
**TRAVANCORE
SCHOOL**

**ANNUAL REPORT
TO SCHOOL
COMMUNITY**

2020

PRINCIPAL'S REPORT



Principal: Judy Ring

When we started back in 2020 we were still coming to terms with the environmental disasters of the summer. Who could have predicted that our lives would be dominated by social distancing, face masks, sanitiser and zoom fatigue? This year presented our school community with unprecedented challenges in maintaining student learning programs throughout the range of COVID-19 lock downs and restrictions. From late March school operations were modified as we sought to creatively continue services.

With the exception of our wonderful Banksia team who continued to offer a face to face classroom program throughout the year, the other classroom programs had to rely on online contact for the rest of 2020. All of our staff group have taken up the challenge of building new skills in working with students, partners and team mates using online platforms. During the days of hard lock down we were both surprised at what we could achieve online while also realising what was lost without the personal connections with each other.

We are beginning to understand the struggles (for many) and surprising benefits (for some) in our student cohort's experience of online learning as well as our own experiences with professional learning. With feedback from our student's experiences and information coming through at the department level we see the potential for learning to occur in many ways – educational delivery will never be quite the same.

During the year we welcomed Caitlin White to the staff. Caitlin brought her experience from Hoppers Crossing Secondary College to the Operation Newstart program and ably moved into the Banksia team when changes were needed. We also welcomed back Bec McGrath who returned from family leave. We said farewell to Jane Beattie in term 3, who left to follow some new passions.

I would like to personally thank all the staff for their preparedness to think outside the square and step outside their technological comfort zones to keep the work going and offer each other personal and professional support throughout the year.

TRAVANCORE SCHOOL 2020



640
students



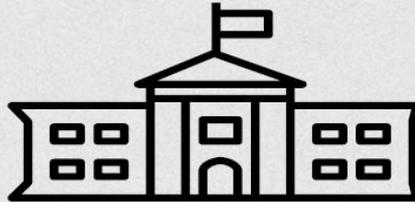
20
consults



238



382



202

Schools/ Education Settings

2020 LEARNING GOALS

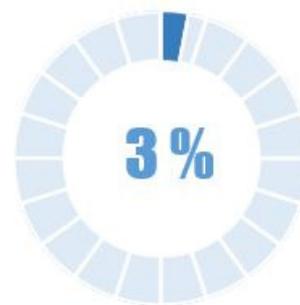
LEARNING GOAL ASSESSMENT	NUMBER
Achieved	342
Partially Achieved	77
Not Achieved	15
Total Learning Goals Assessed	434



Achieved



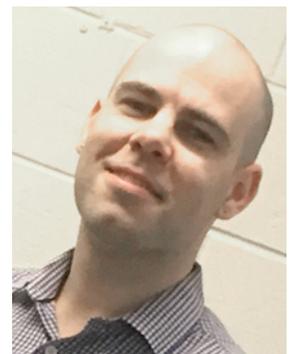
Partially Achieved



Not Achieved



Assistant Principal: Poppy Nixon



Business Manager: Kieran Smith

CAPACITY BUILDING

The delivery of external professional learning and other capacity building activities were severely restricted during 2020. A number of planned activities to be delivered through the shared training calendar were cancelled e.g. Time to Reflect, Mental Health First Aid and School Refusal. Secondary consultation programs (BCTC and OTC) remained on offer to schools online however the take up from schools during lockdown was reduced.

A number of targeted service consultations were given using a range of delivery modes – some face to face in term 1 and others via phone or online.

Organisations receiving Travancore consults included:

- Parkville college
- Salesian College
- Bialik College
- Barrett Adolescent Specific Purpose School -QLD
- Paramatta Mission-NSW

Information sessions were delivered to:

- Hume Youth Network
- Brimbank Melton Navigator

Staff started to look at adapting training to online delivery. Significant interest in school refusal has continued and increased. An online school refusal program was delivered to a SSS team and for a parent/worker forum for Banyule City Council (in partnership with Lisa McKay Brown). The Banyule workshop attracted 75 participants from across the country and despite having a very diverse audience, 75% were quite or extremely satisfied. This was further evidence of the extent of community need for support in responding to school refusal.

Participants commented that:

'It was very comprehensive. I liked the emphasis on a wrap-around model of care and the strategies/skills suggested for the different domains- home, school and community.'

(they liked) ' Importance of little steps. Holistic and collaborative approach. Working with family and school and other services. Including young person in decisions.'

'On a positive note, I'm thankful that this session was run and that people are working to support students and families, lots of families are going through a similar experience but it can and had been a lonely experience for our family.'

