

School Strategic Plan 2026-2030

Monash Children's Hospital School (6364)



Submitted for review by Colin Dobson (School Principal) on 01 April, 2026 at 04:38 PM

Endorsed by Larissa Vesdrevanis (Senior Education Improvement Leader) on 15 April, 2026 at 10:32 AM

Endorsed by Danielle Gapes (School Council President) on 22 April, 2026 at 12:39 PM

School Strategic Plan - 2026-2030

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School vision	Monash Children's Hospital School's vision is to ensure our young people will have access to high quality teaching and consultancy that provides continuity and connection with 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.
School values	At Monash Children's Hospital School, our values of Respect, Inclusion, Collaboration, and Engagement guide everything we do and shape the culture of our school. They provide a shared framework for our interactions, decision making, and teaching, ensuring that every student, family and colleague feels valued, supported, and connected. Respect and Inclusion ensure that we respond with empathy, kindness, integrity, and care, creating safe and equitable learning environments where diversity is celebrated and every voice is heard. Collaboration drives us to work together across multidisciplinary teams, fostering strong partnerships and shared responsibility for student learning and wellbeing. Engagement encourages curiosity, active participation, and meaningful connection, while empowering both students and staff to take shared responsibility for keeping young people connected to their education and ensuring continuity in their learning. Together, these values focus our daily practice, strengthen relationships, and underpin our commitment to delivering high-quality, personalised, and responsive education that supports the holistic development of every child in our care. Respect Respect is fundamental to fostering a positive, supportive, and inclusive school culture at Monash Children's Hospital School. It involves valuing the perspectives, experiences, and rights of every student, family, colleague, and health professional, and responding to them with courtesy, compassion, empathy, and consideration. Respect underpins all interactions, guiding us to act with integrity, kindness, and honour the dignity of every individual. By prioritising respect, we strengthen relationships, nurture wellbeing, and create a school environment where everyone feels valued, heard, and supported, promoting trust, collaboration, and positive outcomes for students in all aspects of their learning and development. Inclusion Inclusion reflects our commitment to ensuring that every student feels valued, supported, and able to participate fully in

	their education, regardless of background, health status, or learning needs. By creating a safe, welcoming, and equitable environment, we acknowledge and respond to diversity in all its forms. Inclusion involves providing high quality teaching and learning experiences, adapting programs to meet individual needs, promoting student voice and agency, and supporting professional learning for staff and medical and educational colleagues. Ethical practice, confidentiality, and respect underpin all interactions, fostering trust and enabling students to thrive academically, socially, and emotionally within a culture that celebrates diversity and values every member of the school community. Collaboration Collaboration at Monash Children’s Hospital School is central to providing high quality, connected, and responsive education. Our students’ learning occurs within a complex environment that spans healthcare and education, and effective collaboration ensures continuity, holistic support, and positive outcomes for every child. By working closely with students, families, educators, health professionals, and partner schools, we build strong, respectful relationships, engage in shared decision making, and leverage the expertise of multidisciplinary teams. Collaboration fosters professional growth through open communication, and active participation in networks and partnerships, ensuring that all stakeholders contribute to and benefit from the collective knowledge and experience of the school community. Engagement Engagement recognises the importance of active participation, curiosity, and connection within the school community. At Monash Children’s Hospital School, we aim to foster learning experiences that encourage students, families, and staff to be present, involved, and invested in the education process. Engagement promotes collaboration, student voice, and meaningful relationships, enabling students to explore, inquire, and take an active role in their education. By fostering hope and optimism, and nurturing curiosity and motivation, we empower both students and staff to take shared responsibility for keeping young people connected to their education and ensuring continuity in their learning.
Context challenges	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). Monash Children’s Hospital School operates within a uniquely dynamic and responsive environment, where the transient nature of the student population requires staff to quickly build strong, trusting relationships and deliver high-impact learning and wellbeing strategies within often short timeframes. This context provides an opportunity to refine and strengthen consistent, high-quality practices that are adaptable across diverse settings.

	Teaching and learning are shaped by close collaboration with multidisciplinary teams, where shared responsibility ensures that each young person's health, wellbeing and educational needs are carefully balanced. While this can create an unpredictable teaching environment, it also fosters deep professional collaboration, flexibility and a holistic understanding of each learner as both a patient and a student. The complexity of students' medical and mental health needs further influences engagement and requires staff to draw on a broad and sophisticated range of curriculum knowledge and pedagogical approaches. Navigating communication across base schools, families and large care teams presents both a challenge and an opportunity to build strong partnerships that support continuity of learning and engagement with their education. In this context, defining and measuring 'value add' and success extends beyond traditional metrics, recognising growth in engagement, wellbeing and connection to their education. Additionally, working in a hospital and community health setting highlights the importance of proactive strategies to support staff wellbeing, including awareness of potential vicarious trauma. Collectively, these contextual factors underscore the strength, adaptability and expertise of MCHS staff in delivering responsive, inclusive and impactful education in a highly specialised environment.
Intent, rationale and focus	Intent Monash Children's Hospital School (MCHS) is committed to ensuring continuity and connectivity to education for all young people within our care. At the heart of our intent is a belief in fostering optimism and hope for children and their families, supporting meaningful learning pathways regardless of circumstance. We strive to provide exemplary, inclusive and individualised education within a hospital and community health setting, where each young person's unique needs, strengths and aspirations are recognised and addressed. Central to this is a strong commitment to amplifying student voice and agency, ensuring that learners are active participants in their educational journey. Rationale This intent is grounded in the understanding that our students often experience disruption to their education due to chronic medical and mental health conditions. Maintaining connection to learning is critical not only for academic progress, but also for wellbeing, identity and future opportunity. In a highly complex and vulnerable context, education plays a vital role in instilling hope, stability and a sense of normalcy. To maximise impact, it is essential that MCHS continues to strengthen how it captures, understands and communicates the difference it makes. Developing robust systems to document student learning, engagement and wellbeing allows us to better articulate our value-add, inform responsive teaching practices, and build shared understanding with families, base schools and multidisciplinary teams. This work ensures that our efforts translate into improved educational

