

2023

ANNUAL REPORT



**TRAVANCORE
SCHOOL**

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**50 Flemington St,
Travancore, VIC 3032**

Principal's Report

I am delighted to present to you the Principal's Report for the year 2023, reflecting on the significant positive changes that have occurred at Travancore School and outlining our plans for the future.

The year 2023 marked a period of remarkable transformation for Travancore School, as we embarked on a journey of reflection, collaboration, and innovation. As the newly appointed Principal, I am grateful for the opportunity to lead the school and contribute to its continued growth and success.

Vision and Values Design: Collaborating with Maria Ruberto and the vision and values design team, we embarked on the task of creating a new vision and values framework for the school. Drawing upon insights from past Principals and stakeholders, we sought to understand the rich history of our school and its influence on our present state. I extend my sincere gratitude to Bronwyn Dennis, Nat Adam, Lisa Didomenica, Leigh Enright, and Lorraine McCallig for their invaluable contributions to this endeavour. Our new vision and values are presented on the following page.

Rebranding Initiative: Recognizing the importance of a contemporary and memorable brand identity, we partnered with Matt Claire from Mono Design to rebrand the school's logo and branding materials. Our aim was to create a welcoming and distinctive visual identity that resonates with our diverse community and reflects our central role in mental health service partnerships.

Programs Supporting Student Engagement: At Travancore School, we are committed to ensuring that every student remains engaged in their education. Our programs are designed to deliver exceptional outcomes for our students, particularly those who may require additional support. I am proud to acknowledge the invaluable partnerships we have forged with RCH Mental Health and the Orygen Specialist Program, as well as schools in the western region. Through collaborative efforts, we have been able to provide vital support to young people who require assistance with their mental health. These partnerships have been instrumental in ensuring that our students receive the care and resources they need to thrive academically and personally.

Looking ahead, our focus remains on setting a strong foundation for the next five years. In alignment with this objective, we have undertaken several initiatives which will be a focus for the school for the next strategic plan. In 2023 we successfully began work on the following:

- **Teaching and Learning:** Implementing Professional Learning Communities (PLC) and inquiry cycles to support continuous improvement in teacher practice. We have also developed a draft lesson model to enhance lesson planning processes, consistency and predictability for our students.
- **High Impact Wellbeing Strategies:** Our School Improvement team has explored the Department of Education's new resource for schools, with a focus on integrating high-impact wellbeing strategies into our classroom programs and within our outreach work with students and schools .
- **Disability Inclusion:** Providing staff professional learning opportunities to support schools in addressing Disability Inclusion profiles and funding applications through the Department of Education's disability state-wide reform

I would like to extend my heartfelt thanks to our dedicated staff and partners for their unwavering support and commitment throughout the year. Together, we have laid the groundwork for a brighter future for our students and community.

Katie Archibald
Principal

OUR PURPOSE

To lead positive mental health and engagement in education, with evidence based programs and supports that place young people and their families at the centre of an education and integrated health service.

OUR VISION

We envision a future where generations of resilient, confident and emotionally intelligent young people reach their full potential. Through our endeavours, we create a fostering and nurturing environment, empowering them to thrive.

OUR VALUES

COLLABORATION

Our team members collaborate, with each other, schools and health services, to create exceptional outcomes for young people by building trust and sharing knowledge.

ENGAGEMENT

We engage with young people and their families to create safe learning partnerships to empower every student to be active learners.

INCLUSION

We value diversity, advocate for equity and support the educational, personal and professional growth for all community members

BANKSIA EDUCATION

Our team work in collaboration with the Royal Children's Hospital to provide education for young people 12-18 years who are inpatients of the Banksia Mental Health ward.

SCHOOL EDUCATION PROGRAM

Our teachers work with the Royal Children's Hospital community mental health team by providing support for young people to remain in or engage with education.

IN2SCHOOL

A school refusal program in partnership with RCH Mental Health and the University of Melbourne. Students in Years 6-9 who are severe school refusers and are clients of RCH.

TRAVANCORE SECONDARY EDUCATION PROGRAM

An education and outreach program for young people 12-19 who are clients of Orygen Specialist Program.

OPERATION NEWSTART (WESTERN)

A reengagement outdoor activity-based, term-based program for at risk young people 14-17 years attending Department of Education schools.

Travancore School is a Department of Education specific purpose school that provides educational programs and support to young people who are engaged with mental health services. The school also aims to build capacity of teachers and other staff to support students who may be experiencing ill-mental health.

