

TRAVANCORE SCHOOL

ANNUAL REPORT 2024



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From the Principal

The 2024 Annual Report is a fantastic celebration of the hard work, dedication, and partnerships that have shaped this year. Our collaboration with The Royal Children's Hospital (RCH) Mental Health, Orygen Specialist Program (OPS), and schools across the South Western Victorian Region has continued to strengthen the educational outcomes and well-being of young people in our care. As Principal, I am incredibly proud of our staff for their unwavering dedication to supporting students from diverse backgrounds, particularly young people and children who require specialized care and support. Their commitment, guided by our values of collaboration, engagement, and inclusion, ensures that these students receive not only the education and assistance they deserve but also meaningful and positive educational experiences that help them stay engaged or re-engage in learning throughout their educational journey.

2024 Highlights

- **New Branding Initiative:** A significant milestone this year was the official launch of our new logo and branding. This marks an exciting chapter in the school's history, with updated resources now reflecting our new identity.
- **Professional Learning Workshops:** We conducted specialized workshops for schools in the Wyndham network, focusing on improving school attendance and implementing a tiered approach to targeted interventions. Additionally, we provided training for colleagues at Orygen and Headspace on school avoidance strategies, fostering collaboration across sectors to improve student outcomes.
- **Targeted School Support:** We collaborated closely with schools such as Manor Lakes, Tarneit Senior, and Wyndham Park Primary School to implement a multi-tiered approach to attendance and school avoidance, ensuring students receive the support they need and reinforcing engagement in education.
- **School Review Process:**
 - **Term 3:** We commenced the school review process, a valuable opportunity to assess and refine our policies and procedures to maintain full registration and compliance as a Department of Education Victorian school for the next four years. All relevant policies are available on our website.
 - **Term 4:** We welcomed the school review panel to reflect on our previous strategic plan and develop the new Strategic Plan 2024-2028. This was a remarkable experience, allowing us to celebrate past achievements while planning for a promising future. Special thanks to Diana Matheson (Valad Solutions), Colin Dobson (Monash Children's Hospital School), Lisa McKay-Brown, Pam St. Ledger, Alex Artavilla, and the School Improvement Team for their invaluable contributions. A heartfelt thank you also to our staff for their engagement in focus groups, providing critical insights into our strengths and areas for improvement.
- **Extraordinary Education Settings (EES) Conference:** We had the privilege of joining colleagues from other hospital settings/school at the annual EES Conference in Port Melbourne, an opportunity to share best practices, resources, and professional learning. These partnerships exemplify collaboration and remain vital in navigating the unique contexts of hospital education.



Acknowledgments and Farewells

We extend our deepest gratitude to our incredible staff, whose expertise and dedication make Travancore School a beacon of support for vulnerable students in the South Western Victorian Region. Their tireless collaboration with partners ensures that our programs remain effective and impactful.

I would like to acknowledge the leadership of our Team Leaders—Paul Stafford (ONW), Caitlin White (Banksia), Lorraine McCallig (TSEP), Bronwyn Dennis (TSOT), and Lisa DiDomenico (In2School)—for their dedication to leading their programs and ensuring the highest level of support for our students.

I would also like to extend my appreciation to the School Council for their ongoing support of the school and its programs. Their dedication and commitment play a crucial role in shaping the direction of Travancore School and ensuring the success of our initiatives, embodying our values of engagement and inclusion.

This year, we also bid farewell to valued colleagues:

- **Claire Tavender**, who returned to Adelaide to take up a role as a Disability Inclusion Lead.
- **Lisa Didomenica**, who was appointed as a Lead Teacher at Montmorency Secondary College.
- **Shayne McConachy**, who embarked on a new adventure with her family, moving to the coast for a sea change.
- **Jane Kearney**, who has been a valued member of our team and will be greatly missed as she moves on to new opportunities.

Their contributions have been deeply appreciated, and we wish them the very best in their new endeavors.

Looking Ahead

As we step into 2025, we remain committed to our mission of fostering an inclusive, supportive, and high-quality learning environment. The foundations laid this year, from our strengthened partnerships to the development of our new strategic plan, position us well for the future. We will continue to emphasize **Collaboration**, **Engagement**, and **Inclusion** as core values guiding our work with students, families, and partners.

Thank you to our students, families, staff, and partners for being part of this incredible journey. Together, we continue to make a meaningful impact in the lives of young people.