outcomes and sustained engagement for every learner.

Focus (2026–2030)

Over the next four years, MCHS will prioritise the development of consistent, adaptable and evidence-informed systems that strengthen both practice and impact. A key focus will be on refining processes that capture student voice, learning growth, wellbeing and engagement, ensuring this information meaningfully informs the focus on teaching, learning and consultancy. Alongside this, the school will continue to embed inclusive, individualised approaches that respond to the diverse and complex needs of each young person, supported by a broad and flexible curriculum expertise. Strengthening communication and collaboration with key stakeholders, including families, base schools and multidisciplinary teams, will be central to enhancing continuity of learning and shared responsibility for outcomes. MCHS will also prioritise defining and measuring its value-add in ways that reflect the unique context of hospital education, moving beyond traditional metrics to capture impact more holistically. Across this period, the Strategic Plan will unfold through a deliberate focus on building clarity, consistency and confidence in practice, while maintaining the agility required to respond to a dynamic and evolving environment.

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Goal 1	Improve student learning outcomes.														
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Continue to embed a whole school approach to building staff capability in teaching, learning and wellbeing practices to ensure consistency for all students.														
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue to embed consistency of pedagogical practices that provide continuity and consider the uniqueness of each student’s learning and wellbeing needs.														
Target 1.1	By 2030, increase the percentage of: <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Students</td><td>achieving their learning and engagement goals</td><td>75%</td><td>2025</td><td>85%</td></tr></table>					Cohort	Focus or factor	Baseline	Year	Target	Students	achieving their learning and engagement goals	75%	2025	85%
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Target 1.2	By 2030, increase the percentage of positive endorsement to the School Staff Survey factors: <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr></table>					Cohort	Focus or factor	Baseline	Year	Target					
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	Staff	Professional learning through peer observations	75%	2025	80%
	Staff	Seek feedback to improve practice	78%	2025	85%
	Staff	Guaranteed and viable curriculum	84%	2025	90%
Target 1.3	By 2030, maintain the percentage positive endorsement to the School-adapted Student Survey factors:				
	Cohort	Focus or factor	Baseline	Year	Target
	Student	My learning sessions at MCHS were engaging.	72%	2025	80%
	Student	My learning sessions at MCHS were worthwhile participating in.	73%	2025	80%
	Student	If my work was challenging, my MCHS teachers explained it differently to help me learn.	76%	2025	85%
Target 1.4	By 2030, increase the percentage positive endorsement to the School adapted Parent/Guardian/Caregiver (PCGOS) Survey factors:				
	Cohort	Focus or factor	Baseline	Year	Target
	Parent/ guardian/ caregiver	My child was presented with reasonable and helpful options for	79% Strongly agree	2025	85% Strongly agree

	keeping them engaged with their education.															
Goal 2	Strengthen student wellbeing, engagement and inclusion.															
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Plan and implement a consistent approach to assessment that informs holistic next steps for each student's point of need in learning, engagement and wellbeing.															
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Continue to embed support systems and processes that ensure the continuity of education for each student.															
Target 2.1	By 2030, increase the percentage of positive endorsement to the School Staff Survey factors: <table><tr><th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Staff</td><td>Understand how to analyse data</td><td>75%</td><td>2025</td><td>85%</td></tr><tr><td>Staff</td><td>Understand formative assessment</td><td>80%</td><td>2025</td><td>85%</td></tr></table>	Cohort	Focus or factor	Baseline	Year	Target	Staff	Understand how to analyse data	75%	2025	85%	Staff	Understand formative assessment	80%	2025	85%
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	Student	I felt connected to what my peers were learning back at school	62%	2025	70%
	Student	MCHS teachers support me to set learning goals for myself	80%	2025	85%
	Student	My teachers helped me to prepare to return to my base school or educational setting	75%	2025	85%
	Student	I felt like my MCHS teacher listened to me	82%	2025	90%
Target 2.3	By 2030, increase the percentage positive endorsement to the School-adapted Parent/Caregiver/Guardian Opinion Survey factors:				
	Cohort	Factor	Baseline	Year	Target
	Parent/ Caregiver/ Guardian	Whilst working with Monash Children's Hospital School my child was presented with reasonable and helpful options for keeping them engaged with education.	79% Strongly agree	2025	85% Strongly agree
	Parent/ Caregiver/ Guardian	The communication between Monash Children's Hospital School and my child's base school was helpful and relevant.	86% Strongly agree	2025	90% Strongly agree

