

2018 Annual Report to The School Community



School Name: Travancore School (4465)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration 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 2018 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.

Attested on 26 March 2019 at 05:44 PM by Judy Ring
(Principal)

- 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 Registration 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 2018 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.

Attested on 26 March 2019 at 06:04 PM by Pam St Leger
(School Council President)

About Our School

School context

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.

The school negotiates and delivers programs 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. A range of professional learning experiences and consultations around mental health in educational settings are delivered across the educational community to develop skills and knowledge.

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 and school outreach for older adolescents engaged with Orygen Youth Health (located in Parkville and Sunshine) and,
- professional learning for educators.

At the end of 2018, the school had 16.9 equivalent full time staff; 1.6 principal class, 14.6 teachers and 2.4 support staff.

Across 2018, the school had 668 student enrolments (162 students were supported via an outreach program and a number of students in the inpatient program were seen over multiple admissions).

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

KIS - Develop and strengthen teaching practices and evidence-based approaches.

Achievements include:

In the School Staff Survey, levels of staff endorsement were "Renewal of knowledge and skills - 97%;

Applicability of professional learning - 99% and Collective participation - 96%.

Successful actions included:

Goal moderation work developing in teaching teams.

Return to School plans developed with a consistent model across teams.

Development of Questioning as a High Impact Teaching Strategy with support from the Learning Specialist.

Respectful Relationships curriculum developing and in use by several teams.

The referencing Personal and Social capabilities curriculum within lesson planning.

KIS - Develop and implement explicit systems for teacher collaboration, classroom observation and effective feedback

Achievements include:

In the School Staff Survey, levels of staff endorsement were 'Discuss problems of practice' -100%, 'Professional learning through peer observation' – 80%, 'Believe peer feedback improves practice'- 87%.

Successful actions included:

Developing a whole school PDP goal to introduce this focus.

Using staff meeting times for sharing and monitoring PDP plans and goals.

Running a whole staff professional learning day for the development of coaching skills, using the Growth Coaching model.

Participation in more extensive Professional Learning for the Learning Specialist in Growth Coaching.

Ensuring all staff have reflective practice partners and an understanding of our reflective practice model.

PLC practices in evidence in team meetings e.g. agreed purpose and expectations for the team, use of data protocol, team member moderations of goal attainment.

Building Communities

KIS - Build capacity across the wider community to improve student health and wellbeing by supporting and promoting best practice.

Achievements include:

The School rated at the level of excelling (FISO 4.1) in

- Building community partnerships
- Partnerships to support student health, wellbeing and achievement
- Parent, carer and family engagement

Feedback from Partner School surveys indicate that Travancore School has influenced positively on their capacity to support their identified student in 89% of responses.

In addition, 98% of partner schools agree or strongly agree that Travancore School has improved engagement and/or educational outcomes for students.

Successful actions included:

Involving increasing numbers of staff in capacity building work. Staff are encouraged to work in pairs with either another teacher or a clinician to develop skills and confidence.

Most staff engaged in this work have a PDP goal around developing practice.

The new core evaluation questions being incorporated into the evaluation tools.

A process for recording secondary consultations on the database to allow for consistent record keeping and accountability.

The professional learning delivery mode has moved to include more responses to requests from schools to deliver targeted professional development activities (including secondary consultations) as opposed to offering pre-developed learning programs.

Staff are using peer coaching/observation to build their skills for the work as presenter/consultant.

Staff are using the skills rubrics in PD delivery and Consulting to identify areas for feedback.

New initiatives for capacity building added to the program e.g. Banksia Open Classroom – aimed at demystifying the process of admission of students to an adolescent inpatient unit and understanding how the Travancore teachers work with school to support re-entry.

Staff demonstrate a broader understanding of capacity building and how it fits into other areas of their work, e.g. outreach work for identified students.

School refusal resources developed for community access via the school webpage. The school receives numerous approaches to provide advice and learning around management of school refusal.

Teams working at getting more family feedback to enable improved family engagement practices.

Evaluating impact on learning

KIS - Build teacher capacity to analyse data to inform teaching and learning.

Achievements include:

A whole school data schedule that looks at five data sources across each term or semester

Evidence of the Data Analysis Protocol in use both in whole staff and team meetings.

Successful actions included:

Providing regular practice and prompts for use of the data protocol.

Prompting team reflection and actions from data analysis through discussion at team leaders meetings.

Review and improvement of data collection surveys. (Surveys to school and to families)

The whole school mindset around data has improved, staff expressing interest and enthusiasm in working with the feedback.

Regular meetings with other hospital school principals in place. This forum has expressed commitment in working collaboratively around understanding and collecting appropriate data sets.

Achievement

Student goal achievement data indicates that 81% of students achieved their priority educational goal (n=412 goals assessed). A further 13% partially achieved their goal; therefore, 94% of students achieved or partially achieved their educational goal.

Operation Newstart and In2School students were tracked 3 months from closure, 79% of ONW and In2School students were engaged in education 3 months post-closure. Two ONW students were still enrolled but not engaged.

Highlights:

The school is continuing to work on a consistent process for setting meaningful and achievable student goals regardless of the length of time the student is connected to Travancore.

Future directions include:

Continue to allocate staff meeting time for analysis of student goal data.

Continue use of team leader meeting to present and work on actions arising from data analysis.

Build skills and resources for teams to engage in regular moderation of ILP goals.

Set goals for students receiving outreach support that considers the voice, needs and priorities of students, schools and mental health workers.

A renewed and targeted focus on feedback to students as a high impact teaching strategy.

