding an inclusive and personalised model of learning for every student by building the instructional competence of every staff member.
Actions	Professional learning opportunities will need to be strategically planned and implemented - focused on personalising teaching and learning for every child and the theoretical understanding of authentic differentiation Internal and external expertise will be organised through the PL program - consultants, facilitators etc.
Evidence of impact	Every staff member will have a deeper understanding of the theory behind personalising teaching and learning and how to effectively differentiate the learning for every student. Every staff members will be able to implement an effective and authentic personalised program for every student in their care.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All staff will maintain Individual Learning Plans (or Individual Education Maps) for all students All staff will participate in the MCHS professional learning program - this includes internal and external professional learning opportunities. Funding costs are detailed above in Goal 1	All Staff	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	To build a safe and supportive environment and culture, one that promotes positive relationships, values diversity and supports the development of students' social and emotional skills and dispositions.
12 month target 3.1	Vision and Values document is developed and genuinely understood by every staff member. Document relations and partnerships (internal and external) that have been formed with MCHS. A policy around communication is developed and implemented. Entry and exit surveys focus on wellbeing - these are captured at least 4 times across the school year. Staff surveys are positive
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Develop MCHS as a vibrant, inclusive learning community - building sustainable and strong relationships with the students, parents (caregivers), health personnel and the students regular educational provider.
Actions	Provide opportunities for staff to be immersed into the culture of Monash Children's Hospital and the school - visits, attending 'handover' meetings, attending Monash Health forums etc. Investigate inclusive and responsive teaching and learning programs that will be embedded into the MCHS program Create protocols on how MCHS and the student's regular school will communicate - expectations and requirements Develop a communication policy for all stakeholders Staff members to complete Monash Health and DET online modules Timetabled individual and small group teaching sessions for the students
Evidence of impact	Staff members gain a genuine understanding of Monash Health, Monash Children's Hospital and MCHS Staff record communications and teaching sessions on the MCHS data base

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
				Have entry and exit surveys completed for students and families - positive results and feedback Policies are all completed and implemented effectively
Provide opportunities for staff members to attend specific handover sessions and join the relevant multi team e.g. Adolescent, Cystic Fibrosis etc. Staff members to attend relevant Monash Health professional learning sessions Staff to complete Monash Health and DET online modules	All Staff	☑ Yes	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

Note: The "Have entry and exit surveys..." text spans above the header row.

Goal 3	To build a safe and supportive environment and culture, one that promotes positive relationships, values diversity and supports the development of students' social and emotional skills and dispositions.
12 month target 3.1	Vision and Values document is developed and genuinely understood by every staff member. Document relations and partnerships (internal and external) that have been formed with MCHS. A policy around communication is developed and implemented. Entry and exit surveys focus on wellbeing - these are captured at least 4 times across the school year. Staff surveys are positive
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 2	Design a whole school approach to build a positive school culture and enhance wellbeing.
Actions	Vision and values document is shared with all staff - seeking staff input Polices as outlined above are developed and implemented. MCHS becomes a part of the Hospitals 'Grand Rounds.' A wellbeing program for student and staff members is developed with input from key health personnel Supervision and mentoring systems are implemented Teaching and learning curriculum has wellbeing embedded throughout the program

Evidence of impact	Staff members understand and acknowledge the importance of wellbeing in their professional and personal lives
	Staff members appreciate and understand the importance of aligning health and education
	Specific teaching and learning programs are implemented in the MCHS teaching and learning program: Respectful Relationships, Resilience Project etc.
	Staff are fully aware of the DET Personal and Social Capabilities - standards and expectations

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Specific professional learning for specific well being programs - external consultants and release for staff to attend PL	Leadership Team	☑ Yes	from: Term 1 to: Term 2	$2,500.00 ☐ Equity funding will be used

Goal 4	To provide an allocation of resources (human, financial, time, space, materials) that promotes optimal student outcomes (achievement, engagement and wellbeing).
12 month target 4.1	MCHS Leadership structure is developed and implemented. Professional learning program builds the capacity for all staff members in the areas of education and health. Build and optimise resources through the investment in staff members professional learning in education and health related fields - professional learning program is directly linked to health and education needs. Program will be implemented, documented and evaluated. Resource allocation to school goals and priorities are met. School budget effectively supports the MCHS priorities and is in surplus at the end of the school year. Provision of digital technologies across MCHS is delivered. Digital technologies strategic plan is completed.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build and optimise resources through the investment in staff members professional learning in education and health related fields.
Actions	Professional learning program is developed to capture all the goals set out in the SSP. Personalising teaching and learning, differentiation, wellbeing, DET online modules, Monash Health online modules, mindfulness etc. Provide staff members the opportunity to visit other alternative educational settings Provide opportunities for staff members to visit other health organisations.

