

2021 Annual Implementation Plan

for improving student outcomes

Monash Children's Hospital School (6364)



Submitted for review by Colin Dobson (School Principal) on 07 December, 2020 at 05:21 PM
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 07 December, 2020 at 05:28 PM
Endorsed by Catherine McAdam (School Council President) on 09 December, 2020 at 12:24 PM

Self-evaluation Summary - 2021

Monash Children's Hospital School (6364)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	
	Curriculum planning and assessment	Evolving moving towards Embedding	
	Evidence-based high-impact teaching strategies	Evolving	
	Evaluating impact on learning	Evolving	
Professional leadership	Building leadership teams	Evolving moving towards Embedding	
	Instructional and shared leadership	Embedding	
	Strategic resource management	Embedding	
	Vision, values and culture	Embedding	

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

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

Enter your reflective comments	<p>The major focus for MCHS continues to be around developing a rich and relevant teaching and learning program for all students in our care. We have set up processes and procedures to allow us to provide greater consistency of practices when working with students, families and base schools. The school is seen as a significant stakeholder within the Monash Children's Hospital.</p> <p>The professional learning program has effectively built teacher capacity across a wide range of education and health domains. The professional learning program focused on the areas of: literacy, numeracy and RRRR. Every child has a personalised program developed for them and this has been tailored to meet their individual needs. This Strategic Plan forms the platform from which we build our programs, systems and structures and there has been close alignment between the SSP, AIP, PDP's and daily practice.</p>
Considerations for 2021	<p>The building of 'teacher capacity' will be a major focus and this will continue to be developed through the comprehensive professional learning program that is provided at MCHS. In 2021 the school will further develop the teaching and learning</p>

	<p>program with a major focus on developing a highly effective personalised program for every student. The culture of the school has evolved in the third year of operation and it is imperative that all staff members continue to immerse themselves in the hospital and school setting. Aligning health and education is of paramount importance. Staffing was initially built around the inpatient needs and in 2021 this will be broadened to include greater support for outpatient/outreach patients and programs especially with young people involved with ELMHS and VPRS. MCHS will also continue to support staff in the area of well-being to ensure that staff have the ongoing capacity, confidence and skill to work in this sensitive and at times stressful health environment. Policies, procedures and processes which direct and focus our daily work will continually be reviewed and refined.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	<p>Support for the 2021 Priorities</p> <p>To increase the percentage of positive student survey response Increase the percentage of positive staff survey responses Increase the percentage of positive parents/carer's survey responses MCHS procedures and processes are developed and document Students sustain their engagement in their regular educational setting Teacher PDP process - documentation completed by all teachers and goals are directly aligned to the SSP and AIP MCHS whole school approach to teaching and learning is further developed, documented and transparent ILP's and Educational Plans are developed for all students Document Outreach relationships and partnerships that have been formed with MCHS Capture data around 'occurrences of service' across the range of MCHS services Methodologies and policies around wellbeing and engagement are developed, implemented and documented All budget lines meet targets and are in surplus</p>
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Setting expectations and promoting inclusion	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority

Goal 2	To achieve a targeted personalised learning program for every student
Target 2.1	<p>To increase the percentage of positive student survey response</p> <p>Increase the percentage of positive staff survey responses</p> <p>Increase the percentage of positive parents/ carers survey responses</p> <p>MCHS procedures and processes are developed and documented</p> <p>Student Case studies are completed</p> <p>That students sustain their engagement in their regular educational setting</p> <p>Teacher PDP process - documentation completed by all teachers and goals are directly aligned to the SSP and AIP</p> <p>MCHS whole school approach to teaching and learning is developed, documented and transparent</p> <p>ILP's and Educational Plans/Maps are developed for all students</p>
Key Improvement Strategy 2.a Building practice excellence	For all MCHS teachers to develop knowledge and understanding of assessment strategies to inform teaching and learning.
Key Improvement Strategy 2.b Building practice excellence	Teachers work collaboratively to plan and deliver a responsive teaching and learning program for every child
Goal 3	To strengthen MCHS as a safe, supportive and inclusive learning community
Target 3.1	<p>Develop student/staff and parent/carers surveys</p> <p>Student/staff and parent/carers survey responses are positive</p> <p>Document Outreach relationships and partnerships that have been formed with MCHS</p> <p>Capture data around 'occurrences of service' across the range of services that MCHS supports</p> <p>PDP's for all staff accurately capture their professional learning experiences in regard to wellbeing/welfare</p> <p>Document inclusivity and differentiated professional learning programs that are offered to staff</p> <p>Student Case Studies are completed</p>