As part of our Lead School role for the Respectful Relationships program, Jane Beattie ran a number of online sessions for school RR teams. As a follow up from this the session was delivered to the whole staff at Strathmore SC.

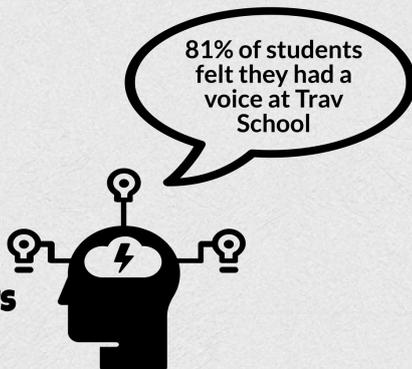
TRAVANCORE SCHOOL

feedback from our key partners in 2020

96%

say it is OK to be different at Trav School.

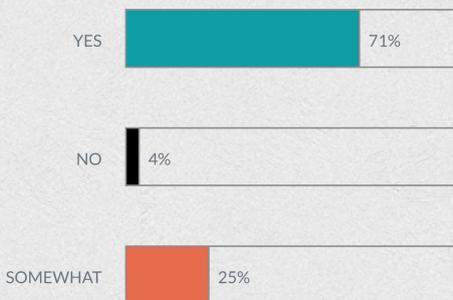
STUDENT RESPONSES (n = 48)



92% agreed "Trav teachers provided extra help & support to those who needed it."

73% of schools believed Travancore School IMPACTED POSITIVELY ON CAPACITY to SUPPORT their STUDENT.

HAS TRAVANCORE SCHOOL BEEN A HELPFUL EXPERIENCE?



PARTNER SCHOOL RESPONSES (n = 37)

89% believe Trav School support improved engagement and/or educational outcomes for students

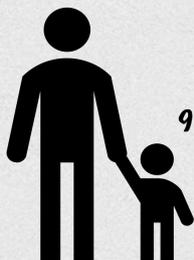
89% were satisfied with the level of support provided by Trav School

100% were satisfied with the level of support provided

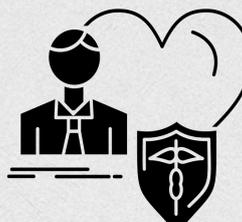
100% agreed "treats my child with respect"

PARENT/ CARER RESPONSES (n = 17)

82% agreed "helped my child to transition back to school"



96% of Parents/ Carers: found support with school meetings HELPFUL.



97% were satisfied with the communication and level of support provided.

MENTAL HEALTH PARTNER RESPONSES (n = 39)

97%

believe Trav School have supported the education based needs of the young people in their clinical care.

BANKSIA TEAM

To create a safe and engaging learning environment, whilst maintaining connection with the student's school or education setting.

CONTINUING EDUCATION THROUGH COVID

This year has seen an increase in the number of students accessing the Banksia Ward and Classroom, during what has been a challenging year for everyone, particularly students adapting to remote learning. The Banksia Education team has supported each other to continue our core work. We have been onsite all year, ensuring classroom sessions were available to young people throughout their hospital admission. Flexibility has been our strength, supporting students to access their own school work online, and providing engaging learning opportunities for those taking a break from their studies.

IMPROVING EDUCATION OUTCOMES DURING AN INPATIENT ADMISSION

Our team project centred around leading dialogue with our partner schools to improve the educational outcomes for students during an inpatient admission. As a result, we developed a one-page information sheet for schools, located on the school website, and in the ward reception area. We also established a Community of Practice with other adolescent inpatient mental health wards at Austin School, Avenues Education & Monash Children's Hospital School.

ASSESSMENT MODERATION

Allocated PLT time provided an opportunity for the teaching team to continue to develop and apply consistent language of assessment, to describe and discuss student learning. We have been able to embed new practices in our weekly student review meetings, and utilise a student-friendly rubric for assessing priority learning goals.

THANK YOU

Thank you to the Banksia Education team for the resilience and support you have shown, in what has been an extremely challenging year. The classroom program is an integral part of the care provided by Banksia Ward, and the students benefited from the face-to-face learning support.

At the beginning of this year, we welcomed Nurse Unit Manager, Adam Blake, and we are excited to continue to support the initiatives he is driving within the ward. Thank you to all Care Coordinators, Nursing and Support staff.

We have also had amazing support from staff outside the team this year, with a very big thank you to Caitlin White and Shane Lefevre for their adaptability and willingness to help.

