

2018 Annual Report to The School Community



School Name: Monash Children's Hospital School (6364)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 19 March 2019 at 10:17 AM by Colin Dobson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 19 March 2019 at 12:57 PM by Catherine McAdam
(School Council President)

About Our School

School context

Monash Children's Hospital School is a Department of Education and Training school located within Monash Children's Hospital. The school has been established to provide education 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 delivers education services alongside a patient's treatment, recovery and reintegration. It supports 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. Our teachers work closely with the young person, their families, and their regular educational setting to enable this.

School Vision

Our children and young people will have access to high quality teaching and learning that will ensure continuity of their education regardless of their health condition.

Model of Learning

An individualised program is created for each student, inclusive of their own school work and/or learning tasks developed by Monash Children's Hospital School teachers. This can occur in the following formats:

- One-on-one sessions at the patient's bedside and on the ward.
- Small group learning classes, which take place on the wards and in specific activity rooms
- Classroom learning with groups of up to ten students

Our teachers work closely with Monash Children's Hospital health professionals as part of a multidisciplinary approach and provide education for students aged 5-18 years of age. We aim to build a safe and supportive environment and culture, one that promotes positive relationships, values diversity and supports the holistic development of our students'.

Advocacy

While the young person is an inpatient/outpatient of Monash Children's Hospital the teachers can also act as educational advocates for the young person and their family.

- Treatment Phase: Establish and maintain contact with the young person's regular educational setting in a supportive and confidential manner in order to provide continuity with their learning.
- Recovery Phase: Ongoing conversations and liaising between home, hospital and school for the period of time the young person is recovering at home.
- Reintegration Phase: Providing support to the young person and the family to assist in a smooth and positive reintegration to school/TAFE.

Staffing

Monash Children's Hospital School employs 20 staff members (17.7 equivalent full time) encompassing: 2 Principal class, 4 leading teachers/learning specialists, 14 teachers and 2 educational support staff members. The school is a part of a multidisciplinary team and has access to Monash Health medical and health personnel: doctors, nurses, allied health, interpreters, indigenous liaison officers, social workers etc. The student population is extremely fluid and changes on a daily basis, depending on the number of young people who are inpatient/outpatients of Monash Children's Hospital inclusive of Early in Life Mental Health Service. The time frame that students are supported by MCHS is varied and can be from a couple of days to a few months.

Framework for Improving Student Outcomes (FISO)

1: Building Practice Excellence

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.

2: Setting expectations and promoting inclusion

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.

3: Setting expectations and promoting inclusion

KIS1: Develop MCHS as a vibrant, inclusive learning community - building sustainable and strong relationships with the students, parents (caregivers), health personnel and the student's regular educational provider.

KIS2: Design a whole school approach to build a positive school culture and enhance wellbeing.

4: Building Practice Excellence

KIS 1: Build and optimise resources through the investment in staff members professional learning in education and health related fields.

KIS 2: Develop a whole school approach and system to effectively track and monitor the students when they leave MCHS.

Achievement

Goal: To develop a relevant and challenging program in which students are capable of learning through an individualised approach which responds to their unique needs.

KS1: 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.

The MCHS staff member's knowledge and understanding of personalising learning for each and every student has developed significantly throughout the year. Each student has an individualised learning map that focuses on literacy, numeracy and Resilience, Rights and Respectful Relationships. If school work is sent from the student's base school then these learning tasks are placed on their learning map. The Staff Professional Learning program has specifically targeted personalised learning and each staff member had this as a goal within their Performance and Development Plan (PDP). Weekly collaborative sessions are held where staff shared student's learning maps and other staff members provided support and ideas to enhance the teaching and learning program for the individual student. Staff members were appointed to a whole school literacy or numeracy professional learning team. A continuum of the Victorian Curriculum learning standards was created from Prep to Year 10 for literacy and numeracy. This provided staff with very clear indicators of the level that the young person may be working at and screening tools were developed for these key literacy and numeracy areas. The 2018 AIP Goals, staff members PDP's and the comprehensive professional learning program were fully aligned.

Each staff member was required to create 6 student case studies. These case studies provided a background of each child and captured the impact of the MCHS learning experience for each young person.

Engagement

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.

The MCHS became a valued team within the larger Monash Children's Hospital community. In this first year of operation, a major priority was for all MCHS staff members to immerse themselves into Monash Children's

Hospital (inclusive of Monash Health and Early in Life Mental Health Services). This has been a memorable achievement and credit lies with each staff member for fully immersing themselves into the culture of the hospital. They have continued to develop their skills and capacities in regard to working in this unique health and educational setting. The MCHS staff member's previous education experience is varied and extensive. They have worked in a variety of educational settings including: mainstream primary and secondary schools, alternative educational settings, community educational agencies, special schools and hospital schools, within and beyond Australia, which has provided the school with a rich and diverse resource. Staff members visited other organisations as well as attending our exemplary Professional Learning sessions with presenters from various fields of expertise - both health and education. Staff have continued to build on their knowledge of alternative educational settings especially in the area of school disengagement and mental health and this has been important when working with our young people who are needing alternative educational pathway options. MCHS staff actively participated in the Extraordinary Educational Settings Conference at the end of Term 3 and gained valuable insights into these other schools and their respective services. All of these strategies have allowed our staff to develop an engaging learning environment which meets the unique needs of each young person in our care. Staff members carefully consider the health condition of the child and are acutely aware that this can impact on the child's capacity to learn. The child's intellectual, emotional, social and physical needs are considered when developing a personalised program for each young person.