Katie Archibald

Principal, Travancore School



Staff Photo 2024

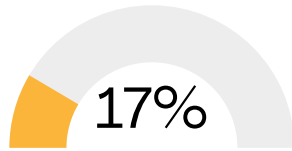




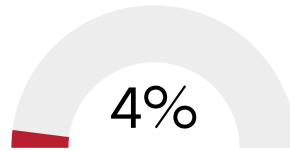
Student Learning Goals



Achieved



Partially Achieved

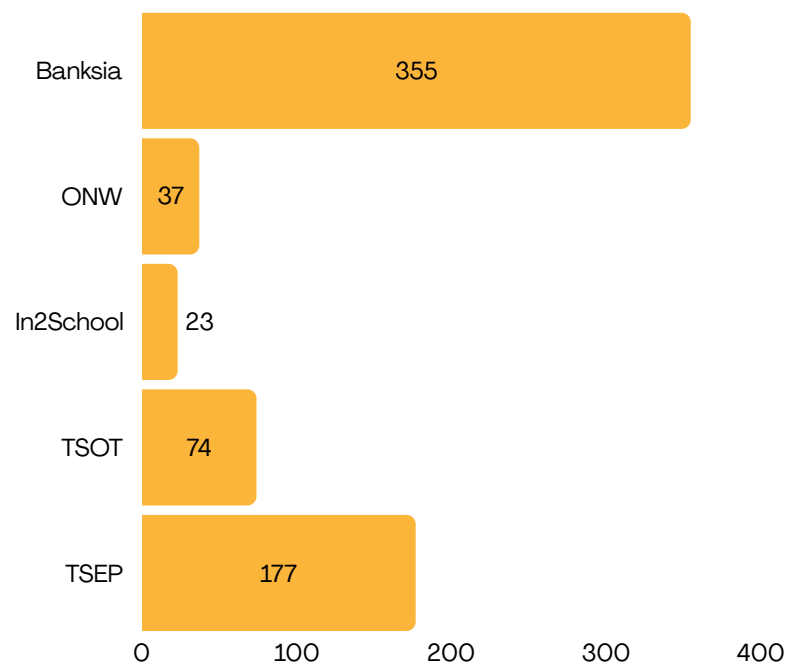


Not Achieved

Number of Goals Developed	457
Achieved	268
Partially Achieved	59
Not Achieved	12
No Opportunity to Progress	71
Still in Progress	47

Episodes of Care

666 episodes of care
across all programs at
Travancore School



School attendance difficulties
& externalising behaviours
were the most prominent
concerns raised in
community consultations

Community Consultations

COMMUNITY CONSULTATIONS

REQUESTED BY		LOCATION		PRIORITY CONCERN	
Clinical Partner	53	In Area	81	School Attendance	37
Family	3	Other Metro	0	Behaviours of Concern	23
School	22	Regional	0	General M.H	9
Support Service	3	Interstate	1	Other	3
Department of Ed	1				



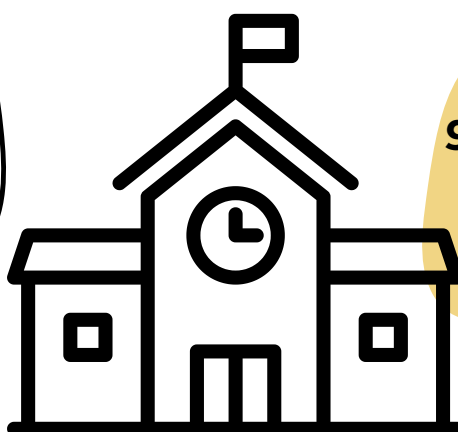
Partner School Feedback 2024

TRAVANCORE
SCHOOL

Responses: 31



100% reported a positive working relationship with TS



97% (n=30/31) were satisfied with the level of support

97% (n=29/30) believe TS has improved engagement +/- or ed. outcomes

[As a result] student, family & school have a good workable **plan** of support in place.

	VERY HELPFUL	FAIRLY HELPFUL	OF LITTLE HELP	NO HELP AT ALL	N/A
Gathering and sharing information about your student, including their mental health difficulties at school.	77.42% 24	9.68% 3	6.45% 2	0.00% 0	6.45% 2
Identifying and prioritising concerns about your student.	74.19% 23	16.13% 5	6.45% 2	0.00% 0	3.23% 1
Assisting with a plan to return to school/education setting.	61.29% 19	22.58% 7	6.45% 2	0.00% 0	9.68% 3
Assisting with a transition to a new school/education setting.	58.06% 18	9.68% 3	0.00% 0	0.00% 0	32.26% 10
Providing strategies and resources to support the student at school/education setting.	63.33% 19	26.67% 8	6.67% 2	0.00% 0	3.33% 1
Regular updates regarding your student's progress.	67.74% 21	16.13% 5	3.23% 1	0.00% 0	12.90% 4
Engaging your student in an education program whilst not at your school/ education setting.	70.97% 22	9.68% 3	0.00% 0	0.00% 0	19.35% 6
Support with meetings regarding your student.	67.74% 21	19.35% 6	3.23% 1	0.00% 0	9.68% 3



Mental Health Partner Feedback 2024

TRAVANCORE
SCHOOL

Responses: 61

Our Mental Health Partners agreed that...

