

2026 Annual Implementation Plan

for improving student outcomes

Monash Children's Hospital School (6364)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Embedding			Excelling	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Embedding	Evolving	Evolving	Excelling	Embedding

Future planning for 2026	The overall progress has been strong across the 2025 year. The priorities from the AIP provided focus for the professional learning program, the restructure of programs and teams allowed for seamless links across the goals set out in this AIP to be made. The processes were strengthened across teams and programs and this has set up a solid base for the next SSP. The new student survey has greater depth to the questions and will provide more detailed information about the 'value' that is being added by MCHS. Staff consistency (employment) also allows for a natural progression of initiatives and ideas to be implemented. Data gathering of information has evolved a great deal and this is exciting for the school. In this unique health and education environment, data and information is hard to collect through a standardised systems (DE) approach, as it is not in a position to capture NAPLAN, VCE, teacher judgement information etc.. Credit lies with the school staff in developing MCHS based systems to effectively capture relevant data. Once again, the professional learning program has been a catalyst for improvement and change. MCHS now moves into the school review phase and this process will be embraced to inform future directions and focus areas for the school. Key areas likely to be prioritised may include: online teaching, consolidation of the expansion of MCHS to ensure the exemplary education is provided to the current units, wards and programs. An early years program has been requested but this will depend on gaining additional funding to run this program. The pursuit of excellence in providing an education program that targets
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	and meets the needs of each student - living out the MCHS catch cry - 'the uniqueness of each child guides our work.'
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?																		
Improve student learning outcomes.	Yes	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%	Continue to embed a whole school approach to building staff capability in teaching, learning and wellbeing practices to ensure consistency for all students.	Yes								
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Strengthen student wellbeing, engagement and inclusion.	Yes	By 2030, increase the percentage of positive endorsement to the School Staff Survey factors:					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.	Yes
		Cohort	Focus or factor	Baseline	Year	Target		
		Staff	Understand how to analyse data	75%	2025	85%		
		Staff	Understand formative assessment	80%	2025	85%		
		By 2030, increase the percentage of positive endorsement to the School-adapted Student Survey factors:					Continue to embed support systems and processes that ensure the continuity of education for each student.	No
	Cohort	Focus or factor	Baseline	Year	Target			
	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 82% 2025 90% listened to me																	
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Define actions, evidence of change and tasks

Goal 1	Improve student learning outcomes.	
KIS 1.a	Continue to embed a whole school approach to building staff capability in teaching, learning and wellbeing practices to ensure consistency for all students.	
Actions	Strengthen the school's approach to peer observations, feedback and instructional coaching. Invest in the development of MCHS middle leaders. Strengthen staff capability in high impact teaching, learning and wellbeing practices and leverage this expertise to support colleagues beyond MCHS. (not for 2026)	
Evidence of change	Strengthened peer observation, feedback and instructional coaching A consistent, documented approach to peer observation and coaching implemented across the school (Leadership and SIT) Staff engaging in regular, structured feedback conversations that are reflective and improvement focused (PL and Teams) Evidence of changes in classroom practice as a result of feedback and coaching Investment in the development of middle leaders Middle leaders actively leading professional learning, coaching and team-based improvement work (Leadership) Middle leaders using data and evidence to inform decisions and support staff improvement (SIT) Impact on students Greater consistency in student learning and wellbeing experiences across all settings	
Tasks		People responsible
Strengthen the school's approach to peer observations, feedback and instructional coaching Develop and implement a whole-school peer observation model with clear expectations and timelines (inclusive of coaching)		☑ Leadership team ☑ School improvement team

Design an observation template aligned to MCHS teaching and wellbeing priorities Schedule at least one peer observation cycle for all teaching staff Provide staff with a feedback protocol		
Invest in the development of MCHS middle leaders. Investigate the Academy of Teaching and Leadership Excellence framework Clarify roles and responsibilities for Learning Specialists Provide opportunities for middle leaders to participate in external leadership workshops and/or courses Provide opportunities for middle leaders to lead staff learning (e.g. PLCs, Professional Learning sessions) Provide mentoring or coaching support for each middle leader		☒ Learning specialist(s) ☒ School improvement team ☒ School leadership team
KIS 1.b	Continue to embed consistency of pedagogical practices that provide continuity and consider the uniqueness of each student's learning and wellbeing needs.	
Actions	Continue to implement whole school professional learning around the VTLM 2.0 and the Department's Foundation to Year 2 reading approach. Continue to strengthen the responsive teaching practices across the whole school. Review, refine and update the school's curriculum documentation. (not for 2026)	
Evidence of change	Whole-school professional learning (VTLM 2.0 and F to 2 Reading Approach) Increased staff understanding and use of the Department's F to 2 reading approach, reflected in literacy instruction (PL and PLCs) Greater consistency in the delivery of literacy instruction (evidenced based) across all inpatient programs (PLCs and Teams) Strengthening responsive teaching practices Teaching adjustments made in real time in response to student engagement, wellbeing and learning needs (Teams) Increased use of formative assessment to guide immediate teaching decisions (PLCs then in Teams) Staff confidently adapting learning tasks to support student access, engagement and wellbeing	

