

QCHS Strategic Plan 2019-2022

Our vision

Leading excellence in hospital teaching and learning through innovative and inclusive practices.

Our values

care, trust, respect, integrity, relationships

Our priorities (2018 School Review Improvement Strategies)

- Establish the point of difference that identifies and defines the school as a world leader in hospital schooling.
- Prioritise the implementation of the *Student and Staff Wellbeing Framework*.
- Quality assure coaching and mentoring models to engage all staff within and across school sites.
- Work with key stakeholders to strengthen the transition processes to and from the school.
- Collaboratively develop a clear and explicit data collection schedule that informs the starting points for learning for each student.

Our objectives

- Address the unique needs of students to ensure successful transitions through each phase of learning
- Focus on a sharp and narrow explicit improvement agenda through inquiry cycles
- Develop staff capabilities to drive and lead future focused school improvement
- Create inclusive opportunities so that every student succeeds.

Our guiding questions

How are our students doing in their learning?

How do we know?

What are we doing to improve students' learning?

How do we know it is working?



Standards of Evidence	Design	Impact	Scalability	Investment
Standard 1: Student Learning
Standard 2: Staff Wellbeing
Standard 3: School Improvement

Our performance

Successful learners

- all teaching staff have access to a broad range of student achievement and wellbeing data and use it to analyse, monitor, plan and implement for improved learning outcomes
- school-wide solutions identify and address the needs of the learners.

Teaching quality

- evidence-based high quality practices
- staff deployed in ways that make the best use of their expertise
- range of initiatives implemented to promote effective use of available resources – across class, across campus, across school/services
- ongoing professional learning for all staff and development of a school-wide, self-reflective culture.

School performance

- school improvement agenda narrows and sharpens school's focus on core learnings
- a successful school review
- improved data from the School Opinion Surveys and stakeholder feedback.

Leadership and performance

- further developing an assessment and feedback culture
- support professionalism and leadership of all staff
- lead and engage in evidence-informed inquiries.

Local decision making

- develop strategic partnerships
- parent and community engagement plan documents an approach for monitoring and reviewing the effectiveness of strategic partnerships
- partnerships broaden student knowledge, build new skills, develop more positive attitudes, increase engagement levels, create applied learning opportunities for students or facilitate transition to work or further education and training
- alignment of practices across hospital education services in Queensland.

Successful learners

Know our learners

Analyse student data regularly to monitor progress and guide professional practices. *NSIT2*

Use [Early Start](#) and the [P – 10 Literacy Continuum](#) to monitor students' progress in literacy and numeracy. *NSIT2*

Create inclusive opportunities for all students to reach their potential. *NSIT3, NSIT7*

Meet our learners' needs

Create an inclusive culture of engaging learning that improves wellbeing and achievement guided by the [Learning and Wellbeing Framework](#) and the [Disability Standards for Education, 2005](#). *NSIT3*

Provide challenging learning experiences that further develop literacy, numeracy, and critical and creative thinking capabilities across the curriculum. *NSIT6*

Provide support for students to identify their intended learning options and learning pathways, through the new QCE model. *NSIT6*

Support students by providing a case management approach that promotes educational pathways and engagement. *NSIT3*

Local decision making

Embrace autonomy

Accelerate school improvement through inquiry cycles focused on improving student outcomes. *NSIT1*

Foster collaboration

Review and implement the [Parent and Community Engagement Framework](#). *NSIT9*

Maintain strong, innovative and strategic partnerships that expand opportunities and contribute directly to student outcomes. *NSIT9*

School performance

Know your data

Use research evidence and professional judgment to determine what will work best. *NSIT1*

Assess evidence widely, including multiple measures of student achievement and the school review report to determine the focus for improvement. *NSIT1*

Utilise the [School improvement planning guide](#) to improve student achievement. *NSIT1*

Know your strategies

Focus our explicit improvement agenda, using the School improvement model and the [School planning, reviewing and reporting framework](#). *NSIT4*

Work collaboratively with key stakeholders within and across schools to improve student outcomes. *NSIT4*

Plan how you will know and measure student progress. *NSIT2*

Develop detailed, realistic and actionable plans for improvement and/or innovation. *NSIT1*

Teaching quality

Systematic curriculum delivery

Develop a deep understanding of the Australian Curriculum, the new senior assessment and tertiary entrance procedures and processes, and the requirements of the [P-12 curriculum, assessment and reporting framework](#). *NSIT6*

Improve students' literacy and numeracy achievement through all learning areas of the Australian Curriculum, including the promotion of STEM opportunities. *NSIT6*

Use departmental curriculum resources to support effective teaching, learning and assessment to inform the development of Personal Learning Plans. *NSIT4*

Align the teaching, assessing and reporting of the Australian Curriculum. *NSIT6*

Effective pedagogical practices

Monitor the use of the agreed, research-validated, school-wide [pedagogical framework](#). *NSIT8*

Promote consistency of teacher judgment against the Australian Curriculum achievement standards through [moderation processes and practices](#). *NSIT5*

Expert teaching teams

Create a systematic approach to collaborative inquiry-based professional learning, coaching, mentoring and feedback, to improve teaching practices. *NSIT5*

Leadership and performance

Use the [Australian Professional Standard](#) to:

Lead teaching and learning

Embed an inclusive school-wide curriculum, pedagogy, assessment and instructional leadership model. *NSIT6*

Develop self and others

Support professionalism and leadership of all staff. *NSIT5*

Support career and capability development using collaborative, evidence-informed inquiries and the [Annual performance review](#) process. *NSIT5*

Lead and model student-centred professional learning communities. *NSIT3*

Lead improvement innovation and change

Contribute to the evidence base of student-focused innovation, learning and improvement. *NSIT3*

Establish the point of difference that identifies and defines the school as a world leader in hospital schooling. *NSIT1*

