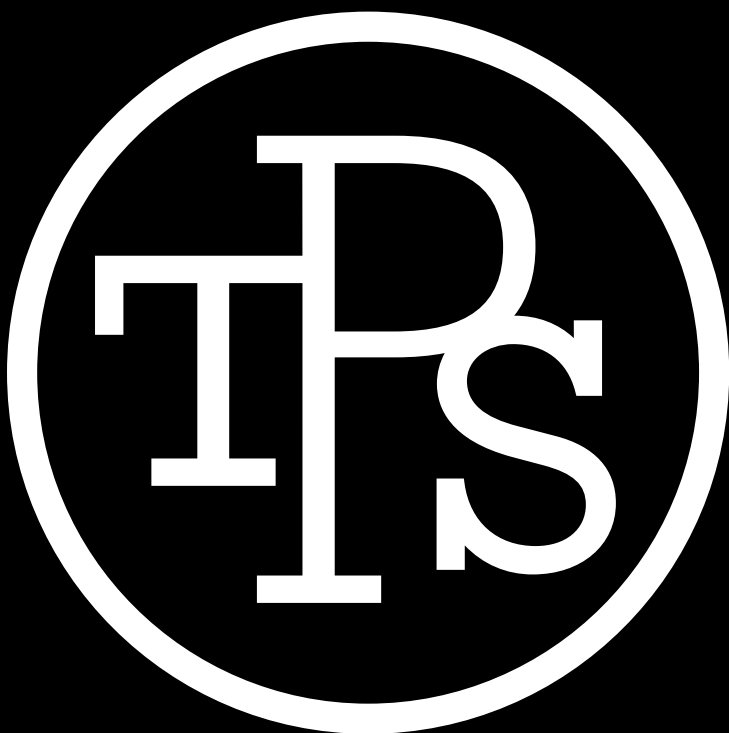


The Pavilion Model



13 Years
of Trauma-
Informed
Positive
Education at
The Pavilion
School

The Pavilion School

Est. 2007

The Pavilion School (Epping Campus)
Building M 415 Dalton Road
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 @pavilionschool

 The Pavilion School

The Pavilion School acknowledges the Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the Wurundjeri People as the traditional custodians of the lands on which our school is located. We pay our respect to Elders past, present and emerging. The Pavilion School is committed to honouring Australian Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to society.

The Pavilion Model

Contents

Our Story.....	4
Our Model, Our Impact.....	6
Our Instructional Model.....	8
Our Wellbeing Model.....	14
Trauma Informed Practices.....	18
Embedding Expectations.....	19
Our Pathways Model.....	20

The Pavilion Model

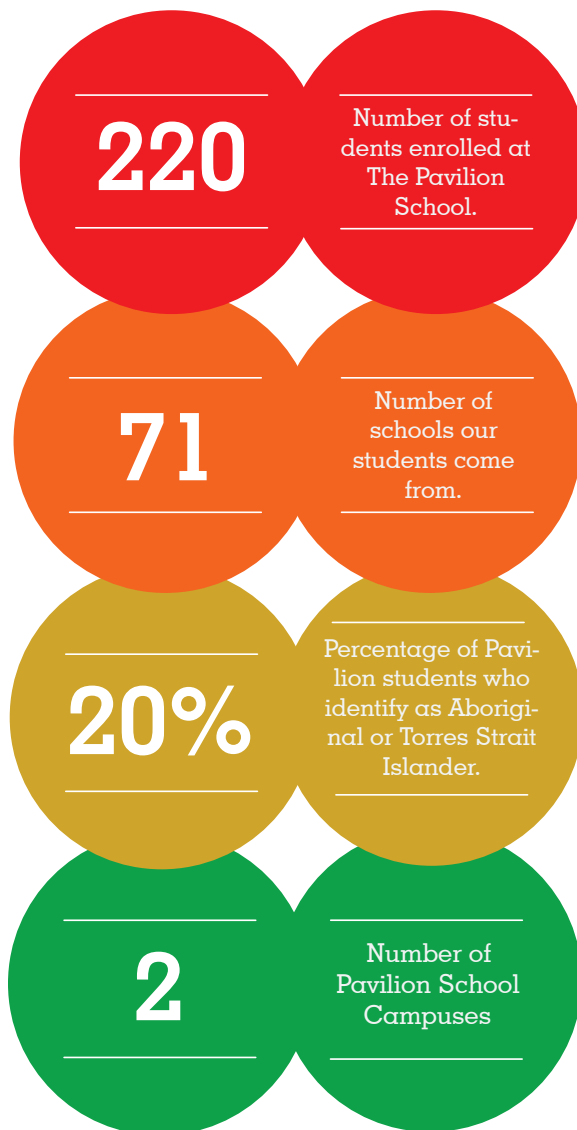
Our Story

The Pavilion School is a state secondary school that was founded in 2007. We enrol students who, for a variety of reasons, have been excluded from the mainstream school system. It is an unfortunate reality that in Victoria there are thousands of kids out of school, many of whom desperately want to finish Year 12 but require additional support, care and a flexible learning environment.

At the Pavilion we believe that every child and young person should have access to high quality teaching and learning programs. We believe that students learn best when they feel safe, respected and are supported by caring, consistent adults.

Over the past 13 years we have experienced great change and growth and I'd like to highlight three things in particular. Firstly, since opening its doors, The Pavilion has not been able to meet the demand of students wanting to get into the school – a clear sign that schools like ours are needed. In 2010 we moved out of our sporting Pavilion (yes we started in a cricket pavilion in a park) and moved into the former Preston East Primary School site. This move allowed us to expand and offer more students, more classes.

In the same year we opened a second



campus in Mill Park to help meet the demand of students in the ever expanding Whittlesea growth corridor. In 2017 our Mill Park Campus moved into a new building at Melbourne Polytechnic in Epping. We now have 220 students across two campuses in Epping and Preston and operate with a wait-list of 20-30 students.

The second important shift has been

our improved student transitions. In 2020, 100% of our students entered pathways including TAFE, Apprenticeships, employment and employment support programs. This is due to a tightly structured pathways program that gradually exposes students to industry, work experiences, builds motivation and self-esteem and gives students the opportunity to experience failure, pick themselves

up and try again, all while remaining enrolled at school and attached to a support network.

Third, over the past 12 years The Pavilion model, philosophy and approach has come to be accepted as a best practice approach to educating vulnerable students. Our school hosts up to 8 professional learning visits each term. During these visits, staff from schools around Victoria and Australia embed themselves in Pavilion classrooms for observations and discussions with teachers and school leaders. This has become a critical way to share both our successes and what we have learnt

from our failures.

The Pavilion's program has always flexed and bulged to reflect the capacity and interests of the staff and students currently engaged in the school, but its strength lies in the core principles that underpin its operation. Importantly, throughout all of these changes, each time we have set the bar for what we expect of our students, and what our students should expect of themselves higher and higher. Without fail, our students have both risen to and exceeded those expectations.