TS successfully supported
the education needs of YP
98% (n=60/61)

Almost all have a
good
understanding
of our role
98% (n=60/61)

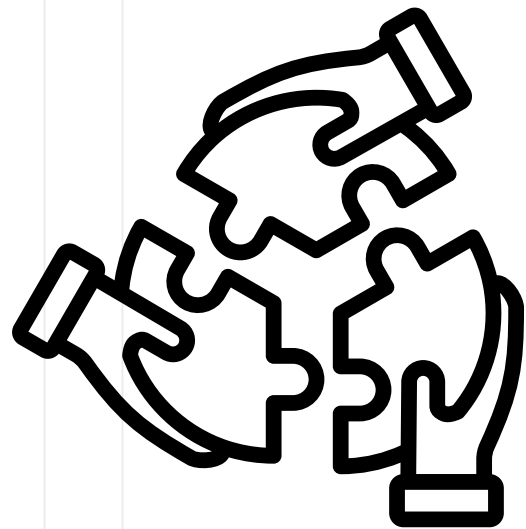
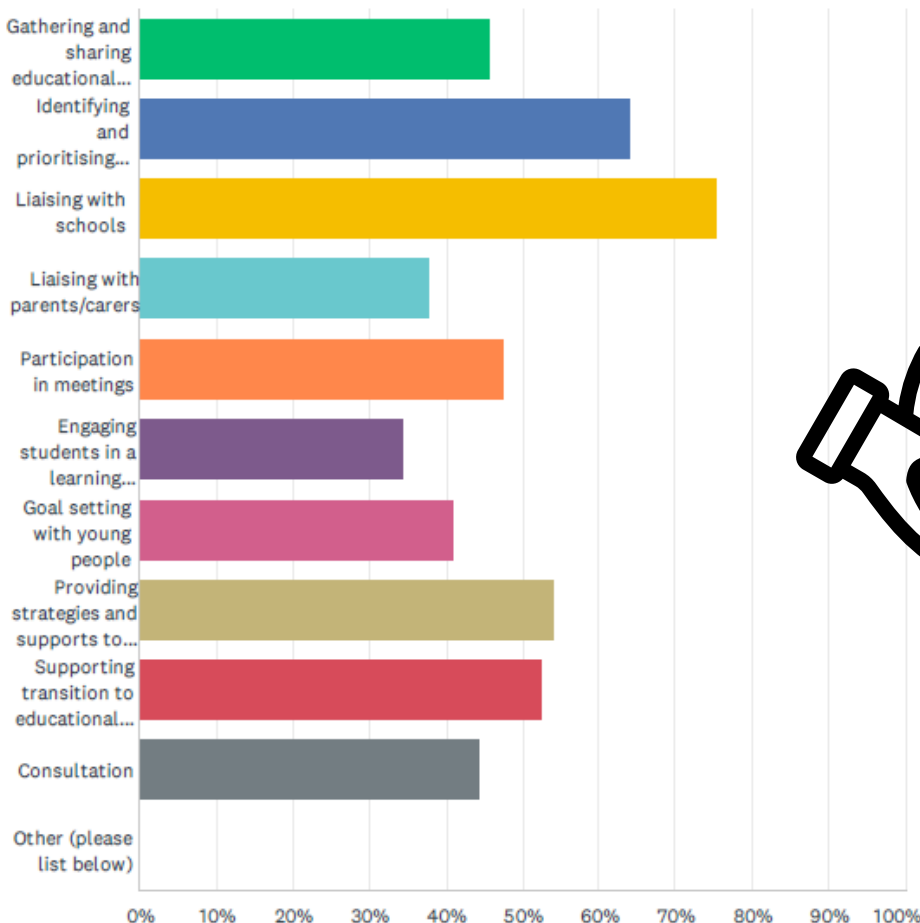


Satisfied with level &
type of support from TS
98% (n=60/61)

Satisfied with level of
communication b/w TS
& MHP
97% (n=59/61)

What have you found most helpful about the work of Travancore School teachers? Please select up to three.

Answered: 61 Skipped: 0





Parent/Carer Feedback 2024

TRAVANCORE
SCHOOL

Responses: 24

Parents & Carers agreed that...

This school treats my child with respect
100%

Effective two-way communication b/w teachers & families
96% (n=23/24)

TS supported my child in the next step of their education
88% (n=21/24)

Provided opportunities for my child to experience success and/or build confidence
92% (n=22/24)

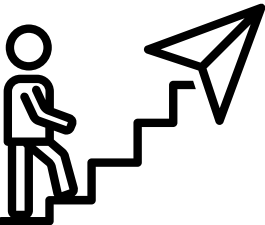
I was satisfied with the level of support from TS
92% (n=22/24)

My child has been part of the planning process for their ed. goals
92% (n=22/24)

This school values parents' contributions
100% (n=24/24)



Very Helpful Fairly Helpful Little Help
No Help N/A





TRAVANCORE
SCHOOL

Student Feedback 2024

Responses: 82 (13 outreach)

88% (n=60/68)
supported to set
learning goals

90% (n=61/68)
extra help & support to
students who need it

88% agreed TS supported them to
continue their education

87% (n=59/68)
received feedback
from teachers

87% (n=58/67)
tasks were adjusted
according to ability

86%



Yes

0%

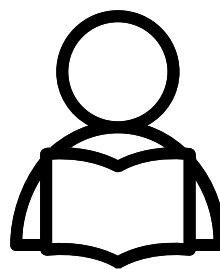


No

14%



Somewhat



Experience at TS helpful?