We deliver professional development interdependently and in collaboration with our partner agencies to Schools, Health & Community Groups.



COLLABORATION • ENGAGEMENT • INCLUSION



TRAVANCORE SCHOOL

Key Partner feedback 2023

Students: responses - 95

- 93% felt they had a voice at school
- 98% feel we provide a safe learning environment
- 97% say its is ok to be different at Travancore School
- 92% say that our school is supporting them to continue their education

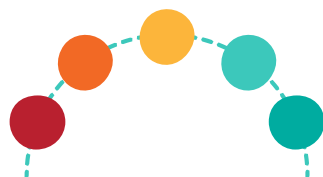


Partner Schools: responses - 73

- 94% of school staff report that we have helped build their capacity to support students
- 97% of school staff were satisfied with the level of support provided by Travancore school

Parent/Carers: responses - 41

- 95% believed there was effective communication
- 97% believe we have helped their child experience success and build confidence
- 98% believe our school treats their child with respect



Mental Health partners: responses - 47

- 100% believe our school have supported the educational needs of the young people in their clinical care

- Most helpful work of Travancore teachers
- Liaising with schools
- Supporting transitions back to school
- Providing strategies and support



Travancore School 2023 Annual Report Data as at 19/12/23

ENROLMENTS

In 2023 there were **677** enrolments/episodes of support across programs at Travancore School.

PROGRAM		2023 ENROLMEN TS
BANKSIA		378
ONW		32
IN2SCHOOL		21
TSOT		73
Southwest	19	
Midwest	28	
Travancore	26	
PARKVILLE		89
Schools In	29	
Outreach	60	
SUNSHINE		84
Schools In	33	
Outreach	51	
TOTAL		677

PROGRAM		2022 ENROLMEN TS
BANKSIA		400
ONW		31
IN2SCHOOL		7
TSOT		85
Southwest	22	
Midwest	25	
Travancore	38	
PARKVILLE		78
Schools In	27	
Outreach	51	
SUNSHINE		71
Schools In	28	
Outreach	43	
TOTAL		672

In 2023 Banksia and TSOT enrolments dropped, whilst Parkville, Sunshine and In2School increased. ONW remained steady.

Banksia

Team Purpose Statement

In the Banksia Education Program, we aim to collaborate and support young people in an educational setting during a hospital admission as well as support their return to education in the community. We do this by providing a safe, engaging, and respectful learning environment for students to continue their education, as well as maintaining connections with their home school, parents/carers and key partners to share their education goals.

Meet the Team

In 2023, the Banksia Education team included Caitlin White, Rebecca Gibb, Ben Paddick, Leigh Enright and Marty Miranda.

Caitlin continued as the Team Leader and demonstrated her adaptability and willingness to take on teaching subjects such as teaching Create and Cook' N 'Create lessons.

Rebecca joined the Banksia Education Team full time in 2023 and was an instrumental team member, facilitating the Living Culture Program and sharing her wealth of knowledge.

In term 2 we welcomed Ben to Travancore School and the team. Ben had extensive experience working with vulnerable young people and engaging them through his substantial musical talents.

Leigh continued in his role as Education Support at Banksia, playing an integral part in refreshing our curriculum, further developing the Create syllabus and fine tuning his rap skills with the students in Music Therapy and lyric writing classes.

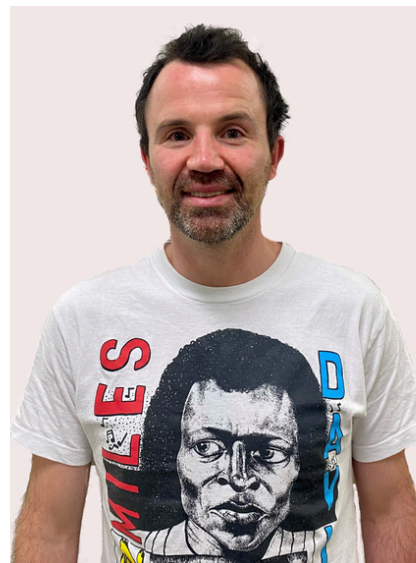
Marty has continued as our Education Support on Fridays. Marty's support has been vital in ensuring that resources were always available for the Cook' N 'Create lessons, technology ran smoothly and that the teaching team were supported in the day to day running of the classroom.