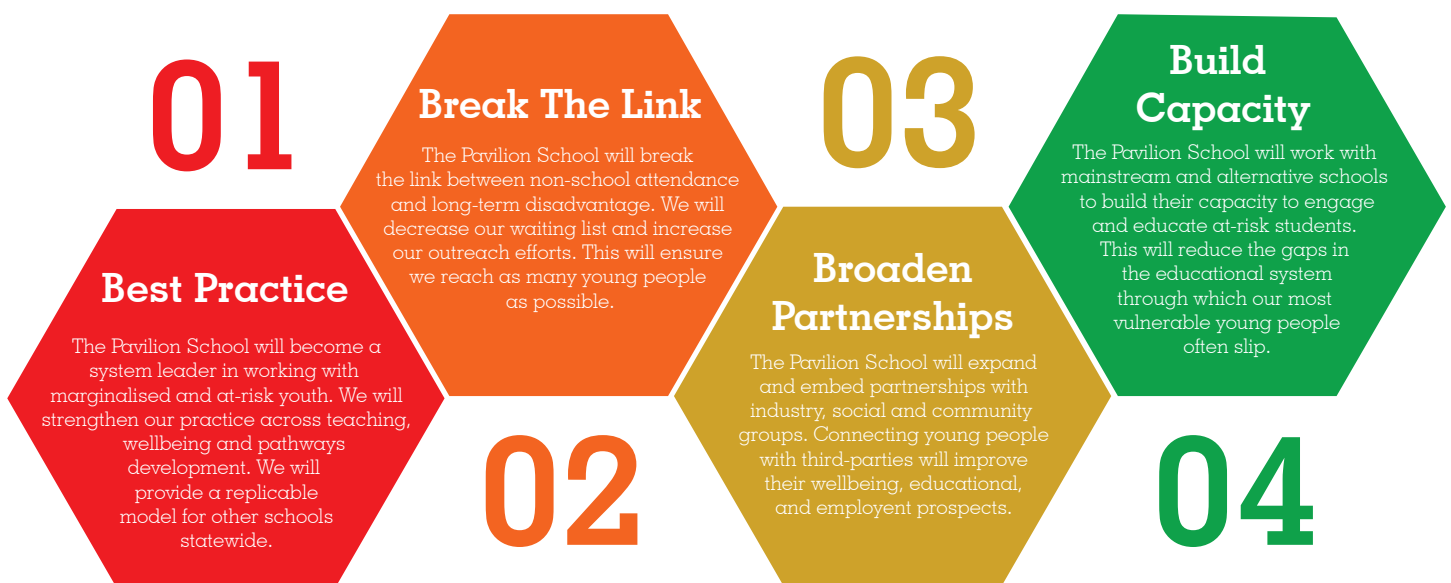
Looking to the future I hope that the

Pavilion model will continue to be a site of influence, to better support Victoria's most marginalised young people. We hope that we can be a part of a broader cultural change in schools that sees all students remaining engaged at their local high school. We hope that state schools receive the funding and resources required to do this and that the demand for schools like ours slowly decreases.



Michael Scicluna
Principal

Our Vision



The Pavilion Model

Our Model, Our Impact

Bringing Together Best Practice Teaching, Wellbeing & Pathways

Since its founding in 2007, the Pavilion School has gradually refined its model to maximise its meaningful impact for our young people.

The Pavilion School put a powerful wellbeing model at the heart of its operations. This model drawing on best practice research in neuroscience, positive psychology and trauma practice.

Over time the School came to recognise the importance of putting rigorous teaching practice at its core. We began this journey by recruiting an outstanding instructional coach, developing a whole school instructional model & establishing professional learning communities.

Finally, the school recognised a deficit in providing meaningful pathways support to our young people to ensure they continue to be successful after leaving the school. Our highly structured pathways

model was developed in answer to this shortfall.

Since then, the three core aspects of The Pavilion Model: teaching and learning, wellbeing and pathways have become the bedrock of everything we do within the school.

Importantly, The Pavilion School takes a clear eyed view of the evidence around what works best in education, wellbeing and pathways and has adjusted and refined its model based on this evidence. As such, the Pavilion School has a strong research base behind its model.

Having established a whole school approach to teaching, wellbeing and pathways, which can be constantly road-tested and refined, has seen dramatic improvements in the success of our young people at school and beyond.

The Pavilion School will continue to tweak and flex our model to ensure our students are able to come to school and receive an outstanding education and achieve long lasting success in their schooling and life.

This handbook forms a comprehensive guide to the core aspects of The Pavilion Model, their rationale and their practical application. The handbook also connects our model with FISO, we align ourselves strongly with the Education State priorities & take the journey of whole school improvement seriously.

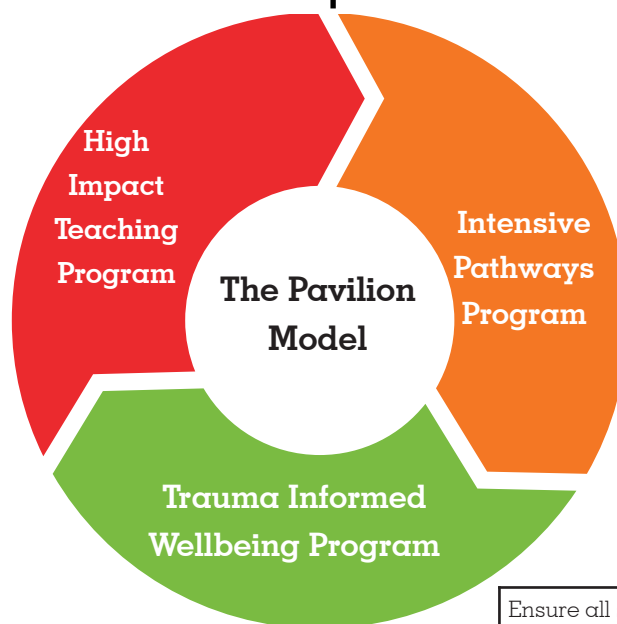
Our hope is this guide can offer a practical means of understanding and operationalising trauma informed - positive education across Victoria, Australia and beyond.

Our Students



Our Model

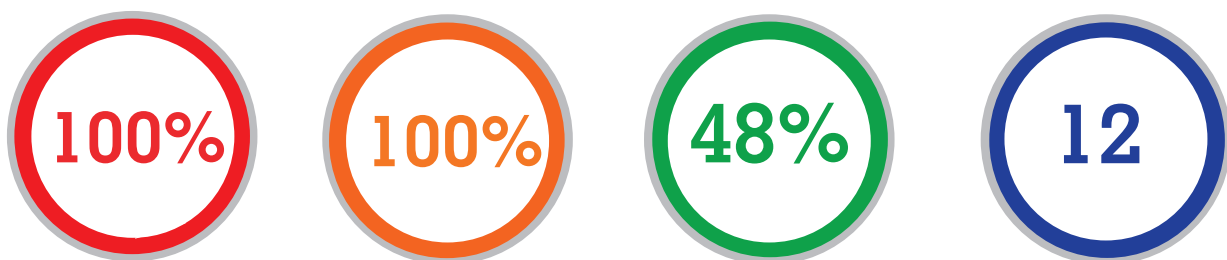
Rigorously recruit the best teachers. Commit to constant improvement. Use evidence based, high impact teaching strategies and a whole school instructional model



Develop and maintain a highly structured, multi-year pathways programme to ensure students can successfully transition into post-secondary pathways.

