



*representing*

Queensland hospital  
education programs

*Towards one  
statewide hospital school*

# Strategic Plan 2023-2026

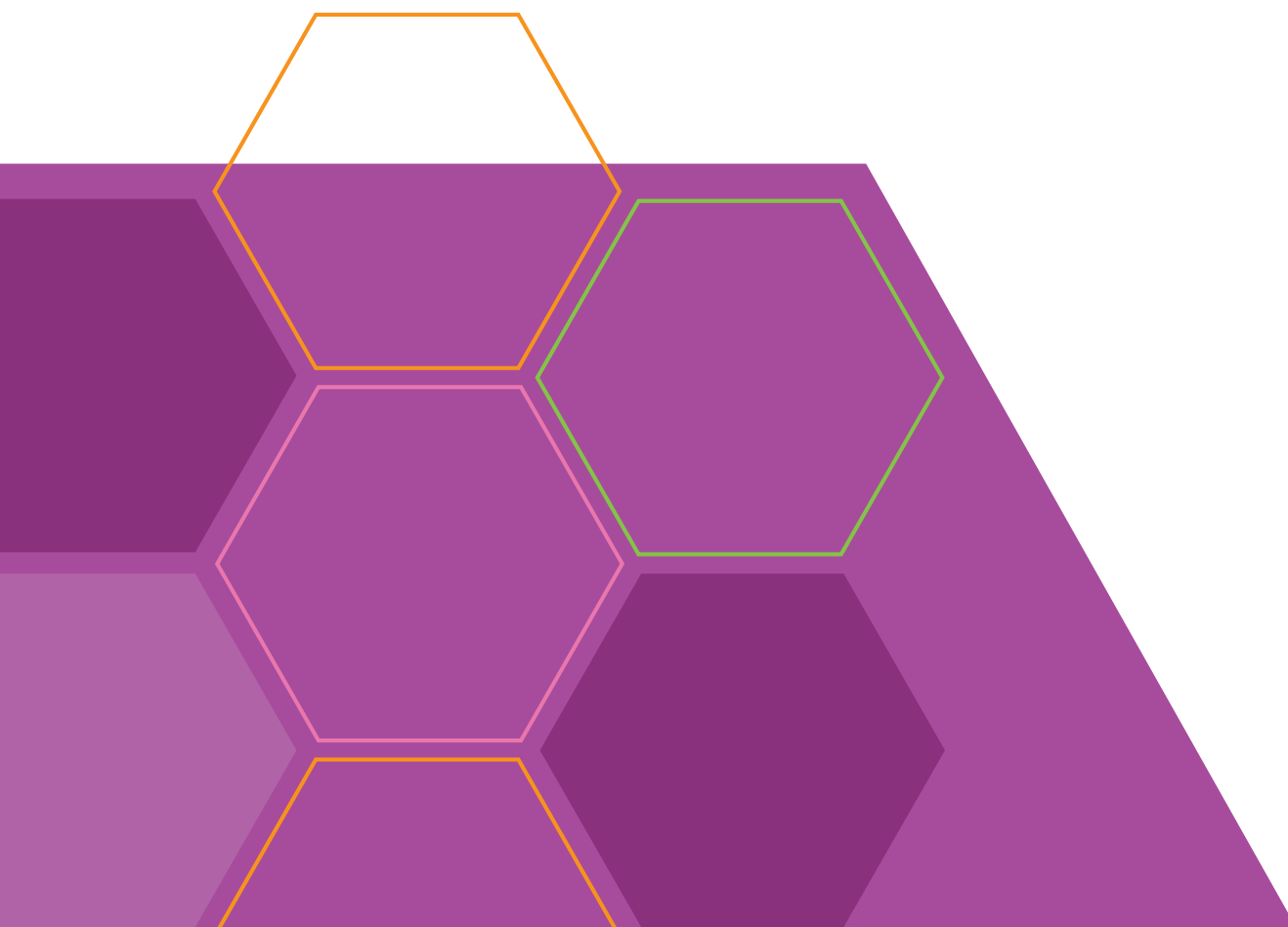




**Website:** [qchscool@eq.edu.au](mailto:qchscool@eq.edu.au)

**Email:** [admin@qchscool.eq.edu.au](mailto:admin@qchscool.eq.edu.au)

**Phone:** (07) 3004 7888



# Contents

Welcome	1
Purpose and values	3
Queensland hospital education programs	4
Towards one statewide hospital school	6
Culture & capability	9
Teaching, learning & transitions	10
Leadership, governance & partnerships	12





*“Every child deserves a champion - an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”*

Rita Pierson  
*Every Child Deserves a Champion*

# Welcome

## A message from the Executive Principal

For more than 100 years, teachers have been working in Queensland hospitals to support the learning needs of students undergoing treatment for illness or injury. In 2023, we now have education programs delivered at more than 25 sites across Queensland for students who are missing school while they are patients or have a family member who is a patient.

