|  |  |  |  |
| --- | --- | --- | --- |
| **Travancore School 4465 Strategic Plan 2017-2020** | **Endorsement**  Principal: Judy Ring 31.03.2017  School council: Lorraine Graham 31.03.2017  Delegate of the  Secretary: [name] [date] | **Re-Endorsement** (if a Goal, KIS or Target is changed)  Judy Ring 11.12.2018  Pam St Leger11.12.2018  **………………………………………**[name] [date] | **Re-endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] |

|  |  |  |  |
| --- | --- | --- | --- |
| **School vision** | **School values** | **Context and challenges** | **Intent, rationale and focus** |
| 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; * develops mental health awareness across educational communities | * 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 | Context  Travancore school provides education to young people with mental health difficulties. Travancore works in partnership the Department of Human Services (DHS) through the Royal Children’s Hospital (RCH) and Orygen Youth Health (OYH).  To improve the mental health of young people five to 18 years old the staff of Travancore work in three ways, providing direct education programs at a number of locations, the provision of outreach services to foster the engagement of students in education and vocational programs and presenting professional learning programs to the broader educational community in the area of mental health and education of young people.  Challenges  Travancore School works within the context of government tertiary mental health services. The school has always developed its programs within this context.  Since the 2016 review, MH services have serviced a growing population with increased levels of need. Admissions to the inpatient ward have increased, resulting in shortened stays and higher turnover. Levels of acuity of both children and adolescents within tertiary services have increased.  With the school’s funding currently fixed, decisions about which students will receive a service and the level of intensity of that service have not been clarified. | 1. To develop valid data sets in order to evaluate the impact of programs on student outcomes   Effective teachers use student outcomes to evaluate the impact of their teaching on student learning and then adapted to better meet student learning needs. Effective schools provide time and resources to teachers and teams to analyse their impact on student learning growth. Furthermore, effective schools systematically collect student learning data and present it in a format that is readily analysed enabling the identification of trends  Excellence in teaching and learning - Evaluating impact on learning   1. To continually improve teacher practice through embedding a coaching and feedback culture   Improved student outcomes are achieved by staff participating in professional learning that improves their practice. Coaching is an effective form of professional learning as it provides the opportunity for staff to; collaborate, receive feedback and reflect on how practice impacts on student learning.  Excellence in teaching and learning - Building practice excellence   1. To contribute to the health and wellbeing outcomes for students through both direct work and capacity building across the community   Effective schools are aware of health and well-being needs of students. They take steps to support student’s physical and mental health as well is fostering a sense of belonging and community. They use social and emotional learning approaches to develop student’s self-management, awareness, empathy and relationship skills. Schools ensure that every student has a secure positive relationship with at least one teacher  Effective schools create and sustain partnerships to target health, wellbeing and learning needs of students and their families and address complex social barriers to participation in learning by addressing risk factors and promoting proven protective practices. They also co-design learning experiences with their partners that have mutual benefits.  Positive climate for learning - Health and wellbeing  Community engagement in learning - Building Communities |
|
|

|  |  |  |  |
| --- | --- | --- | --- |
| **Two-year goals  (for improving student achievement, engagement and wellbeing)** | **Improvement Priorities, Initiatives and/or Dimensions** | **Key improvement strategies** | **Targets  (for improving student achievement, engagement and wellbeing)** |
| Improve student outcomes by teachers evaluating their impact on learning | **Excellence in Teaching and Learning**   * ***Evaluating impact on learning*** | * Strengthen teacher capacity to analyse data to inform student learning | 80% of student ILP objectives will continue to be attained.  85% of Operation Newstart and In2School students tracked 3 months from closure are engaged in education with at least 70% attendance for the previous 4 weeks.  Student survey shows 90% of students agree or strongly agree that:  *‘Travancore School is supporting me to continue my education’*  *‘Travancore teachers provide extra help and support to students*  *who need it’.*  ‘*Travancore teachers support me to set learning goals”*  Case studies are analysed to elicit themes and outcome data |
| Improve student outcomes by building teacher practice | **Excellence in Teaching and Learning**   * ***Building practice excellence*** | * Develop and strengthen teaching practices and evidence based approaches. * Embed systems for teacher collaboration, classroom observation and effective feedback | The school staff survey professional learning summary of module component means whole school will increase from:   * Active participation 75% to 90 % * Overall endorsement 92% to 95% * Feedback is seen as crucial to the professional learning process 87% to 90%   Student survey will show an increase in the number of students who agree or strongly agree that:  *‘Travancore teachers tell us what we are learning and why.’*  *(85 to 90%)*  *‘Travancore teachers give me feedback about my participation*  *and work, (80 to 85%)*  Case studies are compiled to describe and develop teacher practice. |
| Improve student health and wellbeing outcomes at Travancore school | **Positive climate for learning-**   * ***Health and Wellbeing*** | * Implement evidence based curriculum programs to develop the health and wellbeing of students across Travancore teams | Student Survey responses to the following statements indicating agree or strongly agree will increase:  *‘Travancore School is a safe learning environment’ (to 90%)*  *‘Travancore teachers help me to build relationships with others’*  *. (to 80%)*  *‘There is a teacher at Travancore school who believes I can be*  *successful” (to 90%)*  *‘Travancore teachers encourage and expect me to do my best’*  *(to 95%)*  90% of responses on the Parent/Carer Survey indicated that:  *‘Providing strategies and resources to support your child with*  *their learning and wellbeing’* was very helpful.  The School will be rated at the level of excelling (FISO) in   * Strengthening the social and emotional wellbeing of students * Addresses the physical health need of students * Addresses the psychological and social wellbeing of students * Supports students to reach their potential |
| Improve student health and wellbeing outcomes across the wider community | **Community engagement in learning**  ***Building Communities*** | * Building capacity across the wider community to improve student health and wellbeing by supporting and promoting best practice | The School will be rated at the level of excelling (FISO) in   * Building community partnerships * Partnerships to support student health, wellbeing and achievement * Parent, carer and family engagement   Evaluation of community capacity building programs indicate 85% of respondents have increased their capacity to respond to the needs of children and young people *highly* or *extremely*  Feedback from 90% of respondents on the Partner Schools Survey indicate *that:*  *Travancore School impacted positively on your capacity to*  *support your student?*  Feedback from 80% of respondents on the Partner Schools Survey indicate strongly agree that:  *‘A positive working relationship was developed between your*  *setting and Travancore School’*.  Feedback from 90% of respondents on the Mental health Partner Survey indicate *that:*  *‘Travancore school have successfully supported the education*  *based needs of the young person in my clinical care’*  *‘I am satisfied with the communication I received from Travancore*  *school about the young person in my clinical care’* |