MCHS has developed a database to capture key information about the students and allowed staff to record the teaching and learning development for each young person. This system evolved throughout 2018 and will continue to be a priority for 2019 as it captures specific student data for teaching sessions, family meetings, base school communications etc. Hospital protocols and procedures were also followed by MCHS staff to ensure relevant teaching and learning information was written in the patient's progress notes - these are located on each relevant ward. In 2019, Monash Health will implement a new patient information system, Electronic Medical Records (EMR), and this system will streamline the information which is gathered for each young person. Communication procedures and protocols are still being refined to ensure that there is transparent and effective information flow between MCHS, families, base schools and other key educational organisations. Student surveys have been developed and will be implemented in 2019.

Wellbeing

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.

KIS1: Develop MCHS as a vibrant, inclusive learning community - building sustainable and strong relationships with the students, parents (caregivers), health personnel and the student's regular educational provider.

KIS2: Design a whole school approach to build a positive school culture and enhance wellbeing.

As mentioned in the above section, it was critical that staff members immersed themselves into the unique culture of Monash Children's Hospital so they could then develop practices and programs that meet the needs of each young person as they move through their treatment, recovery and reintegration phases. There has been a holistic approach where the child's cognitive social, physical and emotional needs are met. MCHS staff members are in a wonderful position as they are a part of a multidisciplinary team (health and education) that caters for the child. Along with the health professionals they can combine their skills and understandings to effectively cater for the needs of the child. 'Getting to Know You' templates have been developed and implemented for every child and this information is used to develop their personalised program. The concepts of connectivity and continuity of learning are fundamental to the MCHS philosophy.

The Rights, Resilience and Respectful Relationships (RRRR) program has become a flagship for MCHS. All staff completed the RRRR training and MCHS have created all the relevant teaching resources for this program. This is being implemented extremely well across the school. MCHS staff meet at the start of every day for check-ins and team building. Staff supervision has been implemented on a fortnightly basis. The supervision program was developed as MCHS wants to be proactive in this area rather than being reactive when issues arise. i.e. death of

patients, patients moving to ICU, patient's health condition declines etc. Staff members attend daily/weekly handovers where information about each child is shared by members of the treating team and teachers have been allocated to a specialised area (bedcard) to ensure communication between the health professionals and school staff is transparent and effective. This allows MCHS staff to be aware of the specific needs of each young person and in turn deliver a program that is catering for their needs and capacity at any given point of time.

As mentioned earlier, student surveys have been developed as well as parent surveys, and these will be implemented in 2019. This will provide students and parents with an opportunity to provide feedback and insights into their MCHS experience.

Financial performance and position

The annual result was in surplus and this was strategically planned for. Equity funding of \$2,521.50 was used to purchase specific resources and equipment for children with specific needs and the other funds came directly from the 2018 Student Resource Package (SRP). The school is in its first year of operation and the role of the school is continually evolving. Based inside Monash Children's Hospital meant that facility infrastructure needs and projects were limited. The major spend has been around resources to equip a new school, one where a personalised program for teaching and learning is fundamental. The staff are still carefully considering the use of space and what equipment and resources need to be purchased to provide the best learning environment for the young people in their care. This will continue to be a focus in 2019. Additional costs have been directed for wellbeing and supervision of staff who work in this health setting - this support has been critical. The surplus was planned for because the school is now moving to the next phase and MCHS will be providing education support for students who are outpatients or are involved in outreach programs. The surplus will provide additional spending for this next phase of extending the educational program.


For more detailed information regarding our school please visit our website at
<https://monashchildrenshospital.org/school/>


Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Special Schools:  Results for this school:  Median of all Victorian Government Special Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 0 students were enrolled at this school in 2018, 0 female and 0 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	No Data Available
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	No Data Available
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>No Data Available</p> <hr/> <p>Results: Mathematics</p> <p>No Data Available</p>

Performance Summary

Engagement	Student Outcomes												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>ND</td> <td>ND</td> <td>ND</td> <td>ND</td> <td>ND</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	Average absence days	ND	ND	ND	ND	ND
Year	2015	2016	2017	2018	4-year average								
Average absence days	ND	ND	ND	ND	ND								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>ND</td> <td>ND</td> <td>ND</td> <td>ND</td> <td>ND</td> </tr> </tbody> </table>	Year	2015	2016	2017	2018	4-year average	% of students to further studies or employment	ND	ND	ND	ND	ND
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Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$3,932,075
Government Provided DET Grants	\$353,792
Revenue Other	\$4,881
Locally Raised Funds	\$6,107
Total Operating Revenue	\$4,296,854

Equity¹

Equity (Social Disadvantage)	\$5,000
Equity Total	\$5,000

Expenditure

Student Resource Package ²	\$1,933,433
Books & Publications	\$702
Communication Costs	\$10,155
Consumables	\$45,303
Miscellaneous Expense ³	\$11,520
Professional Development	\$13,922
Property and Equipment Services	\$61,104
Salaries & Allowances ⁴	\$98,620
Trading & Fundraising	\$1,373
Travel & Subsistence	\$16,573

Total Operating Expenditure **\$2,192,704**

Net Operating Surplus/-Deficit **\$2,104,150**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$225,537
Official Account	\$80,758
Total Funds Available	\$306,295

Financial Commitments

Operating Reserve	\$41,859
Other Recurrent Expenditure	\$1,597
Funds Received in Advance	\$11,733
School Based Programs	\$56,105
Capital - Buildings/Grounds > 12 months	\$185,000
Maintenance - Buildings/Grounds > 12 months	\$10,000
Total Financial Commitments	\$306,294

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in key areas:

Achievement

Student achievements in :

- English and Mathematics

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

What is the meaning of '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

Towards Foundation Level Victorian Curriculum

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.