Our Queensland Hospital Education Programs (QHEP) community includes more than 150 skilled staff members delivering high quality education and support to ensure continuity of learning and successful outcomes for our students. QHEP staff are proud to be Australian leaders in hospital education. Our aspiration for 2026 is progression **towards one statewide school** where equity and excellence are paramount.

We know that when a young person undergoes hospital treatment for illness or injury, life for the family can be upended. Starting school at a different place, while facing personal health challenges, can understandably cause our students to feel apprehensive about this new chapter of their education journey. There are so many questions that enter a student's mind. Our QHEP staff assure students and families who are about to begin their time with us, that there is a place just for them in our school. We will work with each student to personalise their learning to fulfil their goals. Our hospital education programs truly are wonderful places.

The moments and milestones we share with our students, their smiles and laughter, and their beautiful work that lines the walls of our classrooms, are the colourful threads that bind our school community together year after year. It is a privilege to come to work in a place where quality learning and wellbeing is such an important part of our job. We hope to create a sense of belonging for our students, and positive lasting memories of their time at our school.



## Acknowledgement of Country

QHEP acknowledge Aboriginal and Torres Strait Islander people as the traditional custodians of this country and recognise their continued connection to land, sea and culture. We pay respect to Elders past, present and emerging who guide us with their knowledge and memories. We acknowledge that our community encompasses Aboriginal and Torres Strait Islander people from across Australia and we welcome and pay respect to their cultures.



*“The unique experiences of those people  
who form a school community are the most  
powerful resource our children have.”*

John Edwards  
*Schools That Deliver*

# Purpose & values

We lead, inspire and connect our community to provide our students with equitable, personalised and continuous learning to achieve a brighter future.