What was helpful?

Understanding how I felt about school
(n=13/13)

Setting goals (n=13/13)

Coping strategies (n=10/13)

Communicating my strengths & needs
to school (n=12/13)

Building positive relationships
(n=10/13) 81%

Info re programs/schools I can attend
(n=13/13)

Submit

● Loading...

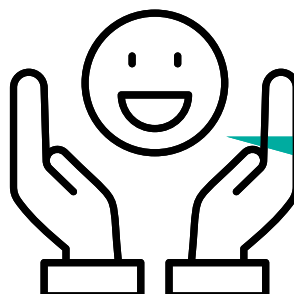
88% (59/67)
a safe learning
environment

82% (n=55/67)
encourage &
expect me to do
my best

It is OK
to be
different
here
91%
(61/67)

TS teachers believe I can
be successful
87%

**79% know what they are
learning and why
(learning intentions)**



I have a voice at TS
85% (n=58/68)



Banksia

The Banksia Education Program is dedicated to supporting young people during their hospitalisation and facilitating their reintegration into educational settings. We offer a secure, engaging, and respectful learning environment where students can continue their education. Additionally, we maintain strong connections with home schools, parents or guardians, and key stakeholders to align on educational goals and ensure ongoing communication.

Meet the team

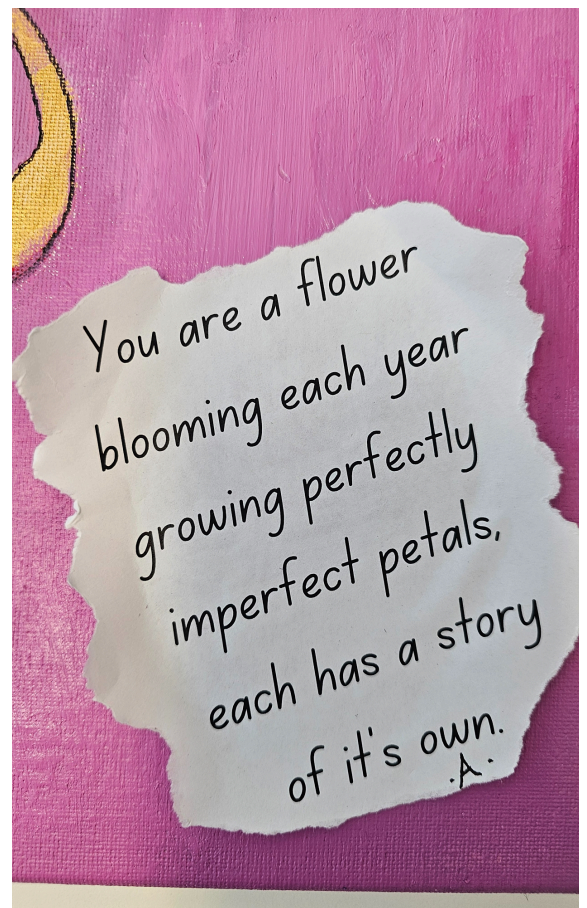
- **Caitlin White** – Team Leader; managed the Cooking and Create classes, supported colleagues, and helped the team navigate challenges, ensuring successful collaboration.
 - **Claire Tavender** – Teacher; focused on students with additional needs and disabilities. Claire's compassionate approach and introduction of innovative teaching resources made a significant impact on student outcomes, enriching the learning environment.
 - **Louise Waycott** – Teacher; returned to Banksia in 2024, fostering a nurturing and inclusive learning environment. Louise created the Banksia Art Zine, giving students an artistic platform to express themselves.
 - **Jane Kearney** – Teacher (Semester 2); brought a calm and compassionate approach to teaching, creating a supportive environment where students felt safe and valued.
 - **Kate McKinstry** – Teacher; led Friday classes, focusing on developing students' math life skills. Kate's dynamic and relatable teaching style made math more engaging, helping students understand its real-life applications.
 - **Leigh Enright** – Education Support; played a key role in revitalising the curriculum, enhancing the Create syllabus, and working alongside students in Music Therapy, focusing on rap and lyric writing.
 - **Marty Miranda** – Education Support; provided crucial support in managing resources for Cooking lessons, ensuring seamless classroom technology operation, and supporting daily classroom management.
 - **Jamie-Lee Cripps** – Education Support; assisted with the effective use of resources, ensuring smooth delivery of lessons and helping with classroom management.
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Teaching and Learning