Ensure all students develop the social & emotional skills to participate fully in their communities and transition successfully into further education and employment.

Our Impact



Graduate Year 12

On average Pavilion students remain for 3.5 years. Of those who remain until Year 12, all graduate with a VCAL Senior Certificate.

Productive Pathways

These pathways include further education, employment, traineeships and apprenticeships

Increased Attendance

When compared to attendance at their previous school, students make sizeable gains in attendance once enrolled at The Pavilion School

Schools Visiting The Pavilion Yearly

Professional learning teams come from as far as Taiwan to learn about The Pavilion Model. Our educational model has now been replicated at five schools around Victoria.

The Pavilion Model

Our Instructional Model

To guide our teaching and learning the Pavilion School has developed a well articulated Learner Profile, whole school instructional model and embedded professional learning communities. Trauma informed education requires a sound understanding of the cognitive dimensions of learning, well structured and consistent teaching programmes, and well-regulated professionals who can build positive relationships while setting and maintaining limits and boundaries.

Our Learner Profile

The Pavilion School's Learner Profile articulates the five core attributes we aim to foster in students who attend our school. We see the Learner Profile's five domains as integral in helping our students achieve lifelong success as individuals and members of their community. The Pavilion School implements its learner profile explicitly within the class and all staff model the five domains throughout their professional conduct.

We situate the acquisition of knowledge as the primary driver of our Learner Profile. Knowledgeable learners are better able to develop and apply new

knowledge and skills because they possess the contextual understanding needed to meaningfully practice and reinforce skills.

Collaboration, resilience and self-awareness are core competencies for young people, particularly those with trauma history, to develop positive problem solving and regulation strategies. These domains are centrally situated in both our teaching and learning and wellbeing models to ensure they are well embedded across our whole school practice.

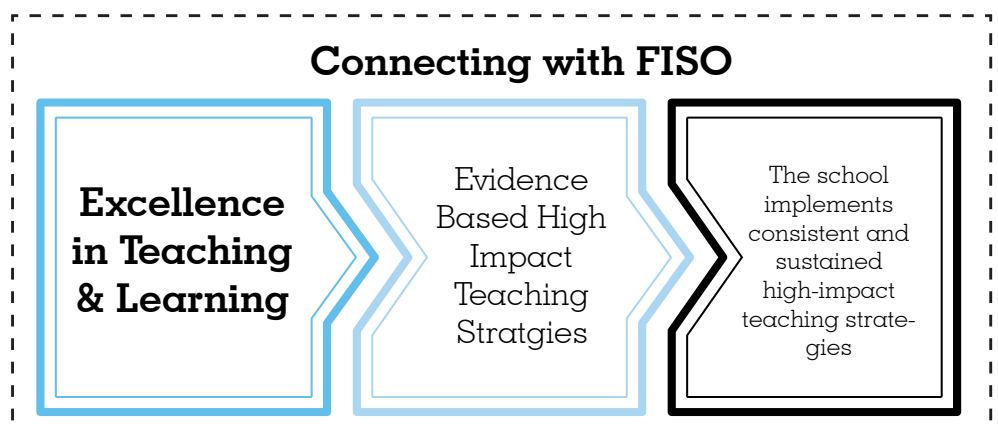
Open mindedness is crucial for a culturally safe and responsive educational space. Developing a healthy sense of affiliation with one's community and culture is crucial for success in school and life. We explicitly embed Aboriginal and Torres Strait Islander history and knowledge into our curriculum,

and are working towards developing meaningful cultural plans for all of our young people to help them develop their knowledge and connection with self and others.

Our Instructional Model

At the Pavilion School we are strongly aligned in our belief of how we do teaching and learning. This is clearly presented in our instructional model. This framework not only guides and aligns the overall practice in the school, but also allows us the flexibility to adapt to the individual students' needs and interests.

Similar to other models, The Pavilion's instructional model is designed to explicitly outline a clearly structured process for teaching and learning guided by best practice, research and our professional understanding of our stu-



1

KNOWLEDGEABLE

We gain and master new content knowledge across literacy and numeracy. We link what we know with what we are learning. We can express new knowledge in different ways.



2

COLLABORATIVE

We communicate respectfully and effectively. We work well with others toward shared goals. We value teamwork and leadership.



3

RESILIENT

We are able to manage challenges with confidence. We adapt to change. We don't give up.



4

SELF-AWARE

We reflect on our thoughts, feelings, strengths and weaknesses. We take responsibility for our actions and learn to regulate our behaviour. We understand how our experiences shape how we view ourselves and the world.



5

OPEN-MINDED

We are always developing knowledge of our own and other cultures. We respect diverse ideas, people and perspectives.



The Pavilion Model

Our Instructional Model.

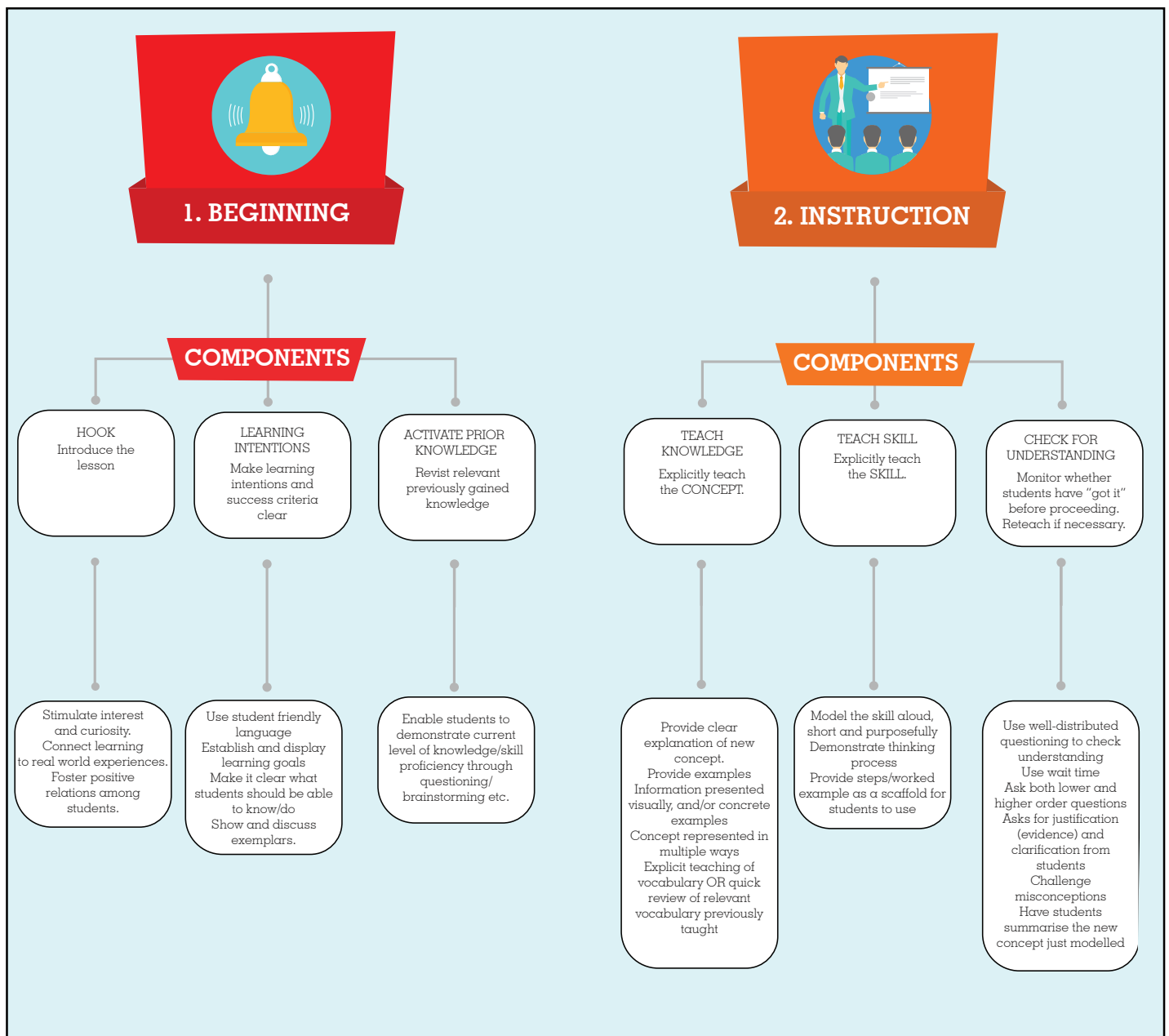
students needs. The Pavilion’s instructional model breaks up the lesson into distinct phases.