Caitlin White



Rebecca Gibb



Ben Paddick



Leigh Enright



Marty Miranda

Teaching and Learning

During semester 1 we strengthened our partnership with the music therapy program provided on the ward. Having two keen musicians on the team, they embraced the opportunity to provide students with regular lyric writing sessions and music playing lessons. Through this, students were able to demonstrate their expressive language skills to write songs and have been supported to play these as well. It has been a worthwhile addition to the curriculum and the students have benefitted immensely.

The creativity did not end there, through our Create and Cook N' Create curriculum, students were provided with a wide range of learning opportunities to explore a range of artistic mediums. They created both collaborative and individual masterpieces, challenged themselves to try new things, and provided support to those less motivated in the art room. The culinary fare was on it's way to menu at a Michelin star restaurant, with students regularly cooking up a storm for one another, the nurses, doctors and other ward staff.

Throughout semester 2, we have been working together in a Professional Learning Community (PLC) focusing on student collaboration. Through our work, we were able to identify gaps within student knowledge around the roles they play when collaborating with one another and this became our focus. As a result, a wonderful lesson was created that required students to understand their roles and demonstrate their learning. Our PLC journey also highlighted the many ways that we can teach collaboration in all aspects of our program and we look forward to implementing even more of these resources and tools, continuing to strengthen the student learning outcomes in 2024.

In term 4, the whole school was introduced to a new instructional model, and we had the opportunity to trial this regularly. We had the support of Karen Wilson leading some additional classes, and also supporting a review of the learning concepts. We have been busily updating and invigorating the curriculum and working towards aligning them with the Instructional Model, ensuring student learning and wellbeing is at the forefront of the lessons. The use of the TICTAR lesson plans has also allowed for the ease of transition when guest teachers or teachers from other programs come to Banksia to cover lessons, ensuring that our students continue to receive the best education and care.

Program Highlights

In 2023, we were fortunate enough to continue working with Rakeisha Mongta (Koori Social and Emotional Wellbeing Officer at RCH) and Skyla Lauch from Living Culture, to deliver First Nations workshops to the students at Banksia. Once a month Skyla and Rakeisha attended Banksia and engaged the students in learning about First Nations history, way of life and art. Students have had the opportunity to collaborate on a large piece of artwork which is now on display on the ward. They have also been able to decorate boomerangs with traditional Aboriginal symbols and create their own canvas paintings with the guidance of Skyla.



Appreciations

In 2023, the Banksia Education Program has been fortunate enough to have the support and assistance of many wonderful teachers from Travancore School.

We would like to thank Lorraine McCallig who took time out of her own busy schedule in the Parkville/Sunshine Program to assist in delivering lessons earlier in the year. We were also joined by the wonderful Kate McKinstry once a week to deliver the most engaging Calculate lessons that had everyone walking out of her classes with a new found love for Math, adults included. Karen Wilson became part of the Banksia Team in delivering double Mix It Up lessons once a week where students produced amazing and wonderful pieces of work. Thank you all for taking time out of your own programs to ensure that the teaching and learning program at Banksia continued to run successfully.

We said farewell to Natalie Adam who re-joined the TSOT Team in term 2. Natalie had been working with the Banksia Team for the past 2 years and was an invaluable team member and we thank her for all that she has done for the Banksia Education Program.

Thank you to our Nurse Unit Manager, Adam Blake for his continued support for our team and our classroom program. A special thanks to the Care Co-ordinators, Nursing and Support staff that we work with on a daily basis for demonstrating so consistently how valuable the work we are doing is in supporting students during their admission, and in preparing to return to school.

A special thank you and immense appreciation is extended to the Registered Undergraduate Students of Nursing; Claudia, Jacqueline and Elissa. The Banksia Education Program would not have been able to run as smoothly and efficiently without their amazing help and support in and out of the classroom.

And finally, one of our students who has been part of the Banksia Education Program, has shared this lovely feedback with us:

“It’s always great when we have lots of teachers and students participating. I enjoy that there are different topics each week. I like how engaging the classes are, especially the cooking, art, music and move classes and the Living Culture workshops. I think it’s really good that the teachers communicate with my school, it helps me get back to school and supports my mental health.” - SG



In2School

Team Purpose Statement

In2School aims to create a safe, engaging and positive learning experience that provides opportunities for students to build the skills and connections that support their transition to full time school attendance.