- **Student Learning Outcomes:** In 2024, the team worked on enhancing student learning by refining questioning techniques and fostering critical thinking. This collaborative effort aimed to create dynamic, engaging classroom environments that supported deeper student engagement and understanding.
- **Professional Learning Communities (PLC):** In Semester 1, PLC discussions focused on questioning techniques and peer observations to improve critical thinking. In Semester 2, the focus shifted to feedback practices, helping students understand their strengths and areas for improvement while supporting their emotional growth.
- **TICTAR Instructional Model:** The team continued implementing the TICTAR framework, ensuring structured and engaging lessons tailored to students' diverse needs. This framework supported clear and purposeful learning.
- **The Victorian Curriculum:** Collaborating with the Learning Specialist and Leading Teacher, the team developed a comprehensive scope and sequence for teaching Personal and Social Capabilities of the Victorian Curriculum, making sure these essential skills were integrated into our lessons.

Program Highlights

- **First Nations Workshops:** The ongoing partnership with Rakeisha Mongta (Koorie Social and Emotional Wellbeing Officer) and Skyla Lauch (Living Culture) allowed students to engage in monthly workshops on First Nations history, culture, and art. Students created artwork, including boomerangs decorated with traditional Aboriginal symbols and large collaborative paintings. These projects were displayed on the ward, providing students with a sense of pride and accomplishment.
- **Open Classroom Events:** The Open Classroom events held in Terms 2 and 4 provided an opportunity for the students' regular schools to visit and observe teaching practices at Banksia. These events fostered collaboration, enhanced understanding between schools, and strengthened partnerships, ultimately benefitting student outcomes.





Appreciations

- **Staff Acknowledgements:** We extend our heartfelt thanks to Claire and Jane, who are leaving for new opportunities. We also acknowledge Louise as she transitions to a new role in the TSEP team. Their contributions have been invaluable, and we wish them all the best.
- **Partnerships:** We express our sincere gratitude to Nurse Unit Manager Adam Blake for his continuous support. Thanks also to the Care Coordinators, Nursing, and Support staff, whose collaboration is key to ensuring students receive the support they need.
- **Student Support:** A special thank you goes to the Registered Undergraduate Students of Nursing—Amelia, Adele, Elissa, and Bridie—whose hard work and assistance were vital in the smooth operation of the Banksia Education Program.





In2School

In2School is committed to providing a safe, engaging, and positive learning experience, helping students build the skills and connections necessary for their successful transition to full-time school attendance.

Meet the team

The 2024 In2School team welcomed Natalie Adam, who worked alongside Lisa Didomenica as part of our dedicated teaching team. We were also fortunate to have mental health clinicians Aaron Rajamani and Alice Brennen supporting our students and contributing to the program's success.

Teaching and Learning

- **Student Learning Outcomes:** Our students have worked hard this year to improve their attendance and engagement in the In2School classroom. We completed Intake 12 at the end of Term 1, followed by Intake 13 in Terms 2 and 3, and are currently finishing Intake 14. The program emphasizes capabilities-based learning, focusing on character strengths, the adolescent brain, growth mindset, positive coping strategies, and problem-solving. Students also improved their literacy and numeracy skills while participating in activities such as art, cooking, fitness, and mental health sessions. A highlight of the year was the weekly visits from Julie and her Groodle, Mahni, from Delta Dogs, who provided 90 minutes of therapy each Wednesday.
- **Student Involvement:** Students have been actively involved in goal-setting and transition planning, sharing their aspirations and preferred support methods. This process has helped them build stamina, resilience, and self-regulation skills, preparing them for a smooth transition back to their home schools in 2024/25.
- **Program Highlights:** The In2School program also fostered a sense of community, as students formed supportive connections with peers facing similar challenges. They celebrated successes and supported each other throughout the year. "Out and About" excursions provided excellent bonding opportunities. Memorable trips included visits to the Werribee Open Range Zoo, the Australian Centre for the Moving Image, Melbourne Museum, National Gallery of Victoria, an escape room, and a family challenge day at Blackwood. These outings gave students the chance to explore new environments and take on new challenges.
- **Parental and School Support:** A key part of our approach was involving parents/carers and school support teams in the program. Together, we worked to deepen their understanding of school avoidance and develop strategies to best support students in achieving their goals and improving attendance.

Appreciations

A big thank you to the In2School team and everyone who has supported the program in 2024. Special thanks to **Brony Dennis** for her inspiring art lessons and **Gabby Kane** for her vital input. We also acknowledge the leadership and staff at Travancore School and RCH Mental Health for their ongoing support of the program. This year has been a collaborative team effort, and we are grateful for all who contributed to the success of In2School.



Delta therapy Dogs



Family Challenge Day





Operation Newstart

Operation Newstart Western (ONW) is committed to creating a supportive and empowering learning environment where every student feels valued and inspired. We help students re-engage with education by fostering personal growth, social connections, and confidence. Our program is designed to nurture potential, develop essential life skills, and create pathways to a bright and successful future.