Tasks		People responsible
Continue to implement whole school professional learning around the VTLM 2.0 and the Department's Foundation to Year 2 reading approach. Plan and implement a term by term professional learning sequence focused on VTLM 2.0 and the F–2 reading approach, incorporating staff meetings, PLCs and targeted workshops. Ensure that team meetings and collaborative planning explicitly reference VTLM 2.0 and the F–2 reading approach, linking theory to practice. Identify staff to model effective practice in VTLM 2.0 and early reading, with opportunities for colleagues to observe, reflect and discuss. Develop a shared online location for key documents, lesson exemplars, planning templates and reading resources		☒ Assistant principal ☒ Learning specialist(s)
Continue to strengthen the responsive teaching practices across the whole school. Each team has a standing agenda item for analysing student progress to inform responsive teaching adjustments. Plan and implement a professional learning program focused on Elements of Learning (Bryan Jeffrey workshops - MTSS and MHiPS) Review and reflect the MCHS Instructional Model through a COP. Is this - I do (Explicit Instruction), We do (Guided Practice), You do (Independent Practice)? PLCs to agree on a consistent set of assessment tools to support staff in embedding responsive teaching, formative assessment and feedback into daily practice. Embed regular opportunities for students to contribute to learning goals and reflect on their progress, informing teacher responsiveness. Deliver a responsive online teaching program Ensure all actions for the MCHS P Reconciliation Action Plan (RAP) are implemented		☒ Principal ☒ School improvement team ☒ Team leader(s)
Goal 2	Strengthen student wellbeing, engagement and inclusion.	
KIS 2.a	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.	

Actions	Develop and implement measurement systems that capture student learning growth and levels of engagement and wellbeing. (PLCs) Develop as assessment and reporting schedule. (not a focus for 2026) Strengthen staff capability to use right data and evidence to inform their practice. (PL & PLCs)	
Evidence of change	Measurement systems for learning, engagement and wellbeing (PLCs) Established whole-school systems consistently capturing student learning growth, engagement and wellbeing data (SIT) Clear, agreed tools and measures used across all settings to monitor student progress (Leadership) Regular collection and analysis of data that informs teaching and engagement decisions Assessment and reporting schedule Timely and purposeful assessment practices embedded into routine teaching and consultancy cycles (Teams) Clear and regular communication of student progress to families and base schools Staff capability to use data and evidence Staff regularly using a range of data to inform planning, differentiation and teaching adjustments (Teams) Increased confidence in interpreting assessment data to identify student point of need (PLCs and Teams) Evidence of data-informed discussions in team meetings and professional learning (PLCs and Teams)	
Tasks		People responsible
Develop and implement measurement systems that capture student learning growth and levels of engagement and wellbeing. (PLCs) Structure PLC meetings to include regular collection, analysis and discussion of student learning, engagement and wellbeing data. Pilot a range of assessment, engagement and wellbeing measures. (PLCs) Establish shared templates and digital systems to record, monitor and track student progress over time.		✓ PLC leaders ✓ School improvement team ✓ Team leader(s)
Strengthen staff capability to use right data and evidence to inform their practice. (PL & PLCs) Deliver targeted professional learning on data literacy. Provide ongoing PL focused on interpreting data and using evidence to inform responsive teaching.		✓ Assistant principal ✓ Learning specialist(s) ✓ PLC leaders

Define clear protocols to support consistent and purposeful use of data in team meetings. Schedule regular moderation sessions in PLCs to build shared understanding of student learning/engagement levels and ensure consistency of teacher judgement. Review and refine parent and base school surveys.	☒ Team leader(s)
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