	Develop, implement and document the programs and practices around student's learning - RRRR Methodologies and policies around Wellbeing are developed, implemented and documented
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	To actively engage students in Rights Resilience and Respectful Relationships by embedding it across MCHS.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	To build a culture that values and nurtures student voice, agency and leadership.
Goal 4	To provide an allocation of resources (human, financial, time space, material) that promote optimal student outcomes (achievement, engagement, wellbeing)
Target 4.1	Leadership structure is finalised for MCHS Data of occurrences of services to each ward/unit and outreach program is captured Professional learning program includes comprehensive induction program for all staff All budget lines meet targets and are in surplus Professional learning program is documented Professional learning program is directly linked to health and education needs Staff members survey results are positive ICT resources are installed and operational Data gathered about occurrences of school to school video conferencing
Key Improvement Strategy 4.a Building communities	Develop our return to school/education processes to actively support MCHS students in the community (MCH and ELMHS)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	<p>Support for the 2021 Priorities</p> <p>To increase the percentage of positive student survey response</p> <p>Increase the percentage of positive staff survey responses</p> <p>Increase the percentage of positive parents/carers survey responses</p> <p>MCHS procedures and processes are developed and document</p> <p>Students sustain their engagement in their regular educational setting</p> <p>Teacher PDP process - documentation completed by all teachers and goals are directly aligned to the SSP and AIP</p> <p>MCHS whole school approach to teaching and learning is further developed, documented and transparent</p> <p>ILP's and Educational Plans are developed for all students</p> <p>Document Outreach relationships and partnerships that have been formed with MCHS</p> <p>Capture data around 'occurrences of service' across the range of MCHS services</p> <p>Methodologies and policies around wellbeing and engagement are developed, implemented and documented</p> <p>All budget lines meet targets and are in surplus</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>100% of students who are engaged with MCHS have a targeted personalised learning program.</p> <p>Staff Survey Results: Understand Formative Assessment to 70% Collaborate to Plan Curriculum to 80%.</p> <p>75% of students will participate in a relevant RRRR activity which will be documented on their learning plan.</p> <p>Student Survey Results: 80% of students will rate student voice/agency at a Rating of 4 or above.</p> <p>School-wide common processes and procedures for RTS are developed and implemented.</p> <p>Alternative educational setting and pathways manual is developed and distributed.</p> <p>Budget is in surplus.</p>

To achieve a targeted personalised learning program for every student	No	<p>To increase the percentage of positive student survey response</p> <p>Increase the percentage of positive staff survey responses</p> <p>Increase the percentage of positive parents/carers survey responses</p> <p>MCHS procedures and processes are developed and documented</p> <p>Student Case studies are completed</p> <p>That students sustain their engagement in their regular educational setting</p> <p>Teacher PDP process - documentation completed by all teachers and goals are directly aligned to the SSP and AIP</p> <p>MCHS whole school approach to teaching and learning is developed, documented and transparent</p> <p>ILP's and Educational Plans/Maps are developed for all students</p>	
To strengthen MCHS as a safe, supportive and inclusive learning community	No	<p>Develop student/staff and parent/carers surveys</p> <p>Student/staff and parent/carers survey responses are positive</p> <p>Document Outreach relationships and partnerships that have been formed with MCHS</p> <p>Capture data around 'occurrences of service' across the range of services that MCHS supports</p> <p>PDP's for all staff accurately capture their professional learning experiences in regard to wellbeing/welfare</p> <p>Document inclusivity and differentiated professional learning programs that are offered to staff</p>	