Meet the Team

- Paul Stafford – Teacher - all year
- Jamie-Lee Cripps - Youth Worker
- Term 1, 2, 3
- Marie Glass - Teacher - Term 2
- Tim Sheedy - Teacher - Term 4



ONW Classroom

Teaching and Learning

Student Learning Outcomes

This year, our primary focus remained on achieving positive student outcomes by continuously refining and enhancing our instructional approaches. We successfully implemented new initiatives, including advanced funding and the introduction of innovative activities designed to support student engagement and learning.

A key highlight was the trial of the TICTAR instructional model, which has shown notable benefits in fostering student engagement and learning outcomes. Additionally, our participation in the Professional Learning Community (PLC) has had a significant positive impact on student progress, further strengthening the learning environment within the program.

Term 1 – Newstart

We began Term 1 with 8 participants. Four participants made excellent progress, building confidence and achieving their goals. The other four students, whilst having elements of learning and growth, ultimately decided as the program went on, that it was not the right time for them to engage with the demands of this program. Whilst the group dynamic faced challenges due to the disruptions and changes, the graduating students successfully engaged in all activities and challenged themselves to build their resilience and courage.

Term 2 – Newstart

In Term 2, we once again started with 8 participants. This term had some students who were currently finding it hard to attend their enrolled schools, but despite this, all 8 participants successfully achieved their goals. The high attendance rate for the program was a notable success, and all graduates showed immense pride in their achievements. The students who were not attending their enrolled school pre-program, all returned to school on individual attendance plans.

Term 3 – iLeaD

For the first time, we had 10 participants in the iLeaD program. The group dynamic was excellent, with every student demonstrating a positive attitude and a strong commitment to making changes in their lives. The success of having 10 graduates in a single term was a remarkable achievement, especially in a term where we were also experiencing challenges with staffing.

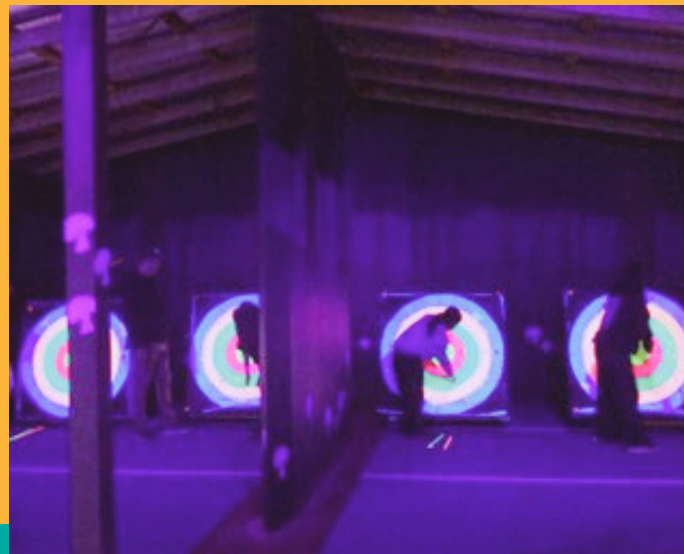
Term 4 – iLeaD

In Term 4, we began with 9 participants, and once again, the group dynamic was outstanding. With the support of youth work placement student Beyonce Wigg, all 9 participants successfully graduated and achieved their goals. It was a wonderful way to close the year, with every participant achieving their desired outcomes.

Program Highlights

Curriculum Changes and Successes

One of the standout highlights this year was the mid-year decision to run an additional iLeaD program following staff changes. By carefully selecting participants from both the traditional Newstart and iLeaD programs, we created a dynamic group where participants could build on their strengths in a supportive and safe environment. This decision proved to be highly successful and fostered a positive and collaborative atmosphere for all involved.



UV Archery @ Blackwood

Appreciations

We would like to express our sincere gratitude to the following staff members and partner organizations for their valuable contributions throughout the year:

Jamie-Lee Cripps for doing the behind scenes work and making the student workbook a valuable learning tool for the students whilst on program.

Marie Glass for providing her experience and expertise in Term 2, and connecting us with the Victorian Sailing School, which is becoming a regular activity of the program.

Kate McKinstry, Bec Plunkett, Kate Tyndall, Marie Glass for participating in camps/activities during the Term 3 program when additional staffing support was needed.

Tim Sheedy for his calm approach and expertise working with adolescents in a trauma informed manner during our Term 4 program.

We look forward to another year of growth and success for our students and continued collaboration with our new team.



TSEP

The Travancore Secondary Education Program (TSEP) supports students with mental health diagnoses, using a student-centered, strength-based approach. We collaborate with Orygen Case Managers and key stakeholders to create an engaging and supportive learning environment.



Meet the Team

The 2024 TSEP team saw the return of Claire, Kate, and Lorraine, along with new members Shayne McConachy and Dominique Yam. Jamie-Lee joined the Schools In classes at Sunshine and Parkville, strengthening our collaborative efforts. Together, we've fostered a flexible and supportive environment that highlights individual contributions and teamwork.