First, all classes begin and end with circle time, where staff and students sit facing each other to discuss the learning goals. At the beginning of the lesson, teachers hook students

into the topic with an activity or artefact to stimulate their interest, and connect the new content with prior knowledge. Research shows that clear learning intentions correlate with increased focus, motivation and ownership of learning.

In the second phase of the lesson,

we move to instruction, drawing on teaching strategies that we know are high impact: explicit instruction, modelling and analysing worked examples and providing multiple exposures to develop knowledge and practice skills. Questioning and feedback are essential here to check for understanding.



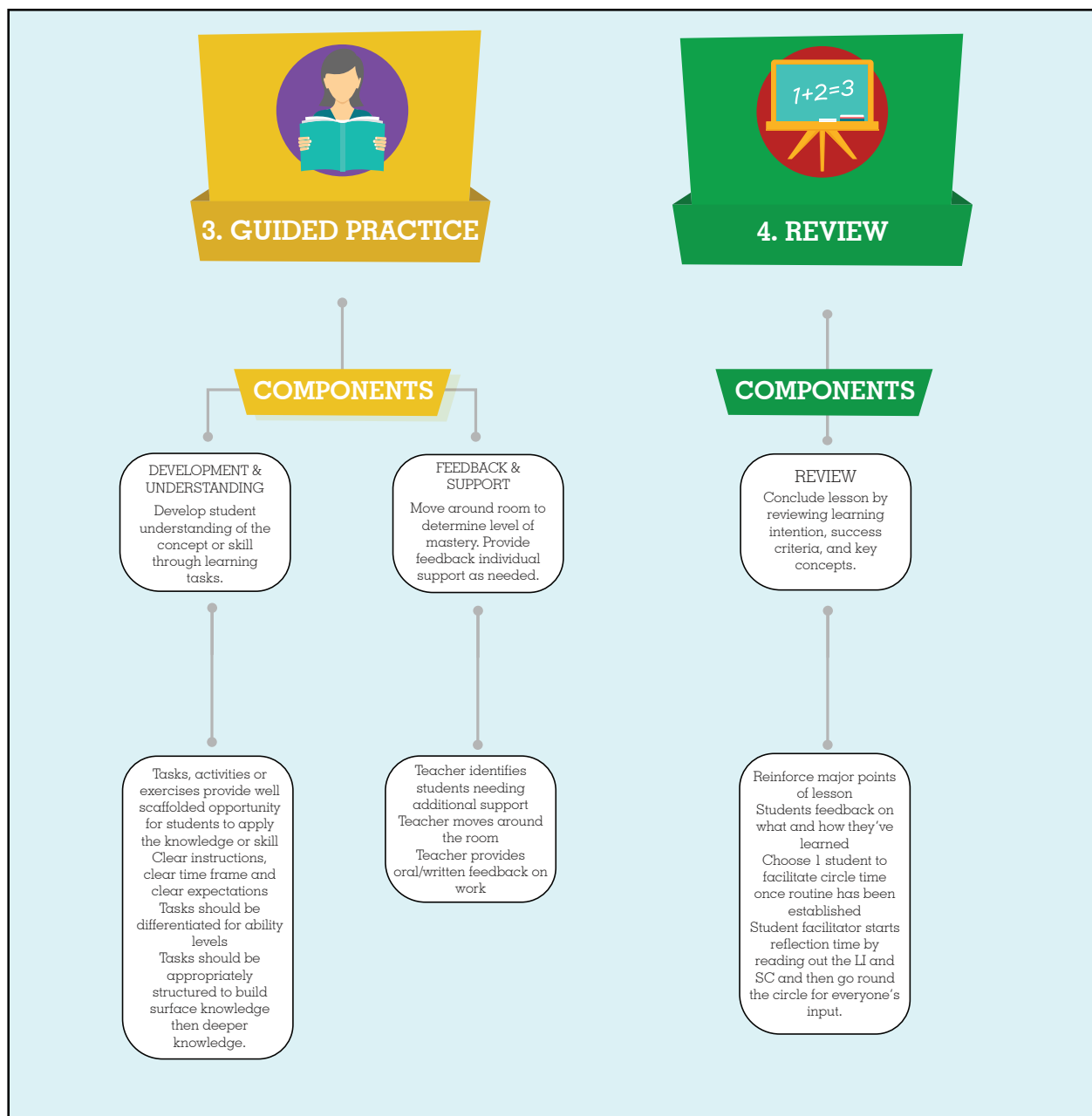
In the third phase of the lesson, students apply their new knowledge or skills to a learning task. Many of our students have had poor learning experiences in the past so before starting independent work, we want to check that we have pitched our instruction at the right level and have given them every chance to practice

new knowledge or skills and be successful. We incorporate best practice around managing cognitive load to ensure our students are able to engage and learn well.

At the end of the lesson, everyone returns to the circle space to review and reflect on the learning and engagement in class.