		<p>Student Case Studies are completed</p> <p>Develop, implement and document the programs and practices around student's learning - RRRR</p> <p>Methodologies and policies around Wellbeing are developed, implemented and documented</p>	
<p>To provide an allocation of resources (human, financial, time space, material) that promote optimal student outcomes (achievement, engagement, wellbeing)</p>	No	<p>Leadership structure is finalised for MCHS</p> <p>Data of occurrences of services to each ward/unit and outreach program is captured</p> <p>Professional learning program includes comprehensive induction program for all staff</p> <p>All budget lines meet targets and are in surplus</p> <p>Professional learning program is documented</p> <p>Professional learning program is directly linked to health and education needs</p> <p>Staff members survey results are positive</p> <p>ICT resources are installed and operational</p> <p>Data gathered about occurrences of school to school video conferencing</p>	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>100% of students who are engaged with MCHS have a targeted personalised learning program.</p> <p>Staff Survey Results: Understand Formative Assessment to 70%</p>

	<p>Collaborate to Plan Curriculum to 80%.</p> <p>75% of students will participate in a relevant RRRR activity which will be documented on their learning plan.</p> <p>Student Survey Results: 80% of students will rate student voice/agency at a Rating of 4 or above.</p> <p>School-wide common processes and procedures for RTS are developed and implemented.</p> <p>Alternative educational setting and pathways manual is developed and distributed.</p> <p>Budget is in surplus.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Learning, catch-up and extension priority	Yes
KIS 2 Setting expectations and promoting inclusion	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>100% of students who are engaged with MCHS have a targeted personalised learning program.</p> <p>Staff Survey Results: Understand Formative Assessment to 70% Collaborate to Plan Curriculum to 80%.</p> <p>75% of students will participate in a relevant RRRR activity which will be documented on their learning plan.</p> <p>Student Survey Results: 80% of students will rate student voice/agency at a Rating of 4 or above.</p> <p>School-wide common processes and procedures for RTS are developed and implemented.</p> <p>Alternative educational setting and pathways manual is developed and distributed.</p> <p>Budget is in surplus.</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<p>To provide structures and expectations that support collaborative practice</p> <p>Assessment processes are embedded in MCHS's pedagogical model</p> <p>Develop and deliver a whole school professional learning program to enhance knowledge and skills in assessment.</p>
Outcomes	<p>Leaders will:</p> <p>Facilitate opportunities for staff to learn from each other and model continuous learning in their practice</p> <p>Provide professional learning that has well-articulated purpose around team teaching</p> <p>Schedule times for teachers to work in teams</p> <p>Foster an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment</p> <p>Strengthen mentoring and coaching programs</p>

	<p>Develop a professional learning program to provide a whole school curriculum planning and assessment model to build the commitment, skills and capabilities of staff Provide time and resources to support teachers in developing their knowledge of assessment practices/opportunities/strategies</p> <p>Teachers will: Be open to critically evaluating their practice in a culture of trust, with a strong sense of collective efficacy Share the belief that they are jointly responsible for ensuring the success of all students Plan together in teams Actively participate in mentoring and coaching programs Understand different forms of assessment and the unique ways that we gather data in our setting Use a range of formative and summative assessments to monitor student learning and identify point of need Use student achievement and feedback to effectively monitor and review curriculum planning, teaching & learning and assessment strategies Develop curriculum planning that reflects the achievements of students against the standards for curriculum areas, stages of learning and student backgrounds and needs</p> <p>Students will: Articulate their individualised learning goals and learning intentions – literacy, numeracy and/or for set tasks from their regular school Know and track their progress with the above-mentioned goals Understand the purpose and outcome from specific assessments Connect with MCHS teachers and understand that there is a consistent approach and expectation from all MCHS staff Reflect on their learning and set the next steps for learning</p>
<p>Success Indicators</p>	<p>Staff surveys will be completed and analysed at the end of each Professional Learning session to inform future PL Teachers are collaboratively planning, assessing and moderating student/s learning tasks Staff Learning Portfolios demonstrate the learning that has taken as a part of the PL program and their regular teaching Screening tools implemented and information collected for literacy and numeracy Discharge MCHS learning summary statements completed and sent to the young person's regular school Formal standardised assessment results/data is analysed and stored Student surveys are completed Work samples demonstrate assessment strategies and feedback have been utilised Greater consistency with curriculum delivery Coaching sessions – documentation shows greater understanding of assessment by MCHS staff Work samples show the development of student knowledge, understanding and skills Greater collaboration in planning teaching and learning</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Leaders</p> <p>Provide structures that allow for collaborative planning</p> <p>Formalise staff professional learning and coaching schedules that provide opportunities for collaborative planning</p> <p>Provide Professional Learning sessions that focus on formative and summative assessment - as, for and of assessment</p> <p>Provide greater opportunities for staff members to 'shadow' colleagues – within and beyond MCHS</p> <p>Continue to develop the coaching capacity of all MCHS staff</p> <p>Ensure staff and student surveys are completed on a regular basis</p> <p>Continue to develop the MCHS Coaching program Leaders</p> <p>Organise an external consultant to run PL and master classes in numeracy and/or literacy throughout the year</p> <p>Teachers</p> <p>Actively participate in collaborative planning sessions with their colleagues</p> <p>MCHS professional learning is reflected in staff members PL journal/portfolio</p> <p>Plan and deliver a challenging program that's targeted at the child's zone of proximal development to extend learning</p> <p>Share the responsibility of delivering a planned curriculum for every student</p> <p>Agree to specific formative and summative assessments that will be used to ascertain student's literacy and numeracy skills, knowledge and understanding</p> <p>Understand data sources and gather data to inform teaching and learning</p> <p>Actively participate in the MCHS Coaching program</p> <p>Document the key findings from the MCHS professional learning session</p> <p>Align data with assessment and teaching and learning</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PL Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

