

School Strategic Plan 2020-2024

Travancore School (4465)



Submitted for review by Judy Ring (School Principal) on 14 December, 2021 at 09:34 AM

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Endorsed by Pam St Leger (School Council President) on 09 March, 2022 at 10:35 AM

School Strategic Plan - 2020-2024

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School vision	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.
School values	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 challenges	Context Travancore school provides education to young people with mental health difficulties. Travancore works in partnership with 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 5 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 Changing demands for mental health support and structures within our partner mental health services through the implementation of the Royal Commission into Victoria’s Mental Health System will have significant impact on our operations in the coming years.

	<p>Maintaining and recruiting high levels of staff skills and experience to enable consistency in building capacity in others to use evidence based interventions.</p> <p>Tailoring intervention options and planning tailored pathways for increasing numbers of students exhibiting complex school refusal.</p> <p>Clarifying and strengthening relationships with parents and carers across multi faceted programs and multi disciplinary teams.</p> <p>Tailoring an adequate data management system to meet the schools needs.</p>
<p>Intent, rationale and focus</p>	<p>Intent: To build on current practice in providing a range of effective evidence based interventions to improve educational outcomes for students experiencing significant challenges to their mental health.</p> <p>Rationale: The school plays a key role in building mental health awareness across educational communities as a key to students making a successful return to school and learning, necessitating the capacity building of Travancore staff, partner schools and other organisations.</p> <p>Strong collaborative work is an effective way to improve outcomes for students with mental health challenges, requiring staff to build networks and develop advocacy skills and opportunities to work as partners with parents, carers and other professionals.</p> <p>There is a demand both in the community and within mental health services for effective intervention work around school refusal and school engagement.</p> <p>Priority directions within the next School Strategic Plan will address:</p> <ul style="list-style-type: none"> • high impact teaching strategies (HITS) • evidence-based professional learning. • building mental health awareness and capacity. • community engagement in learning, with a particular focus on parents and carers as partners. • networking with schools, services and agencies.

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Goal 1	Improve student learning outcomes.
Target 1.1	<p>The percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none">• 'Professional Learning through Peer Observation'—79% (2018) to be at or above 85% (2024)• 'Use student feedback to improve practice'—86% (2018) to be at or above 90% (2024) <p>By 2024, 84% or more of student ILP goals will be attained from 79% in 2020.</p>
Target 1.2	The PLC Maturity Matrix assessment will be rated as 'embedding' in 2024, up from 'evolving' in 2021.
Target 1.3	<p>The percentage of positive endorsement in the Student Survey (school adapted) be:</p> <ul style="list-style-type: none">• 'Travancore teachers support me to set learning goals for myself' 88% (2020) to 92% (2024)• 'I feel that I have a voice at Travancore School' at 80% (2020) to 85% (2024)

Target 1.4	<p>The percentage of responses from the Partner School Survey (locally created) rated ‘Providing strategies and resources to support the student at school/ education setting as very helpful’ - from 58% (2020) to 62% or above (2024).</p>
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	<p>Build Travancore School staff capacity to use evidence-based strategies and resources with partner schools to support the learning needs of students.</p>
Key Improvement Strategy 1.b Building practice excellence	<p>Strengthen the capacity of teacher collaboration in student review processes.</p>
Key Improvement Strategy 1.c Empowering students and building school pride	<p>Broaden the use of student voice in intervention planning.</p>
Goal 2	<p>Improve student engagement in learning.</p>
Target 2.1	<p>The percentage of positive endorsement in Parent Survey (school adapted) will increase for:</p> <ul style="list-style-type: none"> • ‘This school has improved engagement in learning and/or educational outcomes for my child’ from 82% (2020) to 86% or above (2024)
Target 2.2	<p>Students involved in re-engagement programs are still engaged in education three months post closure from 85% in 2020 to 88% in 2024.</p>

Target 2.3	<p>The percentage of positive endorsement in Partner School Survey (school adapted) for:</p> <ul style="list-style-type: none"> • ‘Travancore School has improved engagement and/or educational outcomes for your student’ from 90% (2020) to 93% or above (2024)
Target 2.4	<p>The percentage of positive endorsement in the School Staff Survey will increase for: Collective efficacy from 70% (2020) to 75% or above (2024).</p>
Key Improvement Strategy 2.a Parents and carers as partners	<p>Strengthen parent/carer partnerships to increase engagement and support of students.</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Build Travancore School staff capacity to address school attendance and re–engagement in the community.</p>
Key Improvement Strategy 2.c Strategic resource management	<p>Review and refine the Travancore School framework in response to the changes within the mental health context.</p>
Goal 3	<p>Improve student wellbeing.</p>
Target 3.1	<p>The percentage of positive endorsement in Mental Health Partner Survey (school adapted) will increase for ‘The Travancore School staff have successfully supported the education–based needs of the young person/s in my clinical care’ at 95% (2020) to 98% (2024).</p>
Target 3.2	<p>The percentage of positive endorsement in Partner School Survey (school adapted) will increased for ‘Assisting with a plan to return to school/education setting’ from 89% (2020) to 92% or above (2024).</p>

Target 3.3	<p>Feedback from community capacity building programs indicate:</p> <ul style="list-style-type: none"> • 85% or more of respondents have increased their capacity to respond to mental health presentations. • a high endorsement for 'provision of relevant strategies and/or resources to develop your practice' at 80%.
Key Improvement Strategy 3.a Networks with schools, services and agencies	Enhance community partnerships to support and promote the mental health of students.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Strengthen the return to school transition processes and explore strategies for post intervention follow up.
Key Improvement Strategy 3.c Building practice excellence	Build the teams capacity to provide professional learning that develops mental health awareness and strategies for response within other settings.