

# School Strategic Plan 2021-2025

Monash Children's Hospital School (6364)



Submitted for review by Colin Dobson (School Principal) on 22 November, 2022 at 03:45 PM  
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 29 November, 2022 at 11:21 AM  
Awaiting endorsement by School Council President

# School Strategic Plan - 2021-2025

Monash Children's Hospital School (6364)

<b>School vision</b>	<p>'Let the uniqueness of each child guide our work.'</p> <p><b>Purpose</b> Monash Children's Hospital School (MCHS) is a Victorian 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).</p> <p><b>Vision</b> Monash Children's Hospital School's vision is to ensure our young people will have access to high quality teaching and learning that will provide continuity of their education. We aim to build a safe and supportive environment and culture, one that promotes positive relationships, values diversity and inclusivity and supports the holistic development of our students.</p> <p><b>MCHS Model</b> The Monash Children's Hospital School Model allows education and health colleagues to work together as members of multidisciplinary treating teams. This provides a holistic approach to the care and education of the young person. Together health and education professionals align treatment and education, inform one another's practices, provide different perspectives of the child, utilise one another's strengths and build a holistic understanding of the young person. MCHS provides education to students from Foundation to Year 12 – mainstream, specialist and specific purpose schools</p> <p>Monash Children's Hospital School delivers education services alongside a patient's treatment, recovery and reintegration.</p> <p><b>Treatment Phase</b> We establish and maintain contact with the young person's regular school in a supportive and confidential manner in order to provide continuity and connectedness with their learning. During this phase, MCHS staff members teach, liaise and advocate with, and for, the young person.</p> <p><b>Recovery Phase</b> When needed, we will engage with the young person's family, Monash Children's Hospital medical and health personnel, ELMHS treating team members and key staff from the students' regular school. This role will assist the continuity of the patient's education while they are recovering at home. This is an important phase to make sure that the young person stays connected with their education and school.</p>
----------------------	---

	<p><b>Reintegration Phase</b>  We provide support to the young person, their family and the base school to assist in a smooth and positive reintegration back to school. MCHS staff can provide advice about return to school planning and with other key stakeholders will develop strategies that further strengthen this process.</p> <p>During these 3 phases our education services may involve all or some of the following:</p> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Ensuring continuity of education through a health care journey</li> <li>• Providing high quality teaching to the young person</li> <li>• Working with base schools to continue with work being missed at the regular school</li> <li>• Ensuring work is appropriately modified and paced to best reflect the student’s current health condition and capacity</li> </ul> <p><b>Liaising with:</b></p> <ul style="list-style-type: none"> <li>• Students</li> <li>• Families</li> <li>• Medical/health professionals</li> <li>• Early in Life Mental Health Services</li> <li>• Community organisations and agencies</li> <li>• Department of Education and Training</li> </ul> <p><b>Advocating:</b></p> <ul style="list-style-type: none"> <li>• Support for students to return to school</li> <li>• Ensuring appropriate modifications are provided</li> <li>• Supporting families from treatment phase to reintegration phase</li> <li>• Liaising with the Department of Education and Training - in particular with the regional offices.</li> </ul>
<p><b>School values</b></p>	<p>Monash Children’s Hospital School Values: Collaboration, Inclusion and Excellence</p> <p><b>Collaboration – Actions that model this value</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively to nurture and develop strong relationships with students, families, educators and health personnel</li> <li>• Effectively communicate with all key stakeholders</li> <li>• Embrace peer coaching and commit to being an exemplary team player</li> <li>• Mentor each other and our students to be life-long learners</li> <li>• Work in multidisciplinary teams to build knowledge and improve practice</li> <li>• Actively participate in professional learning</li> <li>• Provide accurate and timely information for students and families so informed decisions can be made</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with other hospital schools to develop consistent approaches to support the learning needs of children who are inpatients/outpatients.</li> </ul> <p>Inclusion – Actions that model this value</p> <ul style="list-style-type: none"> <li>• Establish a safe and supportive environment</li> <li>• Treat others with respect, courtesy and fairness</li> <li>• Ensure all young people are given the opportunity to participate in ‘school’ learning</li> <li>• Provide excellent teaching and learning opportunities for all of our students</li> <li>• Adapt and modify programs to target the individual needs of students</li> <li>• Encourage student voice and agency</li> <li>• Develop professional learning for educators, schools and health colleagues</li> <li>• Maintain confidentiality of our students</li> </ul> <p>Excellence – Actions that model this value</p> <ul style="list-style-type: none"> <li>• Establish high expectations for each other and for our students</li> <li>• Model exemplary teaching and learning to our students by implementing High Impact Teaching Strategies</li> <li>• Develop individualised learning programs for every child</li> <li>• Be innovative in our approach to teaching and learning</li> <li>• Develop an education program that has a strong research/evidence base – leading to implementing world’s best practice</li> <li>• Provide relevant resources, strategies and skills to build our student’s confidence</li> <li>• Provide exemplary ‘coaching’ to our MCHS colleagues</li> <li>• Be honest when we need support so we can be the best version of ourselves for the benefit of the students and their families</li> </ul>
<p><b>Context challenges</b></p>	<p><b>GOAL 1</b></p> <p>The school invested time and effort into defining the role of teachers and developing processes for the individualisation of learning to meet with student medical, health and learning needs. This included the development of curriculum documentation and agreed high quality teaching practices. The Panel determined that the school had yet to fully develop and document its comprehensive pedagogical approach. This was recommended as a key focus in moving forward to enable the school to share and communicate its vision of excellence, review, reflect upon and continually improve its approach, share learning and practice excellence more broadly with the system and maximise student learning outcomes.</p> <p>The school developed and implemented a survey to collect ongoing feedback from students. Staff participated in the annual Departmental staff opinion survey. However, formalised processes to assess student learning achievement and obtain feedback from other key stakeholder groups including parents/carers, base schools and medical/health professionals had yet to be established. The development of a comprehensive measurement system was seen as a critical next step to enable the school to demonstrate the effectiveness of its teaching practice and learning partnerships and approach on student learning. Also, to monitor and evaluate impact and inform the school’s continuous improvement effort.</p>

