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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)).
* The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.
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| Attested on 28 March 2018 at 11:15 AM by Judy Ring (Principal) |

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| * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
* To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.
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| Attested on 15 May 2018 at 04:33 PM by Lorraine Graham (School Council President) |

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| **2017 Annual Report tothe School Community** |

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| School Name: Travancore School |

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| **About Our School** |

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| School Context |

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| Travancore School’s aim is to provide a safe and supportive environment which supports young people with mental health difficulties in education; provides pathways and options to build successful educational transitions; and develops mental health awareness across educational communities. Our school values are:* Collaboration-To work with a positive intent and purpose toward the mental health goals of students in our care across community organisations
* Optimism-To engage and apply patterns of thoughts and behaviours which focus upon hope and future positive possibilities
* Respectful Practice -To operate with the highest levels of professionalism and accountability, bringing sensitivity and respect to all our working relationships
* Trust -To develop and demonstrate confidential models of practice that enhances integrity in our professional work.
* Innovation -To utilise a creative pedagogy to improve prevention and intervention strategies using current research

The school primarily services the educational needs of children and young people who are clients of the Royal Children’s Hospital Mental Health (RCH MH) and Orygen Youth Health (OYH). Travancore is a multi site school located on RCH MH and OYH sites.Programs are negotiated through collaboration with mental health services. The school also has a commitment to build the capacity of teachers and other staff in the community to assist students with mental health problems. This is achieved through the provision of a range of professional learning experiences and consultations around mental health in educational settings. Our programs include: outreach support in schools for consumers of RCH MH across the metropolitan north-west; a specialised school refusal intervention program (In2School) for RCH MH consumers; an outdoor adventure program for adolescents at risk from schools in Western Melbourne and Brimbank Melton DET Areas (Operation Newstart Western); an inpatient school program (located at the Banksia Ward, Royal Children’s Hospital in Parkville); educational outpatient groups for older adolescents engaged with Orygen Youth Health (located in Parkville and Sunshine) and professional learning for educators.At the end of 2017, the school had 16.9 equivalent full time staff; 1.0 principal class, 14 teachers and 1.9 support staff. |

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| Framework for Improving Student Outcomes (FISO)  |

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| In 2017, Travancore focused on the following FISO initiatives: **Building Practice Excellence*****Achievements include:**** Strengthening of the staff peer coaching program
* Specific staff development in HITS and relevant pedagogical practices
* Reviewing data on goal achievement as a focus for PLC conversations has commenced

**Building Communities*****Achievements include:**** Systematic oversight of all professional learning and secondary consultation to consolidate evaluation data and rationalise resource allocation
* Development of rubrics to support staff skills in capacity building
* Development of new feedback tool for parents and partner schools
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| Achievement |

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| In 2017 the school had 675 registrations, mostly for direct student work and some consultations to schools. A number of these representing students having multiple admissions or engaging in more than one program. A significant number (297) were admissions to the Banksia inpatient ward.Data gathered from semester 2 saw of the 409 students registered, 53% identified as female, 43% as male and 4% as other. During this time Travancore teachers engaged with 123 different schools or educational settings. Of these 57% were secondary schools, 22% primary schools, 6 % special schools and 15% were P-12 or other configuration. The school focussed on recording a main learning goal that could be assessed by the end of the intervention period. Goals are now recorded for a greater number of students, particularly those with short admissions. In semester 2, 354 learning goals were recorded. Of these 203 were achieved, 41 were partially achieved and 16 not achieved (94 were still in progress). Feedback from partner schools/educational settings on Travancore involvement revealed 78% had a positive impact on their capacity to support the identified student and 21% a partial impact. |

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| Engagement |

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| Our school seeks to engage students directly in our programs by the provision of high interest, hands on learning experiences. We also work to engage students in their base school programs through the negotiation of positive support plans. Most students who attend face to face programs have access to some outreach support to assist their re-engagement with school. The student survey showed that 97% of students felt Travancore School was helpful or somewhat helpful in supporting their return to school.Non-attendance by students is also managed through individual follow up with relevant clinical and/or school support personnel.The reengagement research pilot for school refusers ‘In2School’ completed the 2016 intake in term 1 (making 3 in total). The program was then put on hold until funding was found for the clinical position. Additional philanthropic funds enabled a new intake in term 4. Research outcomes continue to be collected.An extensive range of external professional learning was delivered across the community to develop capacity to maintain engagement of students with mental health concerns in education. These included sessions on Youth Mental health First Aid; SafeMINDS; Functional Behaviour Assessment; Time to Reflect; Working with School Refusal and a range of secondary consultation forums. There was an expansion of agreements to provide secondary consultation to specific schools in partnership with RCH MH. During 2017 nine schools were provided with a series of secondary consultations. |