KIS 2 Setting expectations and promoting inclusion	Happy, active and healthy kids priority
Actions	Develop and deliver a whole school professional learning program that strengthens the knowledge, expertise and confidence of staff to deliver rich RRRR learning activities RRRR framework is embedded in MCHS pedagogical model To empower students to become partners in their learning through student voice and agency.
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> Provide professional learning that will create a broader range of understanding of the RRRR program/resources Provide ongoing professional learning that builds teacher capacity and skill to deliver RRRR Develop a whole-school approach to health and well-being Model the planning, delivery and assessment of RRRR Establish a Student Focus Group (SFG), SFG Policy, Procedure and Purpose Provide professional learning for all staff to support the skills of dialogue, listening and responding to student voice Ensure that student voice is evident in the school review improvement cycle Provide professional learning for all staff to develop confidence to help students set individual learning goals Develop structures to engage with, listen and respond to student perspectives and feedback <p>Teachers will:</p> <ul style="list-style-type: none"> Develop their personal RRRR toolkit – 3 to 5 activities modified for MCHS Actively engage and participate in RRRR professional learning Build positive relationships with students to reinforce each student’s self-worth and abilities Develop authentic learning partnerships with their students Set individual learning goals with their students and help identify their progress Demonstrate a clear flow from GTKY, learning map, learning goals, lesson & reflection/feedback Show student voice in learning maps and learning plans Development and implementation of AAC across the hospital to give all children a voice (project) <p>Students will:</p> <ul style="list-style-type: none"> Participate in RRRR sessions Students will have a deeper understanding of RRRR to inform decisions about their health, wellbeing and safety Provide feedback on RRRR sessions Have a role in the school improvement process Opportunity to be a member of the SFG Take responsibility for their learning