	<p><b>GOAL 2</b></p> <p>The school had avenues in place for students to have voice in, and agency over their individualised programs of learning. The Panel agreed that there was opportunity to build staff capability and develop processes to enable greater student/teacher co-creativity and increase student ownership of their learning. This included student understanding of and the ability to monitor and articulate their learning progress. The Panel believed this would increase student engagement in their learning and equip them with strategies to support their transition into regular schooling.</p> <p>MCHS developed strong, highly valued relationships with key stakeholders. The Panel agreed there was opportunity to strengthen role clarity and the processes underpinning the newer learning partnerships in community and outpatient areas of the MCH.</p> <p>The Panel also identified the need to further develop and formalise processes with base schools to better identify needs, and clarify school and teacher roles and responsibilities in meeting the needs of students and to continuously improve learning and transitioning processes.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Maximise each student's learning achievement.          Develop and embed the school's approach to pedagogy and wellbeing.          Develop measurement systems to capture data and evidence to demonstrate learning growth and inform continual improvement.</p> <p>The school invested time and effort into defining the role of teachers and developing processes for the individualisation of learning to meet with student medical, health and learning needs. This included the development of curriculum documentation and agreed high quality teaching practices. The Panel determined that the school had yet to fully develop and document its comprehensive pedagogical approach. This was recommended as a key focus in moving forward to enable the school to share and communicate its vision of excellence, review, reflect upon and continually improve its approach, share learning and practice excellence more broadly with the system and maximise student learning outcomes.</p> <p>The school developed and implemented a survey to collect ongoing feedback from students. Staff participated in the annual Departmental staff opinion survey. However, formalised processes to assess student learning achievement and obtain feedback from other key stakeholder groups including parents/carers, base schools and medical/health professionals had yet to be established. The development of a comprehensive measurement system was seen as a critical next step to enable the school to demonstrate the effectiveness of its teaching practice and learning partnerships and approach on student learning. Also, to monitor and evaluate impact and inform the school's continuous improvement effort.</p> <p>Increase student agency and engagement in their learning.          Strengthen processes for the co-creation of student learning.          Build learning partnerships with key stakeholders.          Clarify roles, responsibilities and needs of key stakeholders to enhance student transition.</p> <p>The school had avenues in place for students to have voice in, and agency over their individualised programs of learning. The Panel</p>

	<p>agreed that there was opportunity to build staff capability and develop processes to enable greater student/teacher co-creativity and increase student ownership of their learning. This included student understanding of and the ability to monitor and articulate their learning progress. The Panel believed this would increase student engagement in their learning and equip them with strategies to support their transition into regular schooling.</p> <p>MCHS developed strong, highly valued relationships with key stakeholders. The Panel agreed there was opportunity to strengthen role clarity and the processes underpinning the newer learning partnerships in community and outpatient areas of the MCH.</p> <p>The Panel also identified the need to further develop and formalise processes with base schools to better identify needs, and clarify school and teacher roles and responsibilities in meeting the needs of students and to continuously improve learning and transitioning processes.</p>
--	---

# School Strategic Plan - 2021-2025

Monash Children's Hospital School (6364)