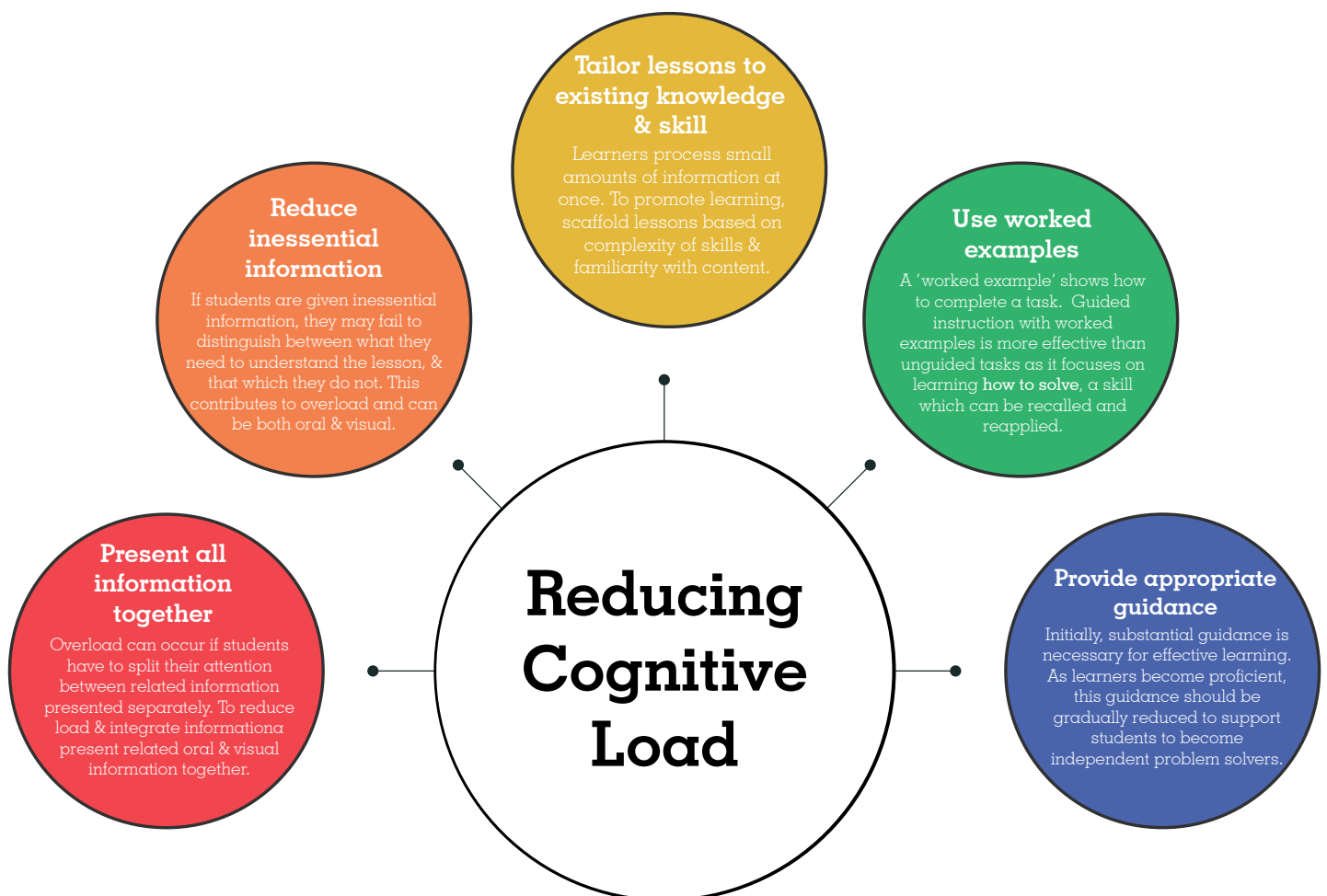
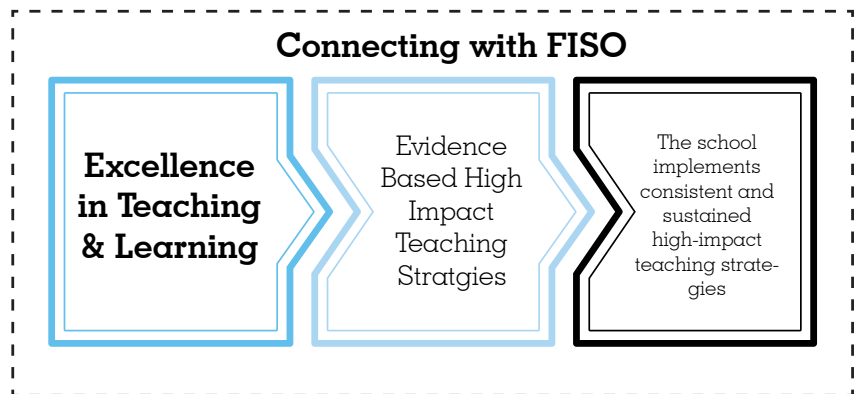
Beyond the classroom, a consistent whole school approach to collaborative planning, supporting the development of high quality lessons and classroom practice – which is evident in our student outcomes year on year.

Research and experience tells us that high impact schools must have

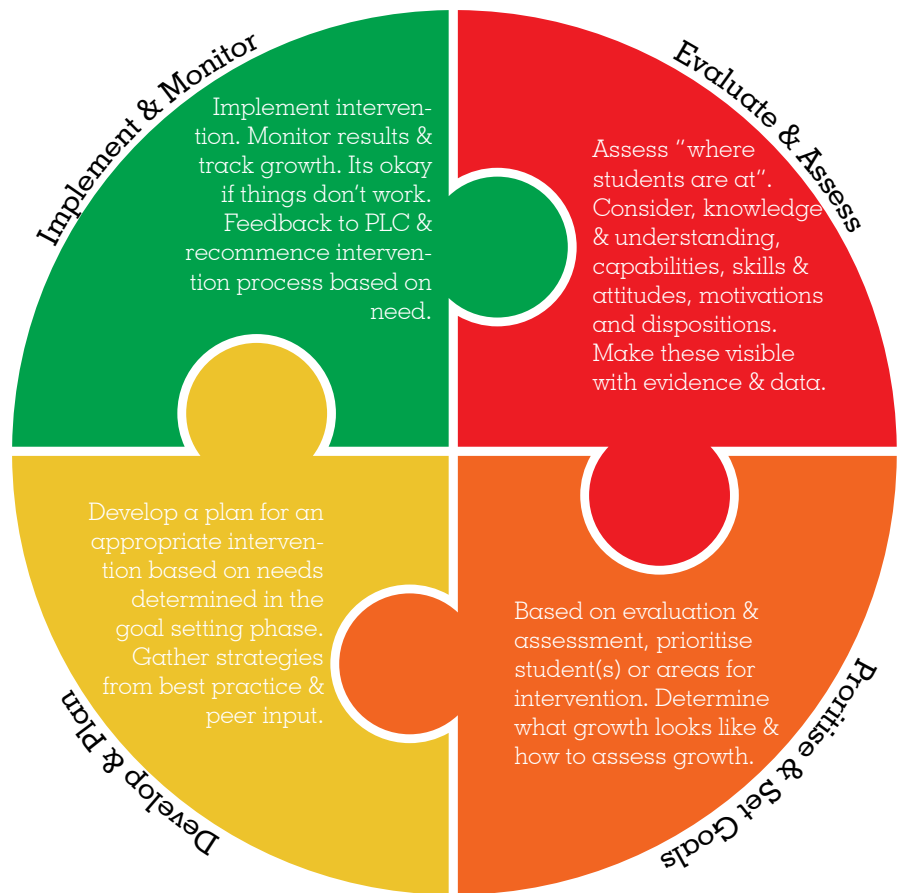


The Pavilion Model Our Instructional Model

a well thought out, clearly articulated and consistently implemented instructional model. The Pavilion is committed to consistent whole school practice across teaching and learning we will continue refining our model in the journey to achieve even greater outcomes for our students.



