

**6364 Monash Children's Hospital School
Strategic Plan 2018-2021**

Endorsement Principal: Colin Dobson 15/12/2017 School council: Cathy McAdam 15/12/2017 Delegate of the Secretary: Allen McAuliffe 15/12/2017	Re-Endorsement (if a Goal, KIS or Target is changed)[name].....[date][name].....[date][name].....[date]	Re-endorsement (if a Goal, KIS or Target is changed)[name].....[date][name].....[date][name].....[date]
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School vision	School values	Context and challenges	Intent, rationale and focus
<p>School Vision Our children and young people will have access to high quality and responsive learning support that will ensure continuity of their education regardless of their health condition.</p>	<p>School Values Inclusion: We create a responsive and inclusive learning environment for all students facing health challenges. Collaboration: We foster strong collaborations and relationships with our community partners and schools to ensure the best health, education and wellbeing outcomes for students. Innovation: We are innovation focused, promoting new ways for students to learn and connect with their education. Advocacy: We help students navigate their education needs and health conditions by finding them the support they need. Excellence: We persistently strive for excellence in high-quality education, resources, and support for students.</p>	<p>Context Monash Children's Hospital School (MCHS) is a Department of Education and Training (DET) school which is located within the new Monash Children's Hospital. Monash Children's Hospital School is a co-educational specialist school (P-12). The school has been established to provide education support for children who are inpatients and/or outpatients of Monash Children's Hospital inclusive of Early in Life Mental Health Services (ELMHS). Monash Children's Hospital School (MCHS) delivers education services that wrap around treatment, recovery and reintegration. The school serves patients with significant health conditions who are at-risk of disengaging from education, or who are unable to attend their regular educational setting due to their health condition. The intent of the school is to provide educational experiences and outcomes that children and young people would have had, had they not been experiencing a significant health condition. The school has been established to provide continuity of learning for children and young people. The Monash Children's Hospital school will work closely with the young person, their families and their regular school/educational setting. There is always a special bond that is developed between teacher and child. Often this will be remembered years later as the student recalls the words and deeds of a teacher that have had a long and lasting impact on him or her. In this way teachers hold a very privileged position, one that comes with great responsibility. Our staff, both teaching and non-teaching, are aware of this and commit themselves to providing the best education for all the students in our care. The greatest focus at the school is on the people that form this richly diverse community. The relationships that are formed with members of our community are critical for a genuine and authentic education to flourish. At Monash Children's Hospital School two key ingredients form the keystones in which all relationships are developed, nurtured and sustained. They are the characteristics of respect and trust. Monash Children's Hospital School has the aspiration for the children in our care to develop as competent and confident learners, secure in their sense of belonging and embracing the concept that they are responsible citizens who are shaped by, and can shape, the world in which they live. Challenges Many challenges MCHS will encounter will involve its dual setting at the intersection of health and education, these might include:</p> <ul style="list-style-type: none"> Integrating hospital and school policies and procedures Unknown demand for the service Unknown cohort of patients accessing the service Transitioning an existing service into MCHS (Stepping Stones, Children's Cancer Centre) 	<p>Intent To authenticate the educational experiences and outcomes that children and young people would have had, had they not been experiencing a health condition.</p> <p>Rationale There is strong evidence base that experiencing serious health conditions causes disengagement from education, and contributes to poorer educational outcomes.</p> <p>Priorities</p> <ul style="list-style-type: none"> Developing systems, processes and communications Educating schools and the broader community on services and eligibility (informing stakeholders of the model) Building the culture of the school, and the culture of the school and hospital Creating a staged implementation plan for service rollout <p>Purpose To deliver quality, patient-centred education and services that meet the needs of our diverse community. We know we will have achieved our vision when...</p> <ul style="list-style-type: none"> We consistently deliver high quality education Our students' education exceeds their expectations Our students state that they are partners in their education Our diverse community reports that we are meeting their needs <p><i>We put our students first</i></p> <ul style="list-style-type: none"> We transform systems to deliver outstanding teaching and learning Our innovations in research are translated into exemplary education We are a flexible organisation that anticipates and drives change We support innovative thinking and ideas that enable the achievement of our vision <p><i>We drive innovation & creativity</i></p> <ul style="list-style-type: none"> Our partnerships deliver mutual benefits Our diverse community tells us that their educational journey is seamless Collectively, we are leaders in translational research Our staff report that we have exceptional inter-professional teaching and training Together with the traditional owners of the land, we close the health/education gap <p><i>We partner strategically for outstanding outcomes</i></p> <ul style="list-style-type: none"> Our systems and processes are simple and effective We focus on the delivery of high quality services while balancing competing demands We use data and evidence to inform and improve our services We apply our education resources to what we do best We work with our people to ensure we have the capabilities for the future We continue to enhance our communication processes <p><i>We lead sustainable teaching and learning</i></p>