<b>Goal 1</b>	Maximise each student's learning achievement.
<b>Target 1.1</b>	Student achievement - by 2025, 95% of students will achieve their individual learning goals.
<b>Target 1.2</b>	<p>Student opinion (School-based Student Survey)</p> <p>By 2025, to increase student positive endorsement for the factors:</p> <ul style="list-style-type: none"><li>• My teachers ask questions to check that I understand from 85% (2021) to 90%</li><li>• My teacher expects me to do my best from 85% (2021) to 90%</li><li>• I can talk to my teacher if something is worrying me from 85% (2021) to 90%</li><li>• I like learning at MCHS from 81% (2021) to 85%</li><li>• My teacher asks me how I learn best from 83% (2021) to 90%.</li></ul>
<b>Target 1.3</b>	<p>Student opinion (School-based Student Survey)</p> <p>By 2025, to increase student positive endorsement for the factors:</p> <ul style="list-style-type: none"><li>• My teachers ask questions to check that I understand from 85% (2021) to 90%</li><li>• My teacher expects me to do my best from 85% (2021) to 90%</li><li>• I can talk to my teacher if something is worrying me from 85% (2021) to 90%</li><li>• I like learning at MCHS from 81% (2021) to 85%</li></ul>

	<ul style="list-style-type: none"> <li>• My teacher asks me how I learn best from 83% (2021) to 90%.</li> </ul>
<b>Target 1.4</b>	<p>Parent opinion (School-based parent survey – informed by the Department of Education and Training’s Parent Opinion Survey (POS) (to be developed in 2022)</p> <p>By 2025, increase parent positive endorsement for relevant factors from baseline (2022).</p> <ul style="list-style-type: none"> <li>• Whilst working with MCHS my child was presented with reasonable and helpful options for keeping them engaged with education -from Strongly Agree 50% (2022) to Strongly Agree 70%</li> <li>• The learning tasks my child worked on were based on their specific educational needs from Strongly Agree 67% (2022) to Strongly Agree 80%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed the school’s approach to pedagogy and wellbeing.
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop measurement systems to capture data and evidence to demonstrate learning growth and inform continual improvement.
<b>Goal 2</b>	Increase student agency and engagement in their learning.
<b>Target 2.1</b>	Student opinion (school-based student survey)

	<p>By 2025, to increase student positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• My teachers ask me how I learn best from 83% (2021) to 90%</li> <li>• I have a say in the things I learn from 88% (2021) to 95%</li> <li>• I am encouraged to share my ideas from 83% (2021) to 90%</li> <li>• I can ask my teacher for help with my learning from 88% (2021) to 90%.</li> </ul>
<p><b>Target 2.2</b></p>	<p>Parent Opinion (school-based parent survey – informed by the Departmental POS (to be developed in 2022))</p> <p>By 2025, to increase positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• MCHS school staff are interested in my child. I was able to tell a member of staff about my child’s learning needs or concern from Strongly Agree 80% (2022) to Strongly Agree 90%</li> <li>• The communication between MCHS and my child’s base school was helpful and relevant from Strongly Agree 70% (2022) to Strongly Agree 80%</li> <li>• My child feels safe and secure working with MCHS Strongly Agree 80% (2022) to Strongly Agree 90%</li> <li>• I valued the support and advocacy that was provided whilst my child was working with MCHS from Strongly Agree 75% (2022) to Strongly Agree 85%</li> </ul>
<p><b>Target 2.3</b></p>	<p>Staff opinion (DET SSS)</p> <p>By 2025, to increase positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 66% (2021) to 75%</li> <li>• Use student feedback to improve practice from 82% (2021) to above 90%</li> <li>• Promote student ownership of learning goals to above 90% (at 94% 2021).</li> </ul>

<p><b>Target 2.4</b></p>	<p>Base school satisfaction surveys (school-based survey to be developed in 2022)</p> <p>By 2025, to increase positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• The support provided was based on the specific education needs of the student and considered the contextual needs of our school from Strongly Agree 80% (2022) to Strongly Agree 90%</li> <li>• Overall how would you rate the service provided by MCHS from Strongly Agree 80% (2022) to Strongly Agree 90%</li> </ul>
<p><b>Target 2.5</b></p>	<p>Associated Medical and Allied Health Professional evaluation workshops held twice a year (strengths and concerns to be raised, discussed and documented)</p> <p>By 2025, Monash Children's Hospital School will run two Monash Children's Hospital multidisciplinary team (medical and health) evaluation workshops every year to capture strengths and concerns about the role, function and effectiveness of Monash Children's Hospital School's educational program.</p>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen processes for the co-creation of student learning.</p>
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to</p>	<p>Build learning partnerships with key stakeholders.</p>

support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Clarify roles, responsibilities and needs of key stakeholders to enhance student transition.