Meet the Team

The 2023 In2School team began with our teaching team Lisa Didomenica and Karen Wilson alongside our mental health clinicians Katie Anderson and Alice Brennen for terms 1 to 3. We said farewell to Katie Anderson at the end of term 3 who has begun a 6 month hike through the USA. During term 4 we welcomed new members to our team, including teachers Sonja Van Burren and Natalie Adam, as well as mental health clinicians Aaron Rajamani and Helen Tran (with ongoing support from Chrystie Mitchell).



Highlights and Teaching & Learning

Our students worked hard to build up their attendance in the In2School classroom throughout the year. We completed Intake 10 at the end of term 1. We saw Intake 11 throughout terms 2 and 3 and we are finishing up the year halfway through Intake 12. Our classroom program focuses on the social and emotional capabilities-based learning including character strengths, the adolescent brain, growth mindset, positive coping strategies and problem-solving, as well as opportunities for students to develop their literacy and numeracy skills. Students also participated in art, cooking, fitness and mental health sessions. We also had the lovely Ros from Paw Pals come out and facilitate weekly sessions of dog assisted education. Students have been at the very centre of the goal setting and transition to school planning processes, sharing their voices about what they want to work towards and how they would like to be supported. Through both group and individual support, students were encouraged to build their stamina, resilience and self-regulation skills in preparation for their transition to their home schools in 2023/24.

The In2School students demonstrated so much bravery and curiosity in coming together and getting to know each other in each intake. Although each student is on their own pathway, they have benefited enormously from meeting other students who struggle with getting to school and sharing the goal of improving school attendance. The students have done an amazing job of supporting one another through the various aspects of the program.

Out and About excursions have been a highlight of the year and have given the groups opportunities to connect with each other, have fun, explore amazing places and be challenged in new ways. We visited the Werribee Open Range Zoo, Australian Centre for the Moving Image, Flemington Lawn Bowls, National Gallery of Victoria, Treetops Adventure, a family challenge day down at Blackwood as well as an incursion with musician Motley to create a hip hop track to finish the program.

As part of our wraparound approach, parents/carers and school support teams attended sessions throughout the program to develop their knowledge of school refusal and to understand how they can best support students to work towards their goals and improve their school attendance.



Appreciations

Thank you to the In2School Team and everyone that has supported the program and all of our students throughout 2023. A special shout out to our other Travancore School teachers (Brony Dennis and Ben Paddick) and the RCH speech pathologists (Jenny Reid and Gabby Kane) for their contributions to the program. We would also like to acknowledge the leadership and staff members at Travancore School and RCH MH that helped with supporting the In2School Program. It has truly been a team effort!

Operation Newstart

Team Purpose Statement

Operation Newstart Western aims to provide a safe and inclusive learning environment for disengaged students and assist them to develop their personal and social capabilities and strengthen their pathways for future learning.



Paul Stafford



Jamie-Lee Cripps

Meet the Team

This year we said farewell to Will Morgan at the end of term 3 after he accepted a position working at the Blackwood Outdoor Specialist School and we will have the privilege to continue working with him whilst we maintain using the centre for our ONW camps and Family Challenge Day. We would like to thank you for all your valuable contributions to ONW and the wider Travancore School community.

We have been fortunate to find Jamie-Lee Cripps who completed her Youth Work placement with our term 3 iLead program, and enjoyed her experience so much, she applied for the newly created youth worker position. Having a youth worker join the team, and school, provides us with a new lens to continue to reflect and evolve the work we are doing. Jamie-Lee also comes with a personal passion for the great outdoors and supporting the wellbeing of adolescents, welcome Jamie-Lee.

Our Programs

This year we provided 32 students an opportunity to engage in the ONW Program. Terms 1, 2 and 4 were run as our traditional newstart programs, with term 3 offering our annual iLead program. As with every newstart program we face a range of challenges and successes, with 2023 being no different. Overall, we had a very successful year with students making great gains developing their personal and social capabilities, and groups forming strong and supportive dynamics leading to their collective success. We are very proud to have had a wonderful year in Newstart.

Student outcomes/learnings

Initially the iLead groups started to work with the other schools attending the camp at Blackwood. They would participate together in activities and become a support for the students with a disability to actively engage in the activities. Now all programs are embracing the opportunity to learn about inclusion, and understand the complexities students living with a disability face. During the term 4 program, the newstart students and the students from Hamlyn Views School in Geelong bonded so well, the groups ended up participating together in multiple activities throughout the duration. There were numerous examples of genuine relationships being formed, and the newstart students really embraced this opportunity, a couple could have found their potential future pathway.