We were also excited to introduce Chuck and Bandit, Delta Therapy Dogs, who provided much-needed comfort and support to both students and staff, becoming a heartwarming addition to the classroom.

Teaching and Learning

This year, we reviewed our curriculum and successfully launched TICTAR, Travancore's new teaching and learning framework. The model focuses on teachers providing a learning environment that ensures all students can access and demonstrate their learning.

Our classroom remains a safe space for learning, where respect and strong relationships flourish. We explored various topics, including Character Strengths, Goal Setting, Emotional Regulation, Mindfulness, and Gratitude, creating an inclusive environment where achievements are celebrated. Shared activities such as group cooking and games of UNO or Exploding Kittens helped strengthen bonds among students and staff.



Outreach

Our outreach work continued to support both school and Orygen staff in addressing the educational needs of young people. This year, we expanded the outreach program into the Wyndham region, providing additional support to local youth.

We also prioritized family engagement, recognizing their essential role in student success. Through ongoing collaboration, we helped families strengthen their connections to schools and supported them in navigating challenges.

Many of the young people we supported successfully transitioned to the next stage of their education, whether through TAFE, alternative pathways, or mainstream schools.

Partnerships

In collaboration with **Orygen**, we co-facilitated **Time to Reflect (TTR)** training, providing valuable strategies to external agencies and schools. This initiative further strengthened our commitment to supporting mental health and promoting positive educational outcomes.

We also offered training on school avoidance to Orygen clinicians, co-facilitated by **Lorraine**, addressing the needs of younger clients (12-14 years old) and equipping clinicians with practical strategies for supporting school engagement.

We remain inspired by the resilience of the young people we work with. Their courage drives us, and we look forward to returning after the holiday break to continue our important work.

Appreciations

As the year comes to a close, we say farewell to **Shayne**, who has accepted a new position at Lake Tyres Primary School. We are deeply grateful for her contributions and the positive impact she had on both students and the team. Her kindness, wisdom, and passion will be greatly missed.

We also bid farewell to **Kate**. While we will miss her vibrant personality, we are thankful that she will continue her excellent work at Travancore School as part of the Banksia Team in 2025.

Looking ahead, we're excited for another year of growth and success, and we can't wait to continue our work together in 2025.





TSOT

The Travancore School Outreach Team (TSOT) team collaborates with young people (YP), families, schools, and RCH clinicians to support the educational needs of our students. Our work is centered on providing individualized, strength-based support to improve students' educational outcomes.

Meet the Team

- Mary O'Brien (RCH South West Team): Mary has become a grandmother to little Ruby, and she's completely smitten.
- Brony Dennis (RCH Mid West Team): Brony's love for travel took her on a house sit in Bali and to the "death adder" lands of Townsville.
- Marie Glass (from Term 3 RCH Travancore Team): Marie's daily bicycle commute from Williamstown to Travancore School is an inspiration to us all.
- Kate Tyndall (RCH Travancore Team): After welcoming baby Lilly in May 2023, Kate returned to the program in March 2024.
- Bec Gibb (RCH Travancore Team): Bec took leave at the end of Term 1 to pursue a new role in Alice Springs.





Teaching and Learning

The TSOT team managed 71 referrals from our RCH partners: 43 in-house consultations with RCH clinicians and 30 secondary consultations with schools, parents, and external organizations. Additionally we provided single-sessions to the RCH clinicians for students on their wait list. The expansion of our Secondary Consultations has been met with positive feedback from all involved, including being able to provide additional supports for the young people prior to TSOT support.

We've continued developing our understanding of the **TICTAR** lesson model specific to our work, and exploring the connections to the Victorian Curriculum- Personal and Social Capabilities. These have been instrumental to ensure we are refining our student sessions catering to individual needs, fostering student voice, and collaboratively developing individualized education plans. This includes streamlining resource accessibility, particularly for the increase in primary-age students, ensuring the language and content are appropriate and user-friendly.

The 2024 PLC inquiry has also supported our understanding of the PLC process and its connection to other teaching and learning initiatives within the school. It has helped the team enhance our engagement strategies, focusing on effective questioning, understanding students' motivations, and helping them identify their learning outcomes.

Program Highlights

The TSOT team has worked seamlessly together, supporting one another both professionally and personally. As the photo illustrates, we know how to smile, even when facing challenges. We will continue working together until Term 2, 2025, when Mary will retire after 42 years of teaching—surely deserving of a gold watch!

The **RCH South West Team** has temporarily relocated to the Travancore site, and we're close to securing a permanent location in Tarneit, though the move won't occur until mid-2025. We have highly valued the deeper connections between Travancore School and the South-West team during their time here.

TSOT has continued productive discussions with the **RCH Community Development Team** on how to best support our partnership moving forward. This year, we participated in the **RCH Reflect Well** initiative, led by Monica Hedges, contributing to its success.