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| Wellbeing |

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| Travancore attends to the wellbeing of on-site students through a teaching program focused on strengths and aligned to student’s individual goals and learning needs. The voice of students supported by outreach programs is prioritised and built into Return to School and Behaviour Support Plans. Student survey data showed that 83% felt teachers supported them to get on well with other students; 91% believed that teachers listened to what they had to say; 86% reported that teachers provided help and support when it was needed and 88% felt safe at Travancore School.All teaching teams continued to develop focus on Personal and Social Capabilities, incorporating programs such as Social Thinking, Zones of Regulation, POOCH problem solving and VIA Character Strengths.Travancore commenced as a partner school in the Respectful Relationships program, collecting data to inform an action plan that outlines a whole school coordinated approach to program implementation. |

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| For more detailed information regarding our school please visit our website athttp://www.travancoresch.vic.edu.au/ |

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| **Performance Summary** |

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| The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.Members of the community can contact the school for an accessible version of these data tables if required. |

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| **School Profile** |

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| Enrolment ProfileA total of 0 students were enrolled at this school in 2017, 0 female and 0 male.0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| No Data Available |

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| Parent Satisfaction SummaryMeasures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| No Data Available |

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students working at each Standard in:•         English•         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| **Performance Summary** |

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| Engagement |

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| Student Outcomes |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning.  |

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| **Year** | **2014** | **2015** | **2016** | **2017** | **4-year average** |
| Average absence days | ND | ND | ND | ND | ND |

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| Exit destinationsPercentage of students going on to further studies or full-time employment.Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'. |

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| **Year** | **2014** | **2015** | **2016** | **2017** | **4-year average** |
| % of students to further studies or employment | ND | ND | ND | ND | ND |

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| How to read the Annual Report |

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| **What does the *About Our School* section refer to?**The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.                                         The ‘School Context’ describes the school’s vision, values and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics and special programs.The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them**What does the *Performance Summary* section of this report refer to?**The Performance Summary reports on data in key areas:**Achievement**Student achievements in :* English and Mathematics

**Engagement*** student attendance and engagement at school
* how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)
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| **What is the meaning of ‘*Data not available’?***Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels, so school comparisons are not possible.New schools have only the latest year of data and no comparative data from previous years.The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.**Towards Foundation Level Victorian Curriculum**The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.                                ‘Levels A to D’ may be used for students with a disability or students who may have additional learning needs. |

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| **Financial performance and position commentary** |

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| Our operating deficit is predominately teacher salaries for maintenance of the Operation Newstart program and continuation of the program initiative, “In2School” which does not receive specific DET funding. This is planned and approved by school council as the most beneficial use of school surplus funds. ‘Miscellaneous expenses’ is largely the amount repaid to DET for the SRP deficit of 2016. We have continued to receive additional state government funding through the Advance program that is being used to enhance student learning opportunities within the Newstart and Parkville programs. We have also received philanthropic funds to contribute to the In2School pilot program and Operation Newstart*.* The financial commitment of “Provision Accounts” reflects the projected SRP deficit repayable over the next two years. |

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2017 |

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| Financial Position as at 31 December, 2017 |

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| **Revenue** |

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| **Actual** |

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| **Funds Available** | **Actual** |
| High Yield Investment Account | $64,666 |
| Official Account | $21,398 |
| Other Accounts | $500,000 |
| **Total Funds Available** | **$586,064** |

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| Student Resource Package |

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| $1,774,125 |

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| Government Provided DET Grants | $104,330 |
| Government Grants State | $14,775 |
| Revenue Other | $55,662 |
| Locally Raised Funds | $46,039 |

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| **Total Operating Revenue** |

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| **$1,994,931** |

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| **Equity¹** |

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| Equity (Social Disadvantage) | $5,000 |

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| **Equity Total** |

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| **$5,000** |

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| **Expenditure** |

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| **Financial Commitments** |  |
| Operating Reserve | $48,418 |
| Asset/Equipment Replacement < 12 months | $100,000 |
| Provision Accounts | $412,646 |
| Repayable to DET | $25,000 |
| **Total Financial Commitments** | **$586,064** |

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| Student Resource Package² |

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| $1,798,735 |

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| Books & Publications | $328 |
| Communication Costs | $7,415 |
| Consumables | $14,230 |
| Miscellaneous Expense³ | $163,513 |
| Professional Development | $24,077 |
| Property and Equipment Services | $17,742 |
| Salaries & Allowances⁴ | $31,231 |
| Trading & Fundraising | $631 |
| Travel & Subsistence | $31,343 |

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| **Total Operating Expenditure** |

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| **$2,089,244** |

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| **Net Operating Surplus/-Deficit** |

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| **($94,313)** |

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| **Asset Acquisitions** |

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| **$0** |

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| (1) The Equity funding reported above is a subset of overall revenue reported by the school(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.(4) Salaries and Allowances refers to school-level payroll. |

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| *All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.* |

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