MEET THE TEAM

Kate Tyndall (team leader), Shayne McConachy, Jennifer Ritchie-Jones, Jane Beattie, Caitlin White, Rebecca McGrath & Marty Miranda (not pictured)

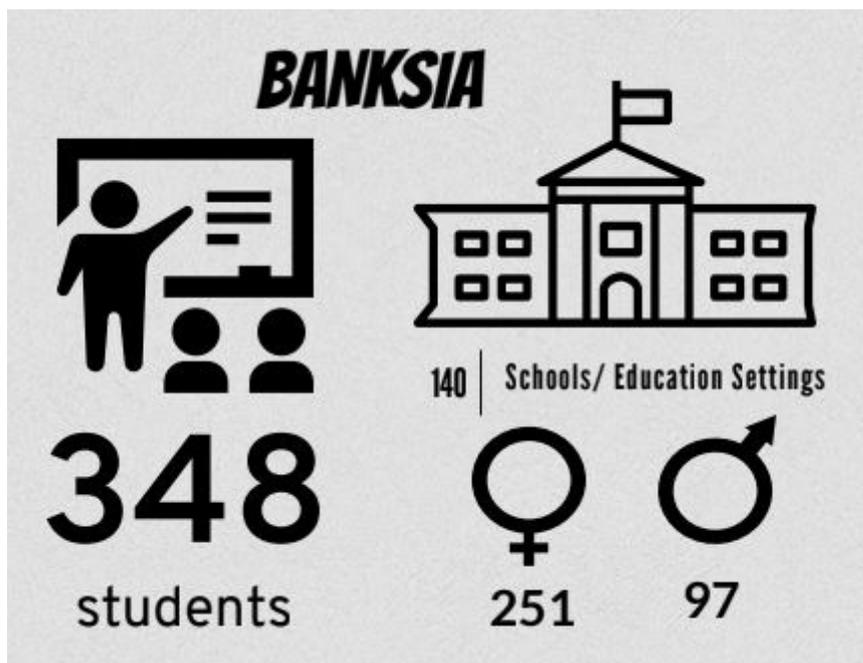


Program Feedback:

"I loved it, I learnt so many cool things that I wouldn't usually learn in my normal school classroom. I was able to challenge myself and take away self skills to apply in my classroom at school. Thank you!" – Banksia student

"Even though contact was limited due to COVID, communication was excellent" – Partner School

"The support provided has been exceptional. Communication is informative and frequent and has assisted our teachers to provide informed adjustments and support." – Partner School



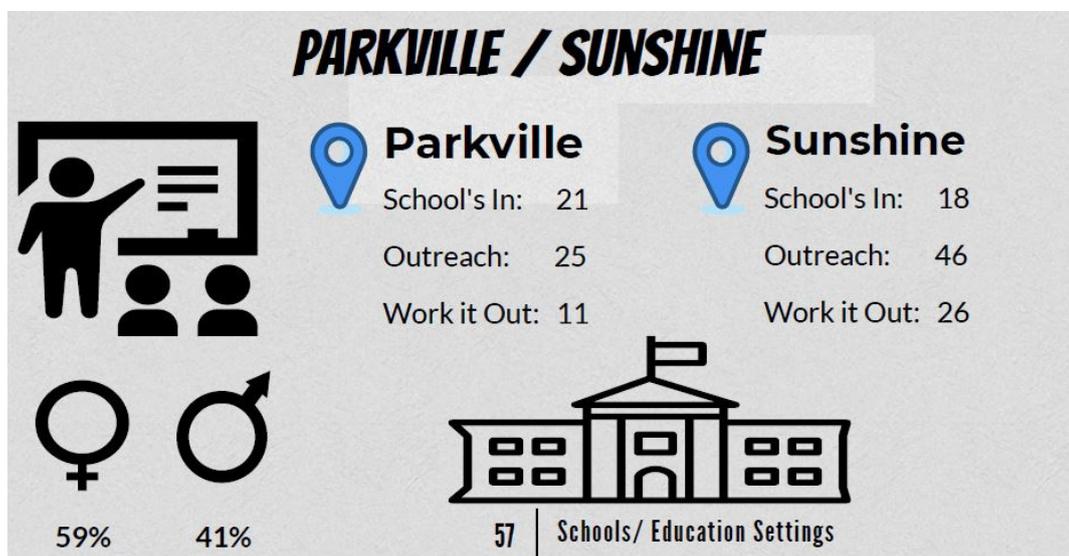
PARKVILLE / SUNSHINE TEAM

The Parkville/Sunshine Education Program is the collaboration between Travancore School and Orygen Specialist Program. The teaching team provides educational support to clients of the OYH mental health service. The core objective of the program is to increase engagement and/or reengagement with education for young people who are experiencing significant mental health difficulties.