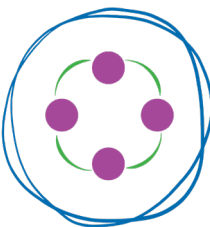
## Equity

We respond to differences



## Integrity

We do the right thing



## Collaboration

We are better together



## Innovation

We strive for improvement



## Respect

We treat everyone with dignity





# education programs

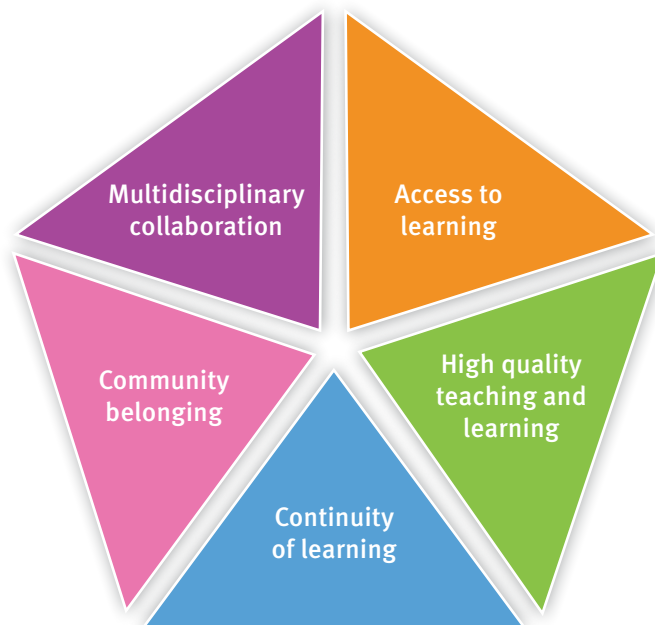
## Programs in 2023

Cairns	Cairns Hospital	onsite
Townsville	Townsville Adolescent Inpatient Unit and Day Service	onsite
	Townsville Hospital	onsite
Mackay	Mackay Hospital	virtual
Rockhampton	Rockhampton Hospital	onsite
Sunshine Coast	Sunshine Coast Adolescent Day Program	onsite
	Sunshine Coast University Hospital - adolescent mental health	onsite
	Sunshine Coast University Hospital - paediatric	onsite
Toowoomba	Toowoomba Hospital	onsite
	Yannanda - adolescent mental health	onsite
Greater Brisbane	Act for Kids Early Education Program	onsite
	Eating Disorder Day Program	onsite
	Ipswich Hospital	onsite
	Jacaranda Place	onsite
	Logan Adolescent Day Program	onsite
	Logan Hospital - adolescent mental health	onsite
	Logan Hospital - paediatric	onsite
	Mater Hospital	onsite
	Princess Alexandra Hospital	virtual
	Queensland Children's Hospital	onsite
	Royal Brisbane & Women's Hospital	virtual
	Royal Brisbane & Women's Hospital - adolescent mental health	onsite
	The Prince Charles Hospital	virtual
Gold Coast	Gold Coast University Hospital	onsite
	Robina Hospital	onsite
	Yangah Adolescent Day Program	onsite

## Developing best practice in hospital education

The Department of Education and Queensland Children's Hospital School have developed five drivers that direct the development and implementation of a best-practice education model to support students with complex mental health or chronic health conditions at all stages of their illness:

1. Students have **access to learning** at all stages of their illness
2. Staff deliver **high-quality** teaching and learning programs
3. Students experience **continuity** of learning across programs
4. Students and staff feel a **sense of belonging** to their school communities
5. Staff engage in **multidisciplinary collaboration**.



## Strategic priorities 2023-2026

The strategic priorities are organised under three sections: Culture & Capability; Teaching, Learning & Transitions; and Leadership, Governance & Partnerships. The sections have a number of goals (summarised below) which each have strategies and anticipated outcomes that will contribute towards achieving those goals and our statewide hospital education model.

The strategic priorities have been developed in alignment to:

- Department of Education Strategic Plan
- Department of Education Equity and Excellence
- Department of Education State Schools Improvement Strategy
- Department of Health Better Care Together.

### Culture & Capability

- A statewide school culture of belonging, connection and accountability
- A systematic approach to capability development that supports all staff.

### Teaching, Learning & Transitions

- Curriculum that is responsive to the diverse learning needs of all students
- Signature pedagogical practices that reflect our contexts
- Students remain engaged in their learning as they transition between programs
- A whole-school approach to using data
- Improved opportunities for students to access learning.

### Leadership, Governance & Partnerships

- A governance structure that promotes clear systemic reporting and accountability pathways
- Stronger partnerships with Health teams at all levels
- Responsive resourcing methodologies
- Enhanced connections with local and global partners
- Consistent and aligned statewide practices.



*“The ability of a group of people to do remarkable things hinges on how well those people can pull together as a team.”*

Simon Sinek  
*Together is Better*

# Culture & capability

## Statewide school culture

By 2026, QHEP will have a school culture of belonging, connection and accountability that unites our staff, students and community across the state and drives high expectations and a commitment to equity and excellence.

### Strategies

### Outcomes

Unite the statewide school community through a shared purpose and set of values that underpin preferred ways of working.

- Staff members have a clear understanding of the statewide strategic direction and expectations
- Statewide values are embedded and visible in all programs.

Build a statewide brand identity that reflects our culture, purpose and values, and is recognisable to our community and stakeholders across Queensland.

- Increased awareness of QHEP services across the state.

Enact the Learning and Wellbeing Framework statewide.

- The statewide culture supports the learning and wellbeing of all students and staff
- QHEP provides culturally safe and responsive learning environments
- Staff members are confident in embedding First Nations cultural perspectives in learning.

## Staff capability

By 2026, QHEP will have a systematic approach to capability development that supports all staff across the state to develop their capability, maintain currency and enhance their engagement with QHEP.

### Strategies

### Outcomes

Develop and implement a statewide professional learning plan that includes:

- induction
- coaching & mentoring
- professional learning communities
- peer-to-peer lesson observations
- professional development partnerships
- aspiring leaders program.

- Clear capability opportunities and pathways
- A culture of collaborative inquiry and conversational communities
- Statewide collective efficacy
- Staff career satisfaction.

Develop and embed processes and opportunities for the leadership team to build self-awareness and collective efficacy as instructional leaders.

- Confident and effective leadership team.