Given the strength of this experience, the group were provided with the option to visit the group at their school in Geelong instead of completing one of their scheduled activities. The group voted and decided they would rather visit the school. Students were asked to predict the similarities and differences between their school and Hamlyn Views before arriving, and then reflected on what these were at the end. Most were surprised that it seemed so much like their school, but also so different - especially the class sizes, staff to student ratios and the amazing sensory room. Whilst it took some time for everyone to feel comfortable, the newstart and Hamlyn Views students eventually went outside and played a game of basketball together. There was genuine joy experienced by all, and the newstart students would have been quite happy to stay for longer. It was such an amazing experience, one that will be remembered by all who witnessed it for a long time to come.

We have continued to work closely with ONV and are in the process of learning from each other to work out best practice for Newstart. Within our program, we have been introduced to the new instructional model and are beginning to review our teaching practice to ensure we are providing the best possible learning outcomes for our students.

Highlights

- 4 successful programs and navigating a change in program staff
- Seeing past students at the 6-month reunions and hearing about their successes post the program - some even sharing being on the program was the highlight of their year
- Collaborating with all of the Victorian Newstart programs to share teaching practice, new and useful program activities, processes for writing and measuring student goals, and ensuring we are all offering the opportunity for students to reach similar outcomes.

Team thanks:

An immense thanks to Jamie-Lee for joining Travancore School in the ONW program, and her willingness to learn as we go. She has recently been given an ongoing position at the school and is looking forward to her first full year in 2024.

We acknowledge the valuable support the Youth Work placement students provide to us when they are part of our program. We thank them for their energy, enthusiasm and willingness to embrace connecting with our students to help them have a successful experience.



Travancore Secondary Education Program



Kate McKinstry, Claire Greve, Lorraine McCallig, Bec Plunkett

Hello from team TSEP, Kate, Claire, and Lorraine. We were joined by Bec until Term 4 and were very fortunate during Semester 2 to be joined by Marty to support our School's In' classes across both Parkville and Sunshine's sites.

Some exciting news to share - we have a name "Travancore Secondary Education Program" TSEP, but our aim is the same and that is to support young people to engage with current or new education settings, focussing on wellbeing and learning. We use a student centred, strength-based framework, working in partnership with the Orygen Specialist Program.

We reflect with gratitude and full hearts as this year we have successfully navigated an entire year back onsite and have been able to run our teaching program, face to face. We continued to build positive and engaging relationships between clinicians, young people, families, and partner schools, with many young people successfully transitioning into the next phase of their education, whether that be TAFE, community-based programs, alternative or mainstream schools.

As part of Reconciliation Week, our team walked the Fitzroy Aboriginal Heritage walk , Fitzroy Aboriginal Heritage Walking Trail using the map and Yalinguth interactive app. That part of Fitzroy has a rich and varied history for local Indigenous people on their own Country, and for people coming onto Country from far and wide.

Across the **Schools In** program, we explored curriculum topics such as Character Strengths, Values, Identity, Goal Setting, Emotional Regulation, Mindfulness, Happiness, and Gratitude.

Parkville - The classroom program has had a busy year enjoying a variety of activities. The cooking program has been a hit with many young people discovering and tapping into their inner cook. We learnt about "the science of happiness", creating our own Travancore Happiness CD, a compilation of songs that increased our happiness. Feel free to listen...

Sunshine - The Sunshine classroom program underwent a revamp, introducing updated student planners and a visual check in help guide that were well received by young people as helpful tools to monitor and reflect on their own learning and personal growth throughout their time in the classroom space. We enjoyed sharing our learning experiences with one another and celebrating both our individual and group successes along the way and always making time to socially connect making delicious toasties and sharing kindness and laughter mixed in with a healthy dose of competition playing Uno games, a group favourite activity.

Outreach - The outreach component of the team's work continued to support school staff and Orygen staff to navigate the ever-changing landscape brought on by life in a post-pandemic world. Our students' outcomes have been very positive as they demonstrate courage and vulnerability to ask for and accept help as they navigate their education journey. Many of our students have successfully reengaged or increased their attendance and engagement with school and all have a clear education transition plan for 2024.