Due to Covid restrictions the Travancore School's In sessions were run online via Zoom. There were 2 weekly sessions offered across both the Parkville and Sunshine sites. At the School's In virtual classroom we wanted to support our students in engaging with education by creating a safe and supportive learning environment. Our aim was to build on students' strengths and resilience in this new online space. This was achieved by working closer with our Orygen and school partners. We were able to continue to deliver our Outreach and Work It Out programs.

Our team highlights have been a smooth transition from face to face teaching to an online classroom. The team successfully learnt to work with colleagues and young people in a new way, building meaningful relationships with students who would probably not attend classes in person. We have all been upskilled with providing and facilitating online classes via zoom and have used many new engagement tools and resources. UNO was not forgotten and Uno freak Online was still a big part of our daily program. Phil rejoining the team term 4 to offer support was also great.

This year the team worked collaboratively to collate and review current procedural documents and current program name. We updated and produced new 2020 documentation, trialed the new documents and obtained feedback. We will begin a consultative process around name change early 2021.

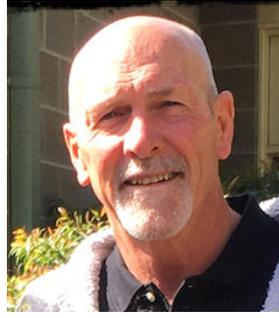


MEET THE TEAM

Parkville: Lorraine McCallig (team leader), Phil Wood

Sunshine: Rebecca Gibb, Robyn Foster

Education Support: Marty Miranda



Program Feedback:

"It's given me extra support and made me feel like I'm at home" - Student

"Teachers were nice and enthusiastic with the work that was provided - Student



RE-ENGAGEMENT TEAM

The Re-engagement team purpose is to provide a safe and inclusive learning environment for disengaged students and assist them to develop their personal and social skills and strengthen their pathways for future learning.

Our Team Goal from the start of the year was to document our program outcomes to identify shared curriculum priorities between In2School and ONW. This led us to develop and document the learning sequence for each program in collaboration with our RCH partners.

As a team, we collaborated to plan and deliver the Term 3 PLT on Moderation to the whole school. The beginnings of this project began last year in each of our programs as we created processes to review student goals as a team to make consistent and comparable judgements in each of our programs. We came together this year to unite our work and lead the other Travancore School teams to evaluate and implement a process of moderation. Teams were able to further progress and develop their moderation practices. For some teams this included developing a formalised moderation process and embedding this into their teams protocols.

Capacity Building within the Community:

The Re-engagement team provided training to the wider school community across the year in several forums to promote school connectedness, engagement and attendance, including the 'In2School Open Classroom' to targeted school teams, 'School Refusal' to SSSO and DET staff in the western region, through the Industry speaker series to VU students and 'Strategies to Promote school Attendance' webinar to parents and interested professionals with Banyule Youth Services.

Covid: Change and Continuity: This year presented many changes for our team as well as the reinvention of the way we work.

For In2school, we went virtual, just before the students were due to graduate from In2school! We maintained engagement by providing regular online group catch ups, phone calls and some individual visits for neighbourhood walks to maintain engagement and a sense of accomplishment until students could return to their enrolled schools in Term 2 and Term 3. The response was individually tailored to meet the needs of each student as each family faced different challenges during the restrictions.

At Operation Newstart, the time without running face-to-face programs for students allowed us to; evaluate our program, document formalised protocols, convert all of our paperwork to electronic format and align much closer with the Victorian Curriculum. These administrative and operational improvements will have a great impact on the quality of programs which we provide in future terms. We also provided additional follow up support to those students who'd previously participated in our programs. This meant phone conversations with past students, their parents and their schools to discuss their current situations and provide them with support during the challenging period of remote learning.