Development of case studies as another data set as evidence of achievement.

Engagement

Student survey shows that 80% of students agree that, overall their experience at/with Travancore School has been helpful. Furthermore, 83% of students (n=98) agreed or strongly agreed that there was a teacher at Travancore School who believed they could be successful.

Highlights:

The school is addressing student non-attendance through a range of initiatives. The In2School program provides an intensive wrap around intervention for students with significant school refusal. The program is achieving a 70% attendance rate in a mainstream setting six months following the intervention. The University of Melbourne is researching the program in order to contribute to a best practice evidence base in this field. The school also provides professional learning and consultation to other schools and agencies managing school refusal and has international links and recognition for this work.

Building strong community partnerships and capacity across the system was evident in the provision of formal consultations (as a series or a single event) for 41 different schools. One hundred percent of partner schools involved in direct student work indicated a positive relationship existed with Travancore School and many outlined positive changes or school interventions because of the Travancore involvement.

Future directions include:

Work across DET and RCH to ensure ongoing funding for the In2School program.

Development of a procedural manual for the In2School intervention.

Wellbeing

The School rated at the level of excelling (FISO 4.1) in

- Building community partnerships
- Partnerships to support student health, wellbeing and achievement
- Parent, carer and family engagement

Evaluation of professional development programs indicate an increased capacity to improve student health and wellbeing

Feedback from partner schools indicate that Travancore School has impacted positively on their capacity to support their identified student in 87% of responses.

Travancore student's involvement is often very short term and comes in the context of many complex life issues. Despite this, student survey data indicates that 88% of students believed that Travancore offered a safe learning environment and 78% believed that they had a voice at Travancore School. Results from parent surveys indicated that 95% were satisfied with the level of support they received and 100% believed that their child was treated with respect.

Highlights:

Incorporation of the RRRR resources across all face-to-face teaching programs

Future directions include:

The development of parent information resources relevant to each program.

Financial performance and position

The annual result indicates a surplus although the school planned for a deficit budget. The staffing liability continues to be above the credit allocation of the SRP however, the school was able bring in cash revenue from a variety of sources that resulted in a calendar year surplus. These sources include payments for the delivery of professional learning (included in 'Revenue Other' when coming from government schools and 'Locally Raised Funds' when coming from the non-government sector), base school contributions to student enrolments in the Operation Newstart program and external grants acquired to support programs specific programs e.g. Advance grants. A significant grant of philanthropic funds was obtained to support the school refusal program In2School (not part of the school's current funding model). This money was received from the University of Melbourne at the end of 2018 and will be put towards salary costs in 2019.

The school equity allocation continues to support the Personal and Social learning program component conducted in the community.

For more detailed information regarding our school please visit our website at




<https://www.travancoresch.vic.edu.au/>

Performance Summary

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.

Key: Range of results for the middle 60% of Victorian Government Special Schools: 
Results for this school:  Median of all Victorian Government Special Schools: 

School Profile

Enrolment Profile

A total of 0 students were enrolled at this school in 2018, 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.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

No Data Available

Parent Satisfaction Summary

Measures 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).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

No Data Available

School Staff Survey

Measures 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.



Performance Summary

Achievement	Student Outcomes
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>No Data Available</p>
	<p>Results: Mathematics</p> <p>No Data Available</p>

Performance Summary

Engagement	Student Outcomes																	
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table><tr><th>Year</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th><th>4-year average</th></tr><tr><td>Average absence days</td><td>ND</td><td>ND</td><td>ND</td><td>ND</td><td>ND</td></tr></table>						Year	2015	2016	2017	2018	4-year average	Average absence days	ND	ND	ND	ND	ND
Year	2015	2016	2017	2018	4-year average													
Average absence days	ND	ND	ND	ND	ND													
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table><tr><th>Year</th><th>2015</th><th>2016</th><th>2017</th><th>2018</th><th>4-year average</th></tr><tr><td>% of students to further studies or employment</td><td>ND</td><td>ND</td><td>ND</td><td>ND</td><td>ND</td></tr></table>						Year	2015	2016	2017	2018	4-year average	% of students to further studies or employment	ND	ND	ND	ND	ND
Year	2015	2016	2017	2018	4-year average													
% of students to further studies or employment	ND	ND	ND	ND	ND													

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$1,914,878
Government Provided DET Grants	\$243,900
Government Grants State	\$18,625
Revenue Other	\$39,888
Locally Raised Funds	\$36,452
Total Operating Revenue	\$2,253,743

Equity ¹	
Equity (Social Disadvantage)	\$5,000
Equity Total	\$5,000

Expenditure	
Student Resource Package ²	\$1,946,427
Books & Publications	\$1,192
Communication Costs	\$7,284
Consumables	\$20,441
Miscellaneous Expense ³	\$29,016
Professional Development	\$27,974
Property and Equipment Services	\$18,544
Salaries & Allowances ⁴	\$33,828
Trading & Fundraising	\$166
Travel & Subsistence	\$31,691
Total Operating Expenditure	\$2,116,565

Net Operating Surplus/-Deficit	\$137,178
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$172,333
Official Account	\$71,027
Other Accounts	\$510,239
Total Funds Available	\$753,599

Financial Commitments	
Operating Reserve	\$27,947
Other Recurrent Expenditure	\$1,656
School Based Programs	\$266,005
Repayable to the Department	\$457,990
Total Financial Commitments	\$753,599

- (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 15 March 2019 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.

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.

How to read the Annual Report

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)

What is the meaning of '*Data not available*' or '*ND*' mean?

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.