As with every year we marvel at the incredible resilience shown by the young people who we are privileged to work throughout the year. We would like to congratulate Bec P on her move into the acting Assistant principal role, we acknowledge all the wonderful work Bec has done both with supporting young people, as well as a much-valued member of the team, who is always willing to share in her wisdom and experience. In 2024 we will welcome Dom and Shayne to the team.



Travancore School Outreach Team

Team Purpose Statement

The Travancore School Outreach Team (TSOT) is a partnership between Travancore School and the Royal Children's Hospital Mental Health (RCH MH). The core objective of TSOT is to enhance the current functioning and future potential of students aged 5 to 15 years who are experiencing mental health, social or emotional difficulties that have led to behaviours of concern at school. This is achieved by providing student-focused support, as well as offering community consultation and seeking opportunities to build capacity.

Meet the Team

The TSOT team comprises three experienced teachers who all have a collective special interest - travelling and exploring wonderful countries and cultures around the world!

Brony, a Secondary Art Teacher, loved exploring the many galleries during her travels to France, Bilbao, Morocco and Portugal this year.

The Greek goddess Mary, is a Special Education Teacher and brings a wealth of knowledge in this area. We call her the Greek goddess as her childhood home was on a Greek Island- and yes she speaks Greek. Now she loves participating in her favourite sport of sailing and enjoying the company of her beautiful granddaughter, Ruby.

Meanwhile, Nat, our Secondary PE teacher, this year travelled to different parts of Italy as an excuse to see her daughter Lara, who is studying in Rome. With one child away she added another Border Collie to her collection at home.

Teaching and Learning

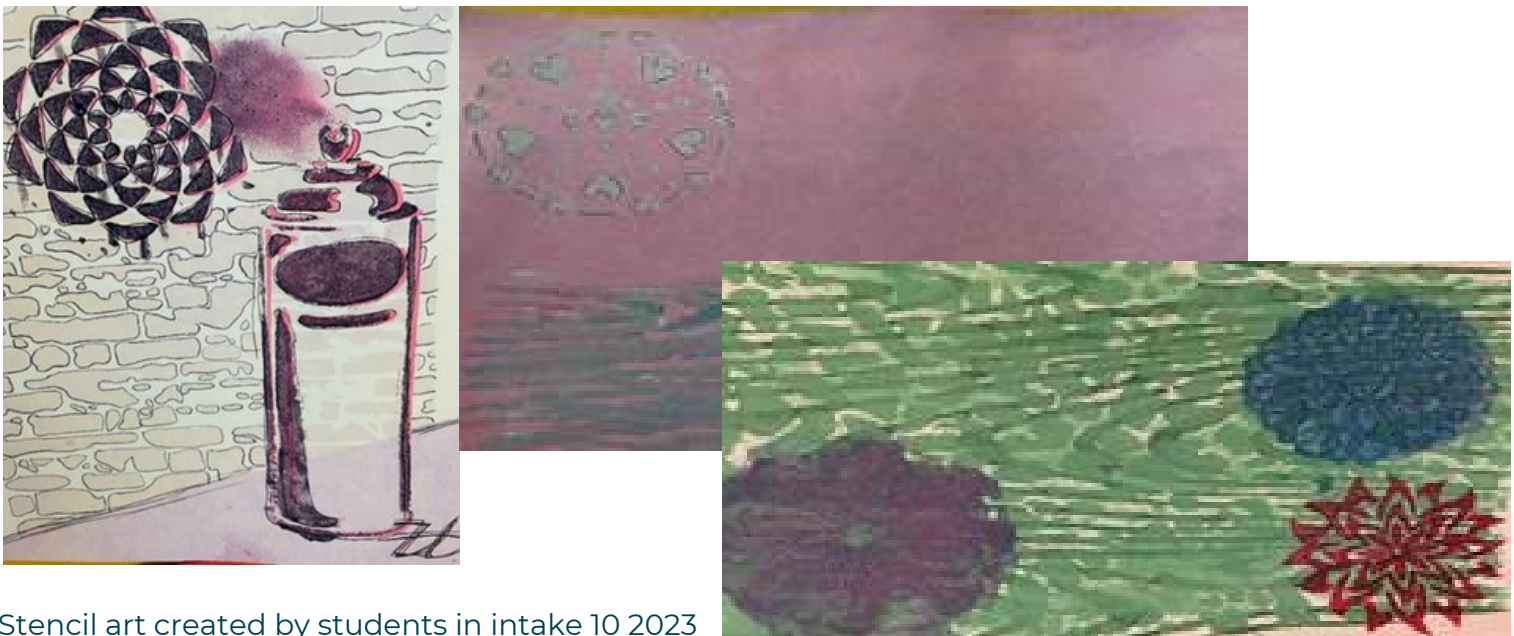
The schoolwide approach to instructional teaching through the TICTAR lesson model proved to be an interesting challenge for our team, due to not teaching students face to face. With the guidance of Karen Wilson we were able to create a valuable lesson based on gathering student voice. As an important part of our work, we value the opportunity to speak with our young people about their school experiences and the goals they want to work on during their time with us. This is the foundation of creating their individual education plans for their intervention with us. By formalising the information gathering and goal setting process, we are ensuring that the young person understands our collaborative approach to supporting them in their learning journey.