## Supporting documents and initiatives

### School

- QHEP purpose and values
- Learning and Wellbeing Framework
- Professional Learning Plan
- HSAC scholarship
- Miss Ida Kennedy scholarship.

### Department of Education & external

- Student Learning and Wellbeing Framework
- Every Aboriginal and Torres Strait Islander student succeeding
- AITSL Australian Professional Standards for Teachers.

# Teaching, learning & transitions

## Curriculum

By 2026, QHEP will deliver curriculum that is responsive to the diverse learning needs of all students in hospital education programs across the state.

### Strategies

Research, develop and implement an evidence-based whole-school curriculum model that is inclusive of all students, programs, learning contexts and curriculums.

Identify needs of senior secondary students across the state through an inquiry process. Select, design and implement a diverse range of courses and pathways.

### Outcomes

- Staff members are confident and skilled in delivering the whole-school curriculum model
- All students are engaged in quality education that progresses them on their learning pathway.
- Senior secondary students are supported to progress and succeed on their chosen pathway
- Senior secondary students across the state actively participate in and complete senior secondary courses and pathways.

## Pedagogies

By 2026, QHEP will have signature pedagogical practices that reflect the unique context of hospital education and meet the diverse learning needs of all students so that they experience success.

### Strategies

Research, identify and embed evidence-based pedagogical practices that consider the principles of pedagogy (curriculum, learning, learner) in the context of hospital education.

Collaboratively develop a shared understanding of reasonable adjustments and differentiation strategies, with a clear process for consultation, planning, implementation and evaluation of strategies.

### Outcomes

- Pedagogical practices are developmentally and age appropriate and trauma informed
- Staff members are skilled at selecting and employing effective pedagogical practices to ensure learning success for students.
- Staff members are confident and skilled in using inclusive practices when working with all students.

## Transitions & engagement

By 2026, QHEP students across the state will be adequately supported to remain engaged in their learning pathway as they transition between learning programs and stages of learning.

### Strategies

Develop a shared understanding of the Transitions and Engagement Framework (TEF) to allow consistent implementation across all sites.

Access the range of statewide and regional services available to support students at all stages of their learning, with a focus on students requiring specialised support.

Develop and implement a transition to Prep program and a transition to Secondary program.

### Outcomes

- All staff members understand the TEF and their role in transitions, and embed the elements of the TEF in their practice.
- Transition processes and practices reflect the diversity of students, stakeholders (such as parents/carers) and partners.
- Students preparing for Prep or Secondary experience a positive and supportive transition.

## Student data

By 2026, QHEP will have a whole-school approach to using data to understand students' learning and wellbeing needs, progress and outcomes.

### Strategies

Develop and implement a systematic and cohesive approach, informed by the P-12 CARF and existing data tools, for staff to skilfully use student data in our unique hospital education contexts.

Explore ways to monitor and reflect on the learning gains made by our students across the state during and after their engagement in a hospital program.

### Outcomes

- Staff members are confident and skilled in collecting and analysing data to understand student needs and inform their practice
- Clear alignment between the data collection schedule and the school data plan.

- Student progress is known and celebrated
- Staff members understand the impact of their instructional interventions.

## Access to learning

By 2026, QHEP will offer improved opportunities for students with chronic health or complex mental health conditions to access learning and educational support at all stages of their illness.

### Strategies

Develop and implement a home-based transition model to support students to continue in their learning until they fully re-engage with their base school.

Expand and improve delivery of the Virtual hospital education program to regional and rural hospitals where there is a need for an education program. Explore other student cohorts and contexts that could benefit from the virtual hospital education model.

Work with DoH and HHS's to proactively plan for and deliver new hospital education programs alongside new and expanding health services.

### Outcomes

- Clear learning and transition pathways for all students upon leaving a hospital education program.

- Increased number of students supported through the Virtual hospital education program.

- Successful co-design of new hospital education programs.

## Supporting documents and initiatives

### School

- Whole School Curriculum Plan
- Student Code of Conduct
- School Data Plan
- Transition and Engagement Framework
- Student transition support funding
- Vocational Training Queensland partnership.

### Department of Education & external

- P-12 Curriculum, Assessment and Reporting Framework
- Australian Curriculum version 9
- Early Years Learning Framework
- Queensland Kindergarten Learning Guidelines
- Queensland Curriculum and Assessment Authority
- Australian Curriculum, Assessment and Reporting Authority
- Queensland Tertiary Admissions Centre.