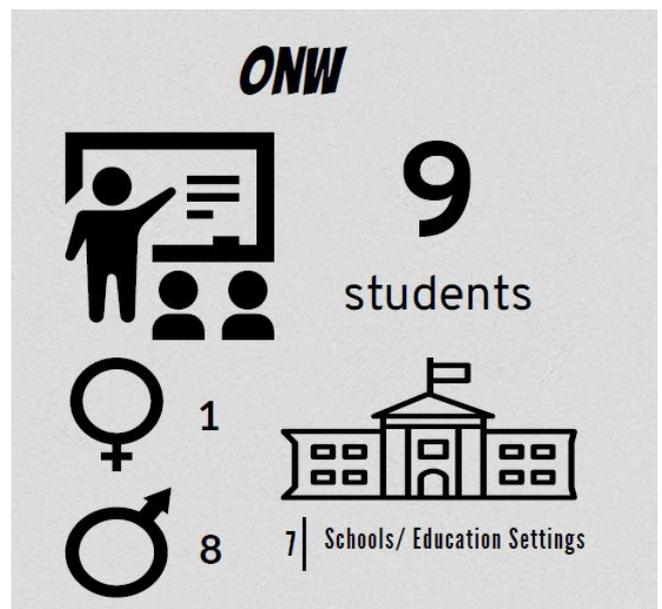
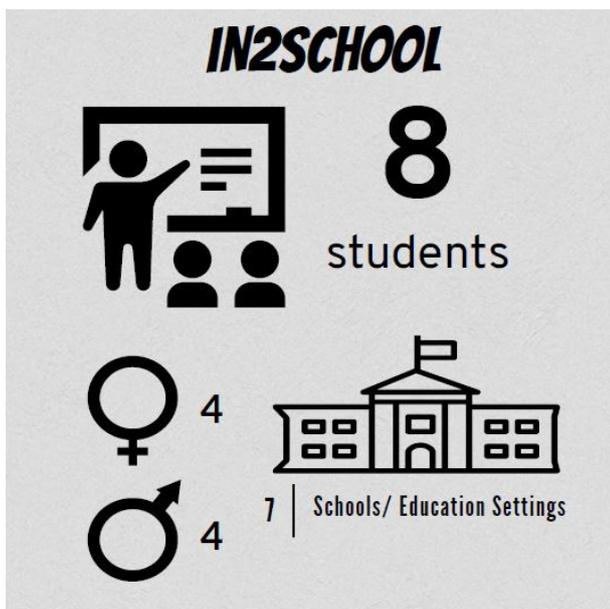
While the year presented numerous challenges to our programs, it also presented the team with exciting opportunities to explore new ways of working and to expand our skill sets which we can now bring with us into 2021 to further enhance our programs.

Team thanks:

Huge thanks and to Phil and Caitlin for joining the Re-engagement team and being so flexible and responsive to the changing needs of our programs. Despite not being able to run a program with students in the later half of the year we stayed strong and connected as a team. Caitlin and Shane supported the whole school by adapting their work to support the Banksia Team and Phil and Sonja worked to support the Parkville/Sunshine and Outreach team respectively in Term 4.

We would like to acknowledge the years that Jane spent running the Newstart program, where she created a lasting impact through her focus on social & emotional learning and experimenting with new and exciting learning activities. Her passion, professionalism and incredible set of relational skills left both students and colleagues with fond memories and benefits far beyond teaching & learning.

A massive appreciation to Siobhan Melvin for all the care and dedication she has given to the In2school students and their families. Her hard work and strengths in addressing the needs of the young people and their families has been valuable to the continuing development of the In2School program. Congratulations on your new appointment. It has been a year full of challenges and it has been so rewarding to be working with kind, resilient and knowledgeable colleagues.



MEET THE TEAM

In2School Program: Sonja Van Buuren (team leader), Phil Wood
Operation Newstart Western: Shane Lefevre, Caitlin White



Program Feedback:

“The Travancore teacher input makes it possible to offer so much more to the families and young person from their CAMHS episode of care.”

“The importance of staying in school and education cannot be underestimated as a protective factor for kids so being able to have the support of Travancore Teachers means that we are really able to work on strengthening the whole range of protective factors for a young person.”



TSOT TEAM

The Travancore School Outreach Team (TSOT) is a collaborative partnership between Travancore School and the Royal Children's Hospital Mental Health (RCH MH). The team provides education support for consumers of the service.

TSOT began the year with the return of our experienced outreach teacher, Mary O'Brien and the search for a new recruit to bolster the existing team of three. Unfortunately, Covid - 19 came along, recruiting was put on hold and we were scrambling to find new ways to work effectively in an outreach capacity.

Converting spaces in our home for a work place, we all managed to find our feet and continue to support case managers, schools, young people and their families. Despite having some minor hiccups with certain aspects of communication, it wasn't long before we all became experts in using multiple platforms for team meetings and meetings with all our partners.

Having more opportunity to converse with parents and students via online meetings, meant we could continue to trial the Goal Setting Kit, developed in 2019. Gathering 'Priority Outcomes' from all our partners enabled us to ascertain our working goal and focus our work to provide targeted intervention.