Appreciations

- A warm welcome and heartfelt thanks to Marie Glass, whose dedication and resourcefulness have been a tremendous asset to the TSOT team. Her insights from her time at Williamstown High School have enriched our work significantly.
- A huge appreciation to Kate Tyndall for her clear planning and organizational skills, especially in guiding us through the labyrinth of our acquired resources.
- Special thanks to Mary O'Brien for her expertise in navigating the complexities of Diagnostic Assessment Reports, providing invaluable support to the team.

We also want to express our gratitude to all the **RCH Mental Health Community Teams** -Mid West, South West, and Travancore—for your continued collaboration and support in our work. The relationships we've built with you have been fundamental in supporting the students we serve.



EES Conference

Extraordinary Education Settings

The EES network includes the various school settings working directly with students experiencing medical and mental health difficulties make up our EES network. All schools have collectively decided to alternate annually between a conference, and interschool visits to build in opportunities for us to learn more directly from each other.



THEME: INSPIRING FUTURE LEARNERS

Our 2024 conference theme provided a valuable opportunity to pause and reflect—not only on our students' educational journeys but also on our own growth as educators. In a world full of possibilities, our mission is to ignite curiosity, foster creativity, and empower the next generation to reach new heights. By nurturing a love for learning, we equip young minds to navigate future challenges and inspire the innovations of tomorrow.

WELCOME TO COUNTRY

Friday the 13th of September was a cool morning, with light winds, and a stunning view down on Port Melbourne beach. We had the privilege of proud Traditional Owner Steven Ulular Parker, Boonwurrung man share his family's long history with us as he welcomed us to their land. He had us all engaged with his stories, his deep passion for the education of children, and had us all learning some local language. Everyone spoke very highly of the memorable experience.



KEY NOTE
PRESENTER
LOUKA PARRY



Louka Parry, an Australian innovator and global strategist, is dedicated to transforming education through his role as CEO and Founder of The Learning Future.

Louka discussed preparing young people for the future, covering topics from mental health to AI, and how to create educational environments that foster resilience and creativity. He shared a range of real life examples, including how AI can now create content that appears so real, it leaves you questioning everything, and a range of tools for social and emotional development.

WORKSHOP
PRESENTATIONS



Dr Julia Shekleton
Snr Clinical Neuropsychologist
Monash Children's Hospital

Julia explained what Executive Function is, what it means for the young people we're working with and how we can support them



Dr Anna Makary
Snr Clinical Neuropsychologist
Monash Children's Hospital

Anna spoke about cognitive fatigue and the impact on learning and engagement for the young people we work with.



Dr Lisa McKay Brown Associate Professor
University of Melbourne

Lisa differentiated between the types of school attendance problems, discussed early warning signs and best practice responses

PRACTICE
COLLABORATION
SESSIONS

The afternoon session was designed to be a scaffolded opportunity for staff from every school to build connections by sharing professional dialogue through a facilitated practice collaboration session. Each school provided leading teachers or learning specialists to facilitate the groups.

Staff were able to select from a range of topics aligning with the EES network schools' priorities. Some of these included data collection and evaluation, differentiation, gathering student voice and student assessment. All staff came prepared with a mini presentation to share with their group, and a focus question for the discussion section.

Thanks to Kate T and Dom for facilitating groups on the day.

OUR STAFF SAID:

- “
- Coming together and having a shared experience was a great way to learn from other similar settings, and bring ideas for our future work.
 - Reflecting on the strengths of our school, and the work already completed, e.g. data, IEPs, student voice tools
 - We would love more time collaborating with the other schools
- ”

Feedback from the network:

More consistency and collaboration across our various services and settings. Students should have access to various programs regardless of which region they live in. So many great outpatient programs that would be so useful in all areas!

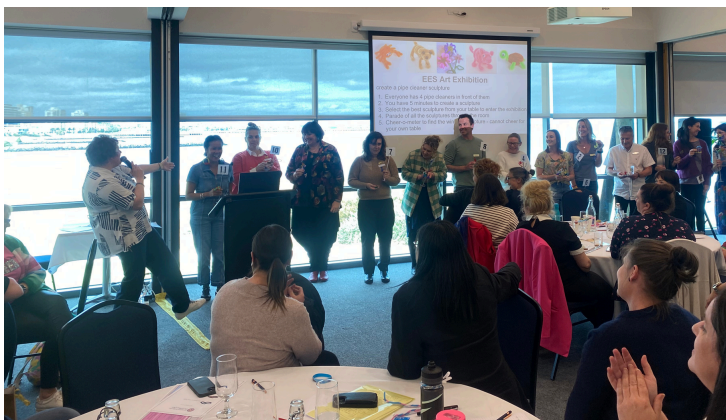
How much we have to learn from each other in our different settings

All of us may have different journeys but the exact same purpose.

Collaboration connection and learning from one another, networking and rich learning



of EES participant found the Practice Collaboration Activity 'very helpful'



ACKNOWLEDGEMENT OF OUR CONFERENCE SPONSORS