	Develop skills in becoming independent, self-regulating learners Have meaningful input to aspects of their school experience Be able to track and measure their own learning growth			
Success Indicators	Teachers will be more confident in teaching RRRR and seek feedback on their teaching Notes from modelled RRRR lessons Teachers deliver comprehensively planned lessons Ongoing feedback on RRRR SFG is developed and works effectively Student Surveys are completed and analysed SFG minutes and actions are documented and acted on Case studies completed and published			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consistently embedding/implementing RRRR program across MCHS Timetable RRRR sessions across MCHS (Stepping Stones, Oasis, General Wards, Butterfly and ARC) teaching student's self-regulation skills PL to develop staff confidence in explicit teaching of RRRR Coaching and mentoring of staff in selecting and delivering responsive and effective RRRR sessions Staff engage in Professional Development to build their understanding of managing challenging behaviours, engagement practices and creating an inclusive school, possibly with the completion of a DET inclusion modules aligned with PDP's Upskilling of staff through PL in trauma informed practice Supporting students' schools to provide reasonable adjustments to ensure all children can access quality learning/education through information on conditions, implications on learning Strengthen links and collaborate with multidisciplinary teams (Oasis, SS, VPRS, Outpatients) to develop the delivery of RRRR Students are actively involved in the development of GTKY sheets to inform teaching and learning goals – clear link and flow (GTKY - learning map - learning goal- learning tasks - feedback/reflection)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Establishment of a MCHS SRC – a random selection of students every 3 weeks to meet with Principal and Leading Teacher of Wellbeing SFG are involved in analysing the student surveys SFG policy and guidelines developed Youth Ambassador position to be a School Council Community Representative Evaluation of student surveys to improve practice Development of parent survey Students are actively involved in development of an annual school yearbook/term newsletters Students/families/community assist in the creation of documents and events that celebrate students work/achievements and showcase MCHS</p>				
<p>KIS 3 Building communities</p>	<p>Connected schools priority</p>			
<p>Actions</p>	<p>MCHS Staff members develop common Return to School/Education processes and procedures</p> <p>Building of the MCHS staff members knowledge around alternative educational settings and/or pathways (mainstream, specialised, SDS, TAFE, Community education etc.)</p>			
<p>Outcomes</p>	<p>Leadership will:</p> <p>Leadership complete a systematic audit of the current RTS procedures, policies and structures Roles for educators working in community outreach program will be developed and distributed Develop a Return to School Criteria/Continuum - who gets what and why? Further refine the systems to accurately capture data around MCHS educational services provision (student numbers, program attendance, duration) Role clarity of MCHS Teachers within different multidisciplinary teams – processes and expectations Provide professional learning around RTS processes and SSG policy and procedures Reviewing key department policies – to support staff in their developing knowledge eg, exclusion; expulsion/suspension; reasonable adjustments; graduated returns; SSG; out of home care Research local agencies/programs that provide support for students that are disengaged from education Provide professional learning around transition and pathways</p>			

	<p>Create a mentor triad system Provide ELMHS professional learning around MCHS and DET initiatives, programs and policies Develop a system for MCHS to shadow colleagues within and beyond MCHS</p> <p>Teachers will:</p> <p>Review their current RTS practices and identify WWW and EBI Be mentored within their triad system to refine their RTS processes – role play/modelling/worked examples Participate in professional learning to develop their ability to provide an appropriate RTS plan Use key RRRR activities as part of the RTS preparation Participate in transition and pathways information sessions Participate in shadow program within and beyond MCHS</p> <p>Students will:</p> <p>Feel supported in returning to school Believe they have an active voice in RTS planning Participate in RRRR activities/planning discussions in regard to RTS Have greater confidence in the RTS processes that have been implemented Have greater knowledge of educational transitions and pathways</p>			
Success Indicators	<p>Student data gathered about Community Outreach provision – built into a specific MCHS database (possibly COMPASS) Student Surveys completed, analysed and reviewed Documented RTS procedures and processes Feedback gained from MCH and ELMHS colleagues about the MCHS education provision – staff surveys Staff present at Grand Rounds and/or conferences Staff participate in authentic evidence based research and potentially publish their findings Participation rates of staff in RTS professional learning sessions Staff feedback from RTS professional learning sessions – surveys Data collected on return to school/education rates – sustainability and engagement Staff member's learning journals capture evidence which relate directly their PD Plans</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan and deliver RTS Professional Learning sessions Develop school-wide agreed RTS procedures and processes	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

<p>Provide information sessions around alternative education pathways and transitions Train staff member/s through the DET Transition and Pathways learning program Two staff members will participate in the DET Careers postgraduate Certificate course. Further refine the database that captures the Outreach information/data about education support that is provided to students (type, frequency, duration etc.) Exploring COMPASS as the student management system. Complete staff surveys regarding the relevant RTS professional learning sessions Design a systems survey for the ELMHS members to complete in relation to the education provision provided by MCHS Create clear and concise role descriptions for MCHS staff Development of strategies/toolkit to help support schools who have students who are school refusing - to help re-engage and set up re-engagement plans/policies or strategies</p>			<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p>
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$60,000.00	\$2,505.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$60,000.00	\$2,505.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>Leaders</p> <p>Provide structures that allow for collaborative planning</p> <p>Formalise staff professional learning and coaching schedules that provide opportunities for collaborative planning</p> <p>Provide Professional Learning sessions that focus on formative and summative assessment - as, for and of assessment</p> <p>Provide greater opportunities for staff members to 'shadow' colleagues – within and beyond MCHS</p> <p>Continue to develop the coaching capacity of all MCHS staff</p> <p>Ensure staff and student surveys are completed on a regular basis</p> <p>Continue to develop the MCHS Coaching program</p> <p>Leaders</p> <p>Organise an external consultant to run PL and master classes in numeracy and/or literacy throughout the year</p>	<p>from:</p> <p>Term 1</p> <p>to:</p> <p>Term 4</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p>	\$40,000.00	\$1,000.00