The Pavilion School Professional Learning Communities



Since 2010, The Pavilion School has embedded a culture of meaningful Professional Learning Communities (PLC) into its structure. Both the Pavilion's teacher and wellbeing team attend regular PLCs guided respectively by an Instructional Coach and Wellbeing Coordinator.

The Pavilion's PLCs are based on best practice process around evaluating, setting goals, intervening and monitoring outcomes. This cyclical process allows for ongoing reflection and refinement of practice.

The Pavilion's teaching team make use of both quantitative and qualitative data to make decisions around areas to prioritise and additional support for students. In turn, the PLC structure gives teachers the opportunity to share practice, advice and support to plan

meaningful learning interventions and, in turn, monitor and learn from the outcomes of these interventions.

The Pavilion School's wellbeing team follows a similar structure, but looks at student risk factor data and shares strategies for mitigating these factors. In turn, this allows for targeted therapeutic interventions for our young people.

Additionally, PLCs are used for professional reading and discussion of evidence based practice and are valuable spaces for peer learning and support.



The Pavilion Model

Our Wellbeing Model

Alongside exceptional teaching and learning, The Pavilion School is committed to supporting the developmental, mental health and wellbeing needs of our students. We do this in a number of ways including providing a safe, consistent, nurturing, and research informed whole-school approach to teaching, learning and wellbeing; and, investing in the professional development of our staff.

The Pavilion School's wellbeing framework was developed through a combination of clinical experience and evidence-based practice on child and adolescent development, mental health, trauma-informed practice, and wellbeing. We integrate these knowledge areas with student observation and professional reflection.

Healthy brain development occurs within the context of safe, nurturing and secure relationships. In these relationships, we learn to regulate and coordinate internal processes, develop empathy and emotional attachment to others, become curious and eager to explore, and develop brain architecture and functions that help us to relate, learn and thrive. Conversely, when children experience events and situations that are perceived as unsafe,

overwhelm their capacity to cope, and are persistent and unpredictable, this can have negative effects on brain development, relational health, emotional regulation, behaviour, self-concept, and learning.

Sitting alongside attachment- and trauma-informed philosophies, we also believe strongly in the inherent capacities of our students to do well, to have healthy relationships and successful futures. Through incorporating Positive Psychology, we understand the important elements for wellbeing and integrate opportunities for positive emotion, engagement, relationships, meaning, and accomplishment into our school-wide programming. Further to this, and perhaps foundational to our whole approach, is that staff members are supported to practice self-reflection and engage in professional supervision to maintain unconditional positive regard for students, their families, and broader communities.

Utilizing trauma and developmental theories, primarily attachment theory, and positive psychology, we follow a trauma- and attach-



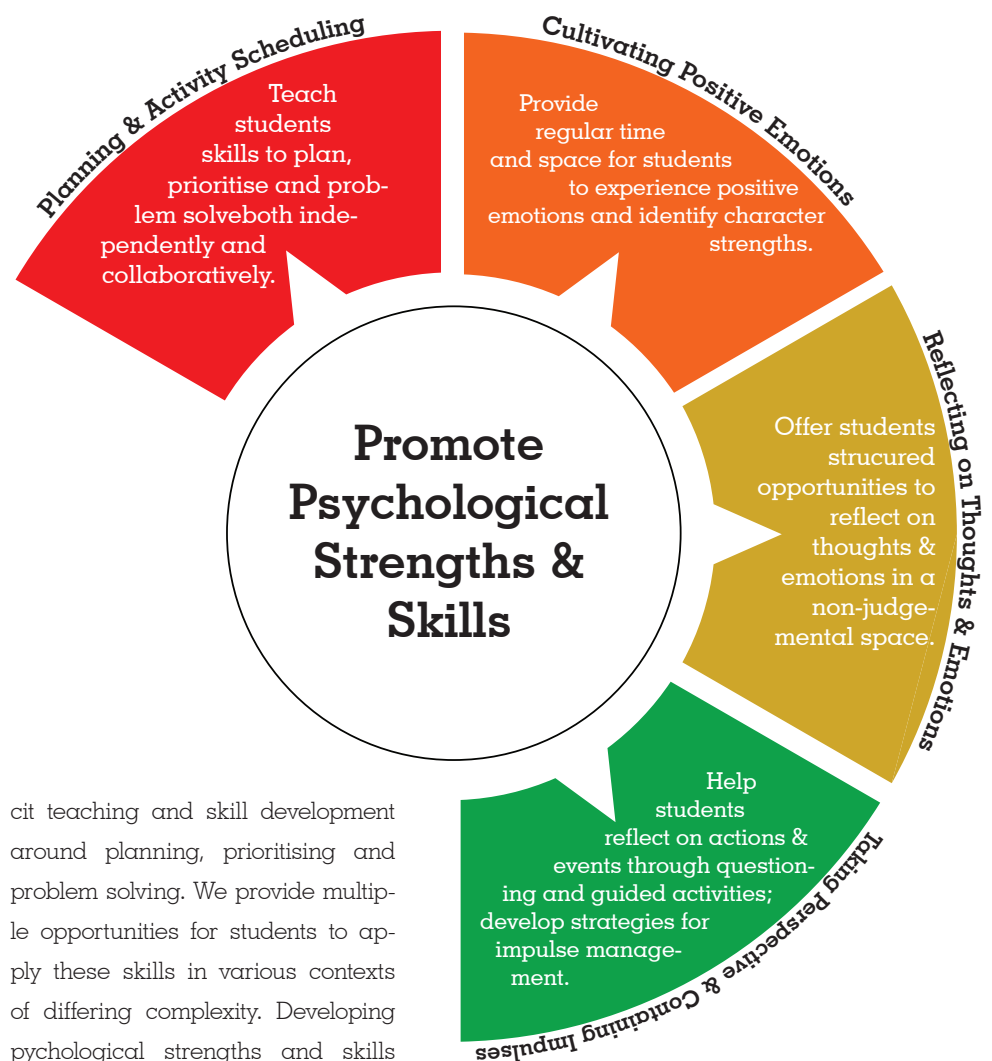
ment-informed positive education and wellbeing framework. Our core aims are to help students develop and promote psychological strengths & skills, develop regulatory processes and build and maintain healthy, nurturing relationships.

With this in mind, our focus is to meet each student where they are at, to understand that behaviors often have developmental meaning, and to provide a safe and nurturing developmental environment. We do this through a variety of mechanisms including assessing individual developmental needs, maintaining predictable classroom routines, being consistent and reliable, managing classroom environments and sensory input, modeling pro-social behaviours, setting and maintaining realistic limits, providing opportunities for fun and skill development, and holding high expectations for learning and growth, to name a few.

Promote Psychological Strength & Skills

This is a strengths-based and solution focused approach to help students to develop the necessary skills to self-regulate, have healthy relationships, learn, and participate effectively in society. Students are supported to experience positive emotions, identify and develop character strengths, and enhance psychological skills and functioning.