The implementation of the PLC framework this year involved each team member joining a different focus group, covering areas of Resilience, Emotional Regulation and Collaboration. We reflected on the TSOT processes and were able to affirm many already embedded practices and also identify gaps in certain areas. As a team, we will continue to build upon each area in our work with young people, their families, our partner schools and clinical teams.

Program Highlights

The team has continued to be responsive and adaptive to the needs of our clinical partners by exploring and trialling the use of the hospital's Electronic Medical Records (EMR) to help promote communication between clinicians and teachers. A smart text template has been created for TSOT teachers to provide school history and other relevant information to clinicians, regarding the students we work with.

Working alongside the In2School team Brony, with her art teacher hat on, has been delivering 2 or 3 art sessions per semester to the young people. They have responded with enthusiasm and created unique In2School zines, stencil art as well as learning aesthetics, composition and team work. Nat has also been part of the program, supporting Lisa during Out and About excursions and making connections with the students in the program.



Stencil art created by students in intake 10 2023

Appreciations

The TSOT team began the year with Kate Tyndal, on the RCH Travancore Team, as TSOT Team Leader, Mary O'Brien on the RCH South West Team and Brony Dennis on the RCH Mid West Team. Collectively we have been able to provide a wealth of knowledge, resources and supports to our clinical partners, families and schools. At the end of Term 1 we farewelled Kate who was looking forward to beginning her new journey into parenthood. The beautiful Lily Rose was welcomed to the world and Kate has flourished in her new role! Natalie Adam re-joined the TSOT team in Term 2, taking on the role of TSOT Team Leader. It was great to have the old crew back together once again, interrupted a bit by many of us who had the travel bug and took turns in enjoying time overseas!

Inaugural EES Classrooms

Travancore School is part of a Community of Practice that collaborates with the other hospital schools in Melbourne. For many years there have been discussions about trying to extend the understanding and connections between all the settings and their staff. Based on feedback from the 2022 conference, the EES team decided to trial an “Open Classroom” style of professional learning. For this, each school spoke to their school staff to gather feedback about what their programs could offer to the other school settings, and what they would like to see and learn from other settings.

The logistical process of planning over 20 sessions, over 10 locations, for over 100 staff was an experience. Travancore School offered two sessions - one by the Banksia Education Program which saw staff attend from the other schools to learn about what we do and how we do it. We had staff attend onsite at the hospital, share in a presentation and professional dialogue about teaching and learning, individual student support and liaison with schools during a student's admission. They also went on a tour of the ward, and shared in morning tea.

Participant feedback:

“The goal setting/ IEP kit/ transition support documents etc were fantastic. Such great resources to support student voice and provide insights for the students' school.”

We also held an outreach focused session run by our TSOT and TSEP teachers on-site at the Orygen - Parkville classroom. This provided an opportunity for us to share what the community outreach component of our work involves, the processes and resources we use, common trends and challenges we face. It was affirming to collaborate with staff from all the other settings and hear about the similarities and differences of our work.

Participant feedback:

“Amazing resource production that includes student voice. Consistency amongst teaching staff in what they do for students”

“The rubrics about everything- goal setting, planning and returning to school”

We had all of our staff attend each of the different settings and they returned with new ideas, and also a renewed confidence of the thorough and impactful work we are already doing. Overall, staff really enjoyed the opportunity to network, have some time to physically visit another setting, and strengthen connections. Since the sessions, there has been some communication between staff at schools to further explore work that is being done, or request to discuss and deepen their understanding of our resources.

In 2024 we will return to having a network conference, with planning underway. The feedback has been reviewed from the previous year, and the open classrooms to inform the content and structure of this day to ensure it is a meaningful experience for all staff.