<p>Teachers</p> <p>Actively participate in collaborative planning sessions with their colleagues</p> <p>MCHS professional learning is reflected in staff members PL journal/portfolio</p> <p>Plan and deliver a challenging program that's targeted at the child's zone of proximal development to extend learning</p> <p>Share the responsibility of delivering a planned curriculum for every student</p> <p>Agree to specific formative and summative assessments that will be used to ascertain student's literacy and numeracy skills, knowledge and understanding</p> <p>Understand data sources and gather data to inform teaching and learning</p> <p>Actively participate in the MCHS Coaching program</p> <p>Document the key findings from the MCHS professional learning session</p> <p>Align data with assessment and teaching and learning</p>				
<p>Consistently embedding/implementing RRRR program across MCHS</p> <p>Timetable RRRR sessions across MCHS (Stepping Stones, Oasis, General Wards, Butterfly and ARC) teaching student's self-regulation skills</p> <p>PL to develop staff confidence in explicit teaching of RRRR</p> <p>Coaching and mentoring of staff in selecting and delivering responsive and effective RRRR sessions</p> <p>Staff engage in Professional Development to build their understanding of managing challenging behaviours, engagement practices and creating an inclusive school, possibly with the completion of a DET inclusion modules aligned with PDP's</p> <p>Upskilling of staff through PL in trauma informed practice</p> <p>Supporting students' schools to provide reasonable</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p>	<p>\$20,000.00</p>	<p>\$1,505.00</p>

<p>adjustments to ensure all children can access quality learning/education through information on conditions, implications on learning</p> <p>Strengthen links and collaborate with multidisciplinary teams (Oasis, SS, VPRS, Outpatients) to develop the delivery of RRRR</p> <p>Students are actively involved in the development of GTKY sheets to inform teaching and learning goals – clear link and flow (GTKY - learning map - learning goal- learning tasks - feedback/reflection)</p> <p>Establishment of a MCHS SRC – a random selection of students every 3 weeks to meet with Principal and Leading Teacher of Wellbeing</p> <p>SFG are involved in analysing the student surveys</p> <p>SFG policy and guidelines developed</p> <p>Youth Ambassador position to be a School Council Community Representative</p> <p>Evaluation of student surveys to improve practice</p> <p>Development of parent survey</p> <p>Students are actively involved in development of an annual school yearbook/term newsletters</p> <p>Students/families/community assist in the creation of documents and events that celebrate students work/achievements and showcase MCHS</p>				
Totals			\$60,000.00	\$2,505.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Leaders</p> <p>Provide structures that allow for collaborative planning</p> <p>Formalise staff professional learning and coaching schedules that provide opportunities for collaborative planning</p> <p>Provide Professional Learning sessions that focus on formative and summative assessment - as, for and of assessment</p> <p>Provide greater opportunities for staff members to 'shadow' colleagues – within and beyond MCHS</p> <p>Continue to develop the coaching capacity of all MCHS staff</p> <p>Ensure staff and student surveys are completed on a regular basis</p> <p>Continue to develop the MCHS Coaching program Leaders</p> <p>Organise an external consultant to run PL and master classes in numeracy and/or literacy throughout the year</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning</p> <p><input checked="" type="checkbox"/> Design of formative assessments</p> <p><input checked="" type="checkbox"/> Curriculum development</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p> <p><input checked="" type="checkbox"/> Timetabled Planning Day</p> <p><input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> Literacy expertise</p> <p><input checked="" type="checkbox"/> Internal staff</p> <p><input checked="" type="checkbox"/> Bastow program/course</p> <p><input checked="" type="checkbox"/> Learning Specialist</p> <p><input checked="" type="checkbox"/> Pedagogical Model</p> <p><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</p> <p><input checked="" type="checkbox"/> Numeracy leader</p>	<p><input checked="" type="checkbox"/> On-site</p>