School Refusal Intervention Rubric

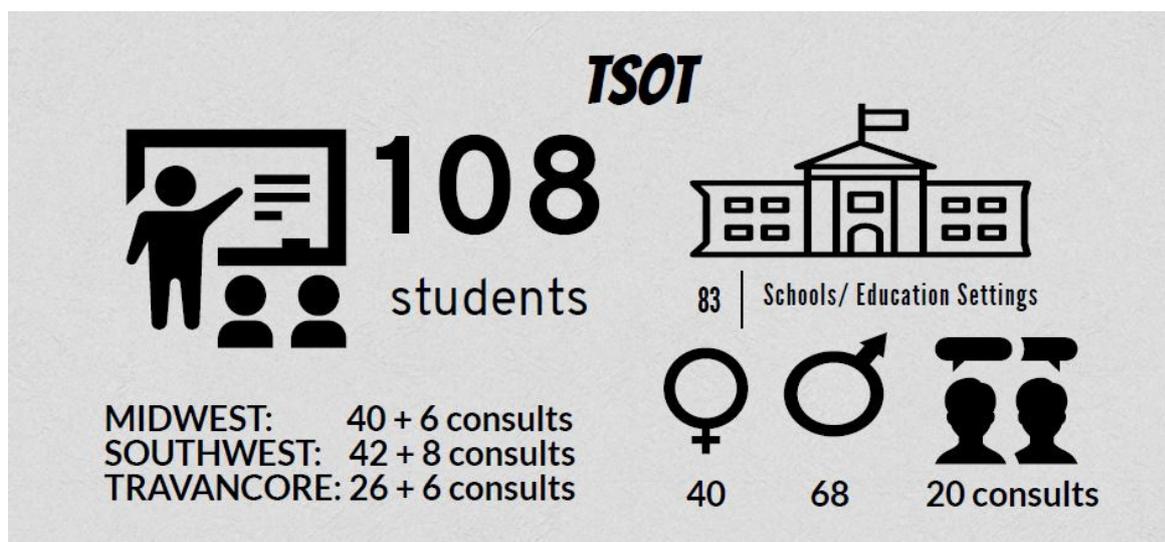
This year, the team embarked on the development of the School Refusal Intervention Rubric (SRIR) and Clinician Resource Pack, as a result of the growing number of students presenting to RCH MH with school avoidance concerns and consequently, the increase in referrals to TSOT. The team identified that there was a lack of successful outcomes for these students and queried whether the referral process could be streamlined, allowing for more timely and targeted interventions and greater successful outcomes.

Using the FISO Improvement Cycle, the team began to evaluate the current practices of referral for students with school avoidance behaviours and identified the concerns and gaps in our ability to provide support. Using the Stages of Change Model, we are able to adapt the stages to describe school avoidance behaviours in the home, school and clinic. As a result, we determined that the behaviours that fell under the first two stages of change, required greater clinical work before a referral to TSOT. A Clinician Resource Pack was created to provide ideas for working with students in preparation for referral to TSOT.

Professional Practice Days were used to help achieve our Team Goal and the experience we gained in being part of the process of developing the SRIR should help both clinicians and outreach teachers with students who present with school avoidance behaviours.

With the In2School program unable to begin in Term 4, Sonja and Shane joined our team and quickly settled into being great contributors in team meetings, student reviews and development of resources for the SRI Clinician Pack. Shane was able to create online versions of various resources and Sonja collaborated with Brony to update the School Refusal website resources as well as pick up cases in the Travancore Team.

With only 2.8 EFT on average throughout the year, the TSOT Team engaged with a total of 132 students and built capacity with almost 100 schools. A wonderful achievement for such a small team.



Year	Cases referred to TSOT with School Refusal as priority concern	% of TSOT cases
2020	49/110	45%
2019	62/165	38%
2018	56/169	33%
2017	36/137	26%
2016	26/96	28%

MEET THE TEAM

Natalie Adam (team leader), Mary O'Brien, Brony Dennis



Program Feedback:

"The Travancore teacher input makes it possible to offer so much more to the families and young person from their CAMHS episode of care." - Clinical Partner

"The importance of staying in school and education cannot be underestimated as a protective factor for kids so being able to have the support of Travancore Teachers means that we are really able to work on strengthening the whole range of protective factors for a young person." - Clinical Partner