In addition, students receive expli-



cit teaching and skill development around planning, prioritising and problem solving. We provide multiple opportunities for students to apply these skills in various contexts of differing complexity. Developing psychological strengths and skills fosters positive coping abilities, resilience and an ability to seek-help in a constructive manner from a variety of sources.

Develop Regulatory Processes

The brain is continually monitoring and responding to the needs of the body. When something is wrong, in-

At The Pavilion School we stand on the shoulders of giants in the fields of education, neuroscience, psychology, traumatology, and child/adolescent development

The Pavilion Model Our Wellbeing Model.

ternal alarm systems are activated to help the body to get what it needs. Many of these processes occur outside of our awareness, however, as we get older the brain requires us to actively participate in our regulation, in other words, to self-regulate.

Internal processes requiring active regulation include behaviour, cognition, emotions, stimulation, attention and arousal. Students who have experienced developmental adversity often exhibit difficulty with one or more of the above regulatory processes. This can make it difficult for students to engage effectively with educational tasks, with others in the classroom, and develop self-efficacy.

The Pavilion's model is built from the ground up to adequately support young people to develop their capacities to self-regulate and respond to the expectations of a well regulated environment. In order for this to work effectively, it is vital to be intentional and consistent in our practice. We have found that many students tend to come to us from educational and environmental settings that, for many reasons, were not adequately supporting the development of healthy self-regulation.

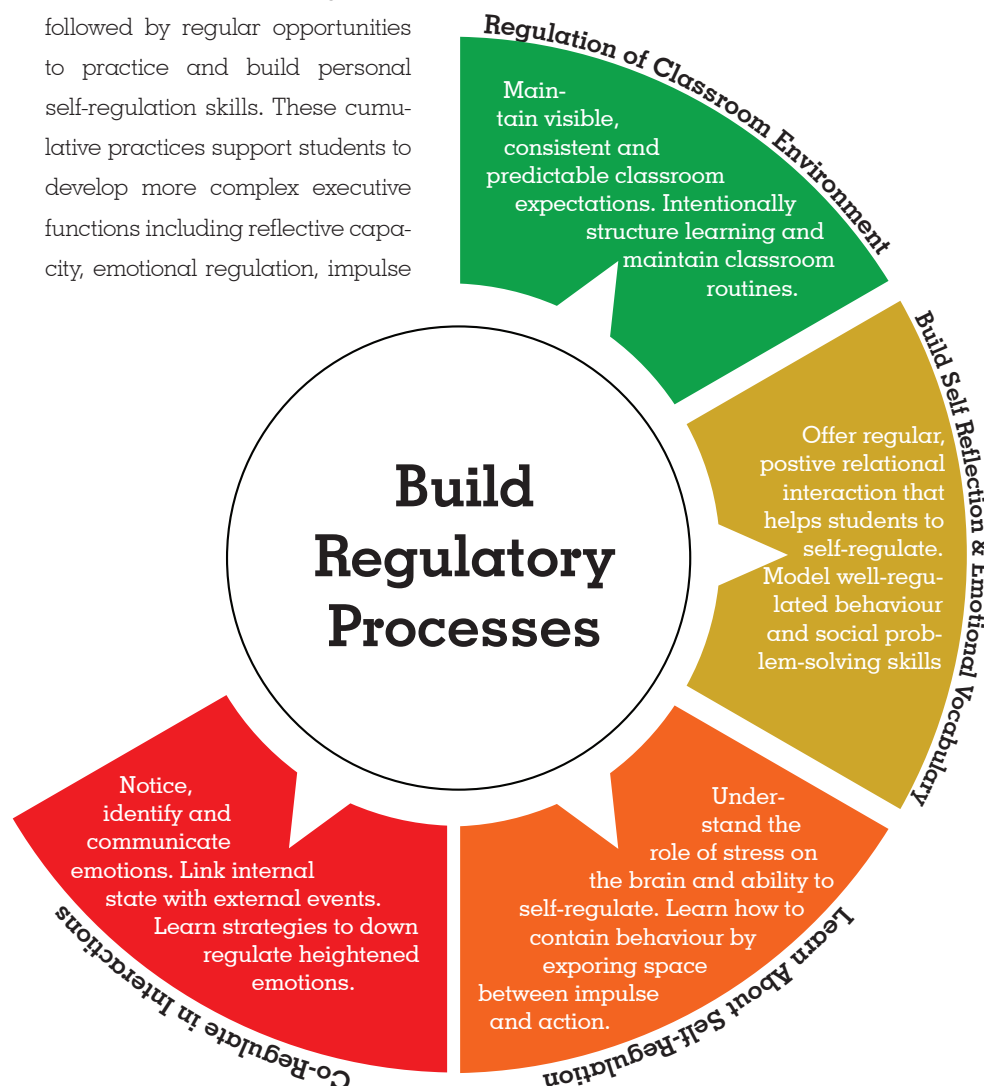
Promoting the development of self-regulatory processes involves a number of steps. Firstly, it is important to build strong relational foundations in

the classroom where students feel safe and contained, underpinned by a school-wide culture of structure, consistency, and predictability. Expectations and routines work are visible, understood, and maintained. It is important that teaching, both oral and written, is prepared and delivered in a manner that recognises, develops, and optimises cognitive load and capacities. Staff are supported to provide explicit education about self-regulation followed by regular opportunities to practice and build personal self-regulation skills. These cumulative practices support students to develop more complex executive functions including reflective capacity, emotional regulation, impulse

control, and cognitive strategies for planning. Lastly, and perhaps most importantly, staff are encouraged and supported to practice and model co-regulation in all interactions.

Build Relational Strength

The Pavilion School model is underpinned by attachment theory and upholds the ideals of restorative justice and unconditional



