

Queensland Children's Hospital School
Leading Hospital Schooling Queensland
Annual Implementation Plan 2026



School Improvement Priority #1 – Pedagogy

Teaching, Learning & Transitions	
<i>Priority</i>	Refine the agreed pedagogical practices to create a positive culture for learning that fosters a sense of belonging, wellbeing, and safety, while supporting students' diverse learning and wellbeing needs, enabling students to engage meaningfully with the curriculum and empowering them to succeed.
<i>Alignment to Strategic Plan</i>	Research, identify and embed evidence-based pedagogical practices that consider the principles of pedagogy (curriculum, learning, learner) in the context of hospital education.
<i>Success Criteria</i>	Students are engaged and achieving in English, Mathematics and reading through the Australian Curriculum, as evidenced through walkthrough observations, assessment, and reporting data. Teachers demonstrate confidence and skill in selecting and enacting the three principles of pedagogy to suit our diverse learners. All staff demonstrate improved awareness, confidence and skill in trauma-informed practice.
<i>Key actions</i>	<i>Measurable outcomes</i>
Using a differentiated approach, build teachers' and leaders' capability in selecting and enacting the three principles of pedagogy in the context of teaching reading. Consolidate teachers' capability in selecting and enacting the three principles of pedagogy in the context of the English and Mathematics curriculum.	Students progress on the continuum from dependent to independent learners, as evidenced through moderation and personal learning records. Teachers increase their confidence and skill in selecting and enacting the three principles of pedagogy, as observed by leaders during moderation, planning and focused collaboration. Leaders increase their knowledge and skill in the principles of pedagogy to support teachers in the teaching of reading.
Develop and implement a whole-school approach to trauma-informed practice based on Reframing Behaviour and incorporating existing evidence-based practices used within the school.	Students feel supported and demonstrate improved readiness to learn, with increased engagement in classroom activities. Staff identify and respond to stress behaviours using trauma-informed strategies, including supporting students in moments of dysregulation.
Strengthen collaborative practices and processes of moderation, planning and focused collaboration, reflective of the statewide hospital education context.	Teachers report positive opportunities for meaningfully collaboration with peers about their practice.

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

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Executive Principal

Stephen O'Kane
Chair HSAC

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RD Metropolitan South



School Improvement Priority #2 – Instructional Leadership

Culture & Capability	
<i>Priority</i>	Consolidate and embed processes and practices that enable the leadership team to continue building capability as instructional leaders in the context of hospital education.
<i>Alignment to Strategic Plan</i>	Develop and embed processes and opportunities for the leadership team to build self-awareness and collective efficacy as instructional leaders.
<i>Success Criteria</i>	The leadership team has a collective understanding and utilisation of instructional leadership practices in our hospital education context.
<i>Key actions</i>	<i>Measurable outcomes</i>
Refine the leadership team’s collective practice of walkthroughs as a way of: <ul style="list-style-type: none"> • creating a positive and supportive professional learning environment for teachers; • gathering feedback directly from students about their learning; and • maintaining purposeful visibility across all hospital education programs. 	Increased confidence of the leadership team to conduct meaningful walkthroughs Teachers report receiving useful feedback about their work and feeling supported, as evidenced in the School Opinion Survey. Leaders demonstrate consistency of practice to gather quality feedback from students.
Enable improved evidence-informed practice by creating and implementing a consistent statewide method of recording all student learning on OneSchool.	All students have an appropriate record of learning on OneSchool. Teachers feel supported through a change-leadership process to move student learning records onto OneSchool.
Quality-assure strategic resourcing decisions and practices to ensure the intended student outcomes are achieved. Incorporate proven resourcing strategies into the departmental resourcing model proposal.	Clear alignment between student outcomes, school-level resourcing decisions and the proposal for system-level resourcing.

School Improvement Priority #3 – Strategic Planning

Leadership, Governance & Partnerships	
<i>Priority</i>	Undertake a School-led Reflection to evaluate progress made against current strategic priorities and understand future opportunities in order to develop the explicit improvement agenda for the next four-year School Strategic Plan.
<i>Success Criteria</i>	The Strategic Plan 2027–2030 will continue the improvement journey ‘towards one statewide hospital school,’ reflect the voices of our school community, and align with the strategic direction of the department as outlined in the Brighter futures education strategy.
<i>Key actions</i>	<i>Measurable outcomes</i>
Semester 1: Conduct a comprehensive School-led Reflection process to: <ul style="list-style-type: none"> • provide insights into and take a pulse check of the school’s progress against actions identified in the 2023–2026 Strategic Plan; and • provide opportunities for all stakeholders to engage in reflective processes to inform the next strategic priorities. 	The reflection process is strengths-based and future-focused. The reflection process is aligned to the School Improvement Domains and the strategic direction of the department. Authentic consultation occurs with: <ul style="list-style-type: none"> • students and families • staff across roles and locations • school community, partners and stakeholders • system leaders.
Semester 2: Use the outcomes of the School-led Reflection to develop the next 4-year School Strategic Plan.	Strategic priorities are: <ul style="list-style-type: none"> • informed the School-led Reflection • aligned with the school vision and values • continuing our school improvement journey • reflective of our hospital schooling context • aligned to departmental priorities.