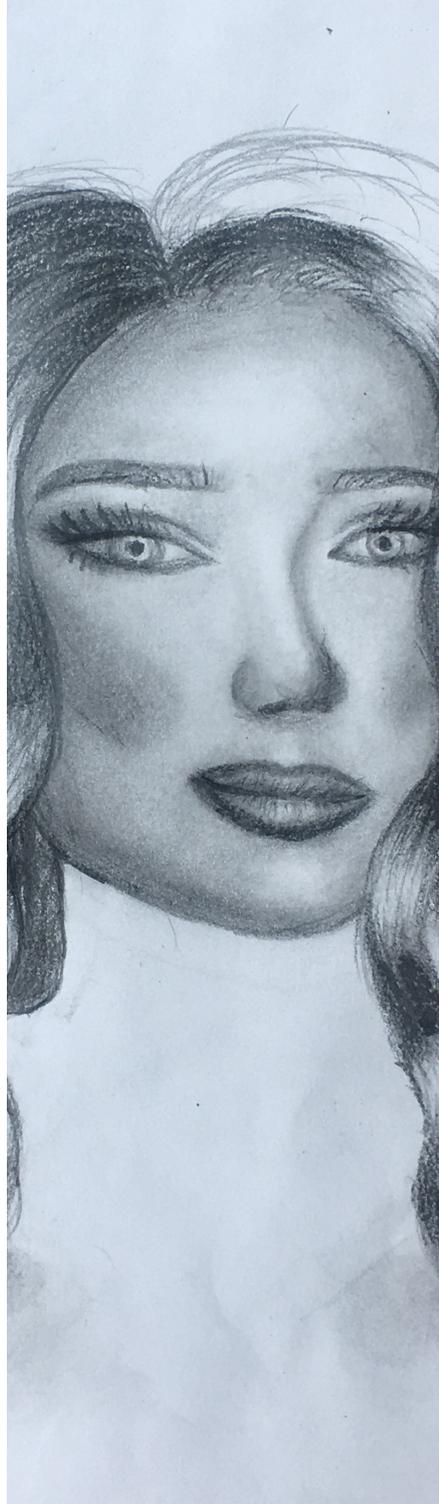
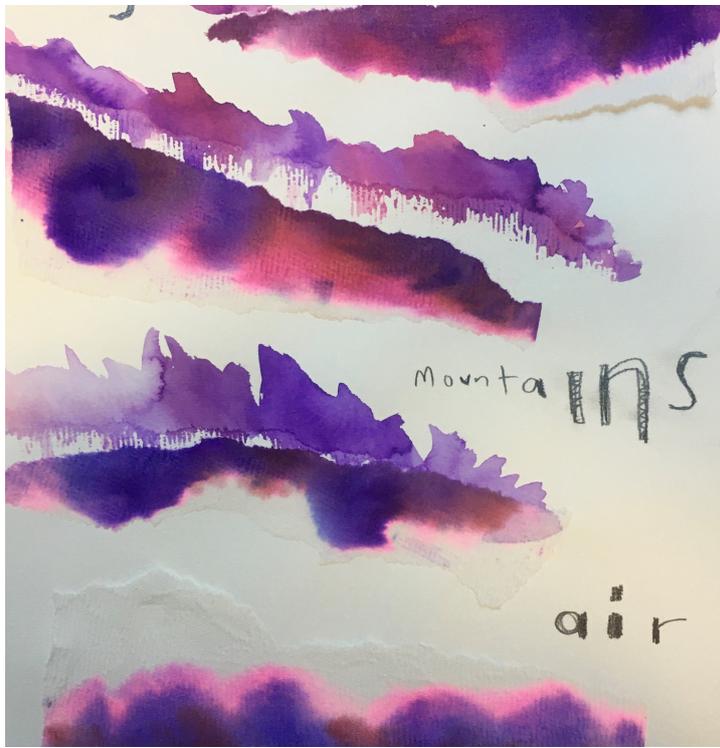
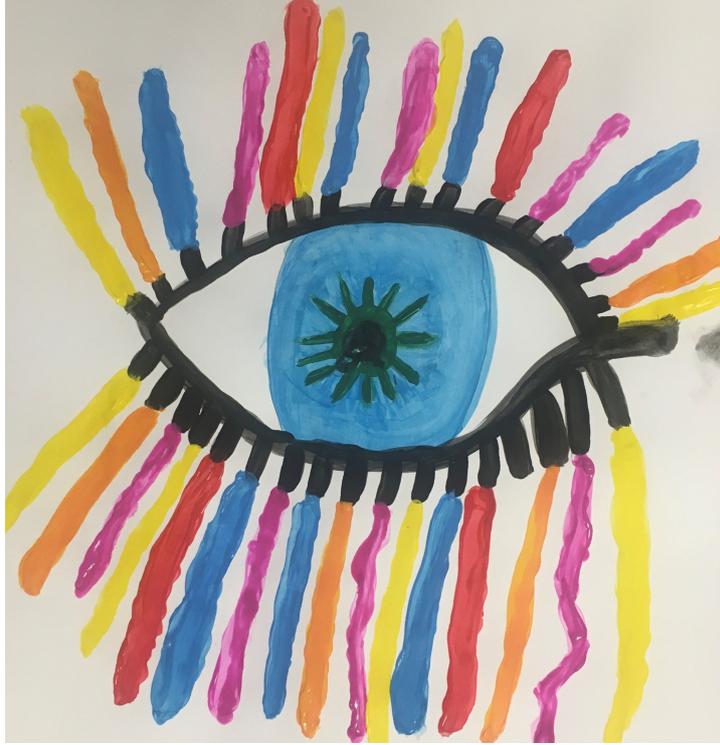


TEA & SCONES ANYONE?