	Provide relevant educational and health articles for all staff Provide staff members with the opportunities to attend specific conferences, workshops and forums
Evidence of impact	Staff members have a greater understanding of the related goals of MCHS Staff build their capacity to implement a highly individualised teaching and learning program for all students of MCHS. Provide leadership opportunities and small step projects for staff - aspirational leadership

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning program is developed and implemented - cover all key areas of the SSP.	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$1,500.00 ☐ Equity funding will be used

Goal 4	To provide an allocation of resources (human, financial, time, space, materials) that promotes optimal student outcomes (achievement, engagement and wellbeing).
12 month target 4.1	MCHS Leadership structure is developed and implemented. Professional learning program builds the capacity for all staff members in the areas of education and health. Build and optimise resources through the investment in staff members professional learning in education and health related fields - professional learning program is directly linked to health and education needs. Program will be implemented, documented and evaluated. Resource allocation to school goals and priorities are met. School budget effectively supports the MCHS priorities and is in surplus at the end of the school year. Provision of digital technologies across MCHS is delivered. Digital technologies strategic plan is completed.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Manage and align resource allocation to school goals and priorities.
Actions	Develop a Digital Technologies/ICT strategy for MCHS Purchase significant digital technologies/ICT equipment for greater connectivity for the students - between MCHS and their regular educational provider

	Classroom supplies and equipment are purchased to ensure all teaching and learning programs can run effectively All art supplies are purchased for the teaching and learning program Resources (human and physical) to run an exemplary outing/excursion program for students in our Stepping Stones program Office materials and resources to provide the necessary resources to effectively run a school as well as leasing of photocopiers, computers, storage, cabinets, office furniture etc. Monitoring of monthly budgets and financial projections All teaching and learning documentation to be completed and transparent
Evidence of impact	The school is run effectively and efficiently The budget ends up in surplus at the end of the school year The school's reputation is strengthened and it becomes a centre of excellence - aligning health and education The school runs insightful and informative professional learning programs for colleagues across the state Children stay connected to an educational pathway regardless of their health condition The school has the relevant resources to provide an exemplary education to all the MCHS students.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Budget is in surplus at the end of the school year Professional learning programs are run by MCHS Resources - especially in relation to Digital Technologies are utilised by all key stakeholders at MCHS Children can be connected to their regular educational provider by digital technologies	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$402,500.00 ☐ Equity funding will be used

Professional Learning and Development Plan - 2018

Monash Children's Hospital School (6364)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where

All staff members to have at least visited and researched 3 other educational organisations - this is a part of their PDP Staff members to report to the MCHS team about their research and findings	All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Communities of Practice	☑ PLC Initiative ☑ Teaching partners ☑ School improvement partnerships	☑ Off-site Travancore, The Austin, RCH, Butterfly, ARC, Avenues Education, Baltara, Myuna, Southern Teaching Unit etc.
All staff will maintain Individual Learning Plans (or Individual Education Maps) for all students All staff will participate in the MCHS professional learning program - this includes internal and external professional learning opportunities. Funding costs are detailed above in Goal 1	All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Whole School Student Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Teaching partners ☑ School improvement partnerships ☑ Internal staff	☑ On-site
Provide opportunities for staff members to attend specific handover sessions and join the relevant multi team e.g. Adolescent, Cystic Fibrosis etc. Staff members to attend relevant Monash Health professional learning	All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ External consultants Monash Health - key health personnel/colleagues	☑ On-site

sessions Staff to complete Monash Health and DET online modules						
Specific professional learning for specific well being programs - external consultants and release for staff to attend PL	Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ PLC Initiative ☑ External consultants Respectful Relationship leader, resilience project leader, mindfulness leader - Maria Ruberto	☑ On-site
Professional learning program is developed and implemented - cover all key areas of the SSP.	Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Whole School Student Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ SEIL ☑ PLC Initiative ☑ Teaching partners ☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff	☑ On-site
Budget is in surplus at the end of the school year Professional learning programs are run by MCHS Resources - especially in relation to Digital Technologies are utilised by all key stakeholders at MCHS Children can be connected to their regular educational provider by digital technologies	Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Teaching partners ☑ Leadership partners ☑ Internal staff ☑ Learning Specialist	☑ On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 2
   B3.1.iii_Version 6_MCHS_Curriculum Policy.docx (1.96 MB)
   B3.2_MCHS_Teaching & Learning Policy.docx (0.45 MB)
Dimension 3
   B3.2_MCHS_Teaching & Learning Policy.docx (0.45 MB)
Dimension 4
   B3.1.iii_MCHS_ILIP_Template.docx (0.02 MB)
   B4.3.iii_ MCHS_School to School Communication Policy.doc (0.07 MB)
Dimension 8
   2018_MCHS School Strategic Plan.docx (0.09 MB)
   B1.1.i_Version 5_MCHS_School Vision and Values.docx (0.04 MB)
Dimension 10
   B4.1.iii_MCHS Bullying and Harassment Policy.docx (0.07 MB)
   B4.1.ii_MCHS_Child Protection Policy.docx (0.05 MB)
   B4.1.ii_MCHS_Student Welfare Policy.docx (0.04 MB)
   B4.1.i_Version 4_MCHS_Duty of Care Policy.docx (0.06 MB)
   B4.1.vii_MCHS Inclusion Policy.docx (0.05 MB)
   B4.1.vii_MCHS_Greater measures for students with disabilities.docx (0.04 MB)
   B4.1.xx_MCHS_Internet Usage Policy.docx (0.04 MB)
Dimension 11
   B1.1.i_Version 5_MCHS_School Vision and Values.docx (0.04 MB)
   B3.1.i & ii_Version 5_MCHS_Student Engagement & Wellbeing Policy.doc (4.24 MB)
Dimension 16
   B4.1.iv_Version 4_MCHS_Managing Complaints and Grievances Policy.docx (0.04 MB)