<p>Teachers</p> <p>Actively participate in collaborative planning sessions with their colleagues</p> <p>MCHS professional learning is reflected in staff members PL journal/portfolio</p> <p>Plan and deliver a challenging program that's targeted at the child's zone of proximal development to extend learning</p> <p>Share the responsibility of delivering a planned curriculum for every student</p> <p>Agree to specific formative and summative assessments that will be used to ascertain student's literacy and numeracy skills, knowledge and understanding</p> <p>Understand data sources and gather data to inform teaching and learning</p> <p>Actively participate in the MCHS Coaching program</p> <p>Document the key findings from the MCHS professional learning session</p> <p>Align data with assessment and teaching and learning</p>						
<p>Consistently embedding/implementing</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p>from: Term 1</p>	<p><input checked="" type="checkbox"/> Planning</p> <p><input checked="" type="checkbox"/> Formalised PLC/PLTs</p>	<p><input checked="" type="checkbox"/> Whole School Pupil Free Day</p>	<p><input checked="" type="checkbox"/> PLC Initiative</p> <p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>

<p>RRRR program across MCHS Timetable RRRR sessions across MCHS (Stepping Stones, Oasis, General Wards, Butterfly and ARC) teaching student's self-regulation skills PL to develop staff confidence in explicit teaching of RRRR Coaching and mentoring of staff in selecting and delivering responsive and effective RRRR sessions Staff engage in Professional Development to build their understanding of managing challenging behaviours, engagement practices and creating an inclusive school, possibly with the completion of a DET inclusion modules aligned with PDP's Upskilling of staff through PL in trauma informed practice Supporting students' schools to provide reasonable adjustments to ensure all children can access quality learning/education through information on conditions, implications on learning Strengthen links and collaborate with multidisciplinary teams (Oasis, SS, VPRS,</p>		<p>to: Term 4</p>	<p><input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources RRRR <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</p>	
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<p>Outpatients) to develop the delivery of RRRR Students are actively involved in the development of GTKY sheets to inform teaching and learning goals – clear link and flow (GTKY - learning map - learning goal- learning tasks - feedback/reflection) Establishment of a MCHS SRC – a random selection of students every 3 weeks to meet with Principal and Leading Teacher of Wellbeing SFG are involved in analysing the student surveys SFG policy and guidelines developed Youth Ambassador position to be a School Council Community Representative Evaluation of student surveys to improve practice Development of parent survey Students are actively involved in development of an annual school yearbook/term newsletters Students/families/community assist in the creation of documents and events that celebrate students work/achievements and showcase MCHS</p>						
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<p>Plan and deliver RTS Professional Learning sessions</p> <p>Develop school-wide agreed RTS procedures and processes</p> <p>Provide information sessions around alternative education pathways and transitions</p> <p>Train staff member/s through the DET Transition and Pathways learning program</p> <p>Two staff members will participate in the DET Careers postgraduate Certificate course.</p> <p>Further refine the database that captures the Outreach information/data about education support that is provided to students (type, frequency, duration etc.)</p> <p>Exploring COMPASS as the student management system.</p> <p>Complete staff surveys regarding the relevant RTS professional learning sessions</p> <p>Design a systems survey for the ELMHS members to complete in relation to the education provision provided by MCHS</p> <p>Create clear and concise role descriptions for MCHS staff</p> <p>Development of strategies/toolkit to help</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning</p> <p><input checked="" type="checkbox"/> Formalised PLC/PLTs</p> <p><input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><input checked="" type="checkbox"/> Professional Practice Day</p> <p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p> <p><input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> Teaching partners</p> <p><input checked="" type="checkbox"/> Internal staff</p> <p><input checked="" type="checkbox"/> Learning Specialist</p> <p><input checked="" type="checkbox"/> External consultants</p> <p>ELMHS Colleagues psychologists/ psychiatrists</p> <p><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</p> <p><input checked="" type="checkbox"/> Pedagogical Model</p>	<p><input checked="" type="checkbox"/> On-site</p>
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support schools who have students who are school refusing - to help re-engage and set up re-engagement plans/policies or strategies						
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