# Leadership, governance & partnerships

## Governance structure

By 2026, QHEP will have a governance structure that promotes clear systemic reporting and accountability pathways, and influences and executes our preferred ways of working.

### Strategies

Work with the Department of Education senior officers to investigate and form a governance body to make executive level recommendations regarding QHEP.

Using an inquiry approach, collaboratively design a future-focused organisational structure to drive, support enactment of and monitor strategic priorities across all hospital education programs.

Enhance the strategic role of the Hospital Schooling Advisory Council (HSAC) to align with the new governance system and QHEP agenda.

### Outcomes

- Formation of an effective governance body with a clear charter.
- Recommendations from the governance body reflect our diverse hospital education programs.
- The organisational structure enables adequate support for all staff to deliver quality hospital education programs.
- The statewide school community (including parents/carers) is represented through HSAC at appropriate levels of governance.

## Health and Education partnership

By 2026, QHEP will have stronger partnerships with Health teams at all levels in order to deliver proactive, integrated and best-practice services.

### Strategies

Investigate, determine and implement best practice information sharing practices that support the provision of quality services, while meeting information privacy and legislative requirements.

Promote and commit to a one-team multidisciplinary approach to the development and operation of hospital education programs.

### Outcomes

- Enhanced and clear information sharing practices between Education and Health teams at all levels.
- Clarity and respect of Health and Education roles and responsibilities.
- Common systems and processes, where possible.
- Purposeful meetings and interactions.

## Resourcing model

By 2026, DoE and QHEP will have responsive resourcing methodologies that meet the needs of the expanding Queensland hospital education programs.

### Strategies

Develop responsive and sustainable long-term financial and staffing allocation models that reflect the demand of current programs and future growth.

Develop and implement a model to regularly collect and analyse systemic data about our programs and students to understand current growth, anticipate future needs and inform decision-making.

### Outcomes

- Equitable allocation of resources for all hospital education programs.
- Regular systemic data collection and analysis.
- Increased confidence for system decision-makers.



## Partnerships & innovation

By 2026, QHEP will have enhanced connections with local and global partners who improve our work, strengthen our community, and positively influence outcomes for students.

### Strategies

### Outcomes

Continue active membership of our international hospital education networks (HELP, HOPE, HEAL) to share best practice.	<ul style="list-style-type: none"> <li>Sharing knowledge, skills and practice through participation and presentations at conferences and working groups.</li> </ul>
Develop a coordinated approach to representation in key professional associations and leverage our membership on these groups to advocate for and promote all hospital education programs.	<ul style="list-style-type: none"> <li>Increased recognition, understanding and support of our programs among our professional networks.</li> </ul>
Build and maintain strategic industry partnerships that provide expertise, experiences and resources that positively influence the learning and wellbeing outcomes for our students.	<ul style="list-style-type: none"> <li>Quality statewide and local partnership opportunities that enrich the learning and wellbeing outcomes for students.</li> </ul>
Develop and deliver professional learning opportunities to share our expertise and build knowledge and skills within our community and the broader Education and Health systems.	<ul style="list-style-type: none"> <li>Improved knowledge and skills across our broader community to support students with complex mental health or chronic health needs.</li> </ul>

## Statewide school processes

By 2026, QHEP will have consistent and aligned practices to support staff and students across all hospital education programs that also respect the diversity of local contexts.

### Strategies

### Outcomes

Review and embed school guidelines with a statewide focus.	<ul style="list-style-type: none"> <li>Consistent expectations and enactment of school operations in the context of hospital education programs.</li> </ul>
Engage in a cycle of inquiry to improve and streamline administrative processes that support the operation of a statewide school.	<ul style="list-style-type: none"> <li>Real-time student and staff data across all programs.</li> <li>Clear and efficient operational processes.</li> </ul>
Build on current communication strategies to support all staff and programs across one statewide school.	<ul style="list-style-type: none"> <li>Clear and consistent messaging across programs.</li> <li>Staff can easily access the information they need.</li> </ul>

## Supporting documents and initiatives

### School

- Roles and responsibilities
- Licence agreements
- Operational guidelines
- Hospital Schooling Advisory Council

### Department of Education & external

- Parent and Community Engagement Framework
- HELP Alliance: Health Educators Learners Parents
- HOPE: Hospital Organisation Pedagogues Europe
- HEAL: Hospital Educator and Academic Liaison Association



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