<p>Four-year goals (for improving student achievement, engagement and wellbeing)</p> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>Improvement Priorities, Initiatives and/or Dimensions</p>	<p>Key improvement strategies</p> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>	<p>Targets (for improving student achievement, engagement and wellbeing)</p> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>
<p>Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p> <p>To provide an individualised program that allows students to make an effective transition to a new or existing educational/vocational setting or pathway. (Oasis and Stepping Stones)</p> <p>To provide an individualised program that provides continuity with the student's learning and keeps the student connected with their regular educational environment/program.</p>	<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> • Building practice excellence • Curriculum planning and assessment 	<p>Design and implement a whole school approach for teaching and learning: design, planning and pedagogy. Build a guaranteed and consistent curriculum.</p> <p>Design a MCHS student survey</p> <p>Build teacher capacity to improve student outcomes through the professional learning modes of research, explicit instruction, modelling, mentoring, coaching, collegiate visits and effective feedback cycles.</p> <p>Build a whole school approach to the regular tracking, monitoring and assessment of learning and growth for every student.</p> <p>Build teacher capacity and understanding of the various educational models and settings that are available to students.</p>	<p>MCHS Whole School Approach to Teaching and Learning is developed, documented and transparent</p> <p>To increase the percentage of positive student survey responses. Student surveys have been implemented 4 times per year Pre and post assessments have been developed and implemented</p> <p>Increase the percentage of positive staff survey responses. (Need to establish which ones will be the focus for 2018)</p> <p>MCHS follow up procedures are developed and documented That students are enrolled in an appropriate setting. That students sustain their engagement in their educational setting.</p> <p>To increase the percentage of positive staff survey responses – professional learning focus Teacher PDP process – journal documentation completed by all teachers</p>
<p>Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p> <p>To develop a relevant and challenging program in which students are capable of learning through an individualised approach which responds to their unique needs.</p>	<p>Positive Climate for learning</p> <ul style="list-style-type: none"> • Setting expectations and building school pride • Setting expectations and promoting inclusion 	<p>Personalise student learning and develop an engaging learning environment</p> <p>Build the understandings and instructional competence of every teacher.</p> <p>Enhance the whole school approach to teaching and learning through embedding an inclusive and differentiated model of learning</p> <p>Build teacher capacity in the rigorous use of student performance data and evidence to drive the cycle of planning, delivery and assessment of a differentiated (personalised) curriculum that supports and adds value to the learning of every student.</p> <p>Plan for challenging goals and feedback for students and teachers.</p>	<p>Student information is gathered through the 'getting to know you' form. Each student will have an individual learning plan Developed and implemented a relevant and challenging program to engage students' learning.</p> <p>PDP's for all staff capture their professional learning experiences Professional Learning program documented and implanted at MCHS</p> <p>Inclusivity and Differentiated professional learning programs are offered for all staff</p> <p>ILP's and Educational Plans are developed for all students</p> <p>Feedback system developed and implemented for staff and students To increase the percentage of positive student survey responses – feedback focus</p>
<p>Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p> <p>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.</p>	<p>Community engagement in learning</p> <ul style="list-style-type: none"> • Building Communities • Parents and carers as partners in the education of the child/young person) 	<p>Develop the school as a vibrant inclusive learning community - building sustainable and strong relationships with the students, parents, health personnel and the student's regular educational provider.</p> <p>Develop methodologies for evaluating the learning outcomes of wellbeing, inpatient & out-reach programs.</p> <p>Build strategies to strengthen positive relationship and enhance home/school partnerships and those with the local, national and global communities.</p> <p>Strengthen communication and collaboration with parents and care givers</p> <p>Design a whole school approach to build a positive approach to life for students and to enhance student wellbeing.</p>	<p>Document relations and partnerships that have been formed with MCHS Student/staff and carers survey responses. All anecdotal records are kept by staff members Testimonials gathered and published</p> <p>Methodologies are developed and implemented – all documented</p> <p>Document relations and partnerships that have been formed with MCHS</p> <p>Newsletters and website to capture parent communication procedures and processes A developed policy around communication is developed and utilised. Staff, student and carers responses are positive – surveys Parent Induction booklet has been developed and distributed</p> <p>Entry and exit surveys focus on wellbeing</p>



<p>Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p> <p>To provide an allocation of resources (human, financial, time, space, materials) that promotes optimal student outcomes (achievement, engagement and wellbeing).</p>	<p>Professional leadership</p> <ul style="list-style-type: none"> • Building a strong and exemplary MCHS workforce • Instructional and shared leadership 	Establish a leadership structure and develop the capacity of staff to implement school improvement strategies	Leadership structure is finalised for MCHS Professional program includes comprehensive induction program for all staff
		Manage and align resource allocation according to school goals and priorities and identified student needs.	School budget stays in surplus All budget lines meet targets
		Build and optimise resources through investment in staff members professional learning in education and health related fields.	Professional learning program meets the needs of all staff Professional learning program is directly linked to health and education needs
		Strengthen the provision and use of ICT and digital learning across the school.	Staff survey results are positive ICT resources are installed and operational Students feedback results are positive Student surveys are positive

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