A contactless morning tea delivery got us through Term 2!



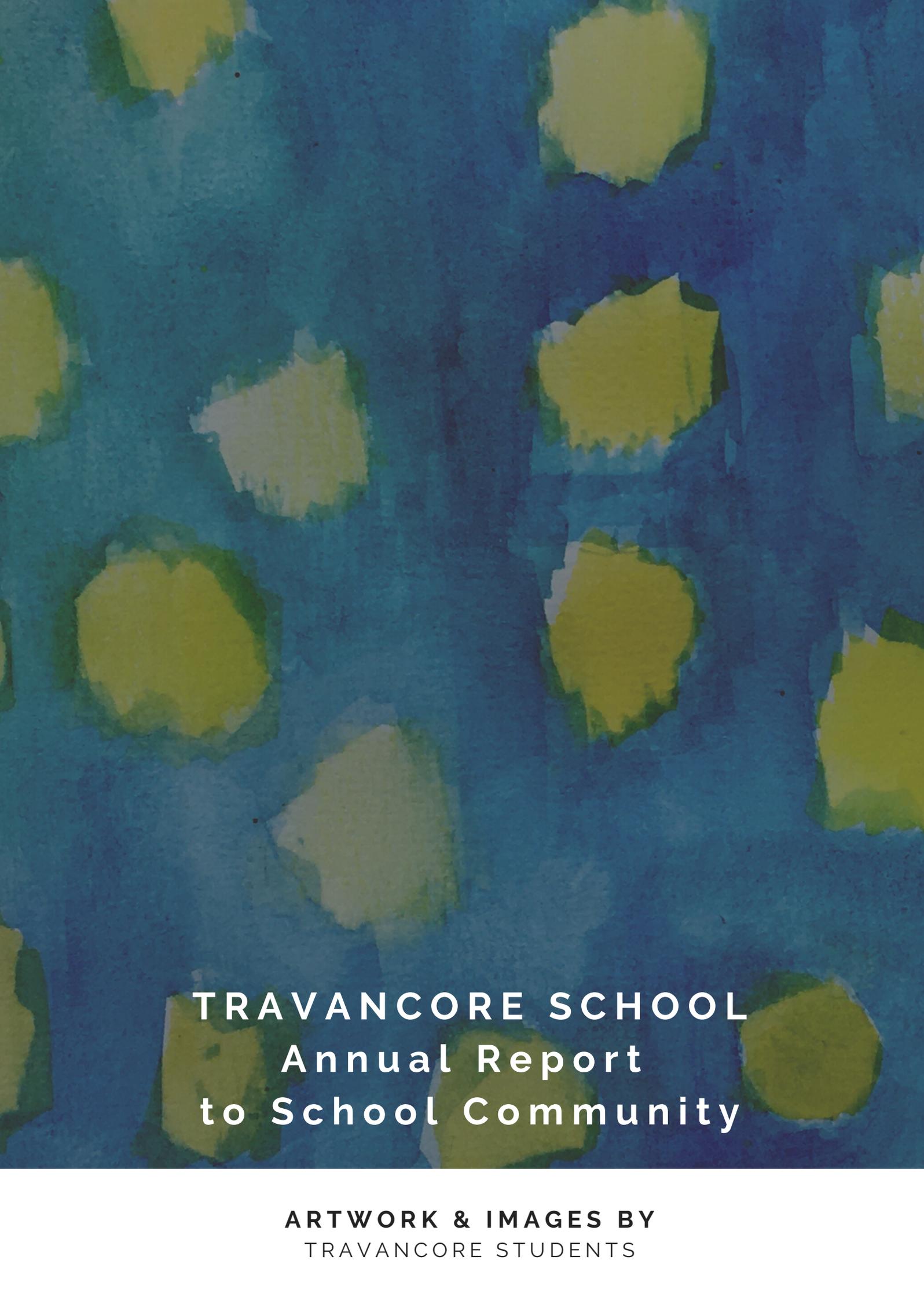




STUDENT ARTWORKS





The background of the page is a textured, abstract artwork. It features a deep blue base color with numerous irregular, circular shapes in shades of yellow and light green scattered across it. The shapes have a slightly distressed or torn-paper appearance, with some darker green edges. The overall effect is vibrant and artistic.

TRAVANCORE SCHOOL
Annual Report
to School Community

ARTWORK & IMAGES BY
TRAVANCORE STUDENTS