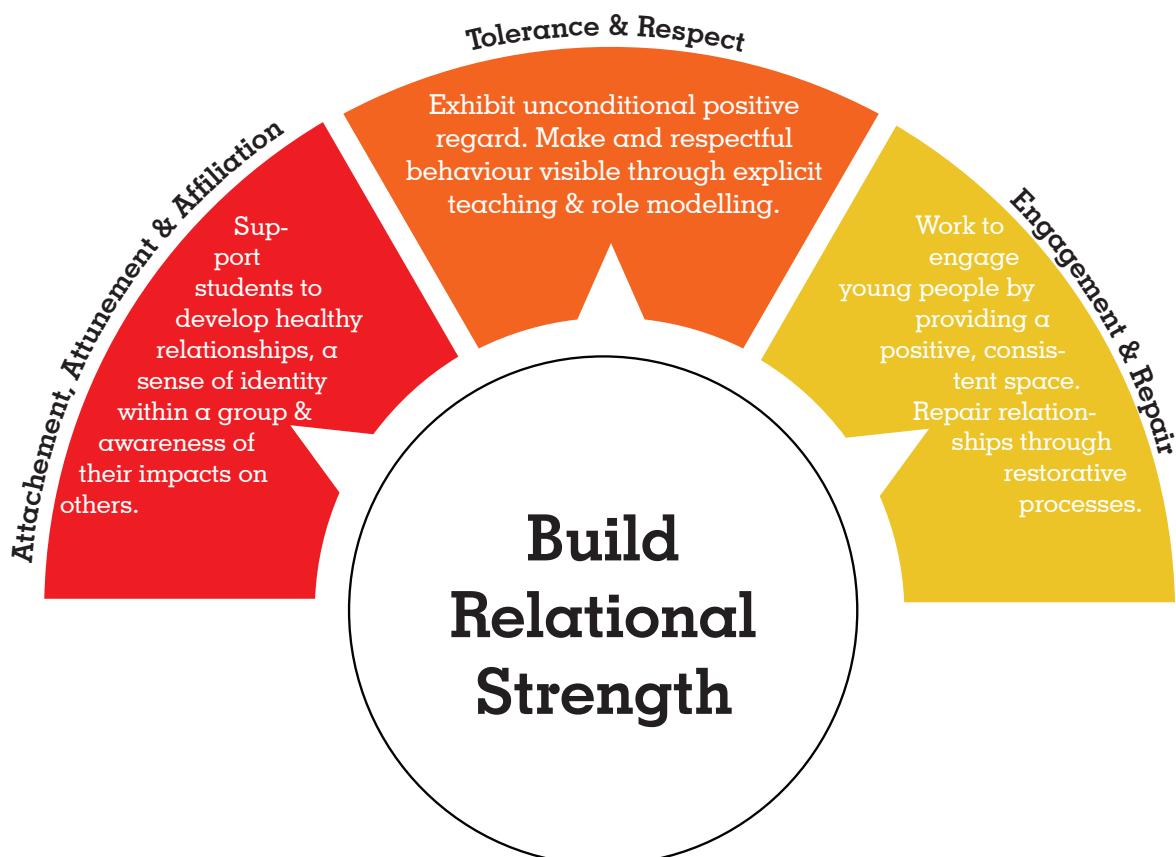
positive regard. We recognise that, for many of our students, the school community may be the most stable relational connection in their lives. Staff are supported to create strong relational foundations in the classroom to create a shared sense of safety and belonging, and to build healthy, prosocial connections with the school, staff, themselves and their peers. From a developmental perspective, we understand the tasks of adolescence, and aim to support these by setting and maintaining consistent limits, and incorporating natural consequences in a structured and restorative manner. Students are given opportunities to reflect on their emotional needs, be-

have in ways that help them to get their needs met, develop respect and tolerance of self and others, to be playful and have fun, and to repair relationships when needed.

In summary, The Pavilion School wellbeing framework provides a systemic (school-wide, classroom, individual) structure that helps students (and staff) to promote psychological skills and strengths, develops regulatory processes, and build relational health. Our multi-modal approach helps us to assess, consider, and plan for both the positive skills and strengths that can be fostered and built upon for health and wellbeing, as well as the deve-

lopmental struggles and needs that each student may have. Everything that we do across teaching and learning, wellbeing, and vocational programming, right down to day-to-day interactions with students are designed to help students learn to self-regulate, to build and maintain healthy relationships, and enhance psychological skills and strengths.

At The Pavilion School we stand on the shoulders of giants in the fields of education, neuroscience, psychology, traumatology, and child/adolescent development including Bruce Perry, Dan Siegel, Bessel van Der Kolk, Martin Seligman, Leah Waters, Carol Dweck, and Carl Rogers.



The Pavilion Model

Trauma Informed Practices

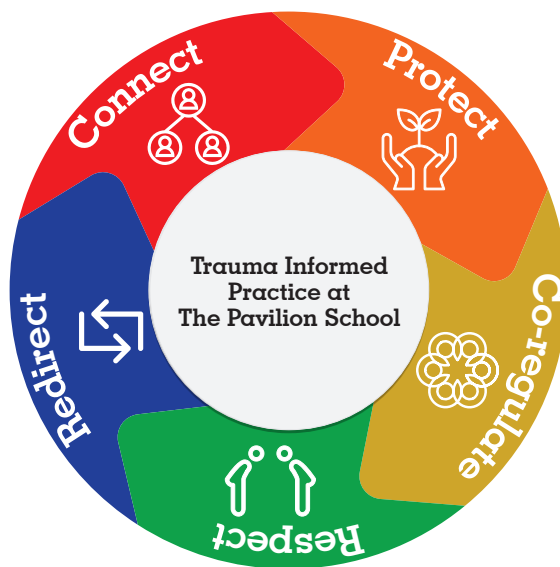
Achieving the aims of the Pavilion School's model requires a whole school model for trauma informed practice. Trauma informed practices refer to the way in which we as professionals operate in the school space to ensure our students are able to gradually build psychological strengths and skills, regulatory processes and relational strength. The Pavilion School's approach to trauma informed practice stems from five interconnected domains: protect, co-regulate, respect, redirect and connect.

Protect

Diffuse dysfunctional behaviour through structure and consistency. Set firm limits on disruptive behaviours. Determine logical consequences rather than punishment. Provide structured choices to allow student autonomy and control.

Co-Regulate

Staying calm will help the young person calm themselves. Maintain classroom expectations to prevent escalations. Use de-escalation strategies: lower your voice, give simple instructions, slow your pace, relax your posture. By regulating our own emotions we can help to contain dysregulated presentation.



Respect

Learning tasks and interpretations of behaviour should be developmentally matched. Reflect on behaviours with compassion, empathy and an understanding of underlying causes. Structure consequences that are proportionate and humane. Maintain 'unconditional positive regard'

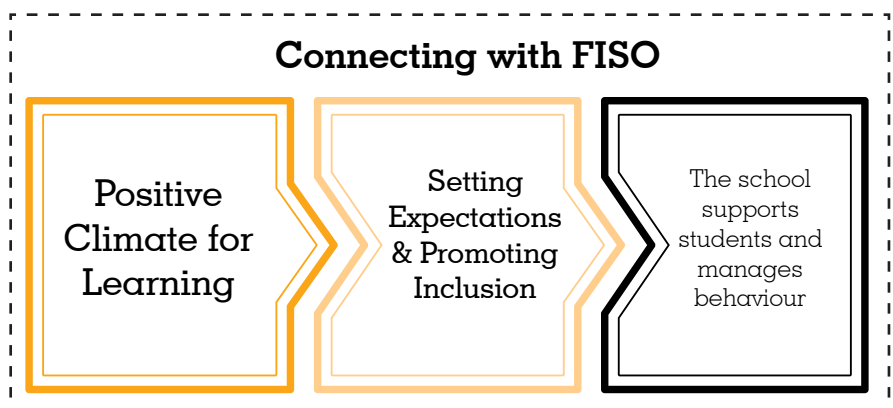
for students and families

Redirect

Set limits for behaviour AND teach positive cognitive, emotional and social skills. Teach and model a resilient mindset and coping skills. Provide ways for students to practice new skills in the classroom and school grounds

Connect

Build strong relationships through consistent interactions. Establish strong relational foundations in the classroom to develop a sense of safety and belonging. Teach emotional intelligence competencies to understand self and others.



The Pavilion School Embedding Expectations

01 Explicitly Teach Expectations

Introduce school expectations from first intake and conduct teaching and learning around expectations within first week of each school semester.

02 Make Expectations Visible

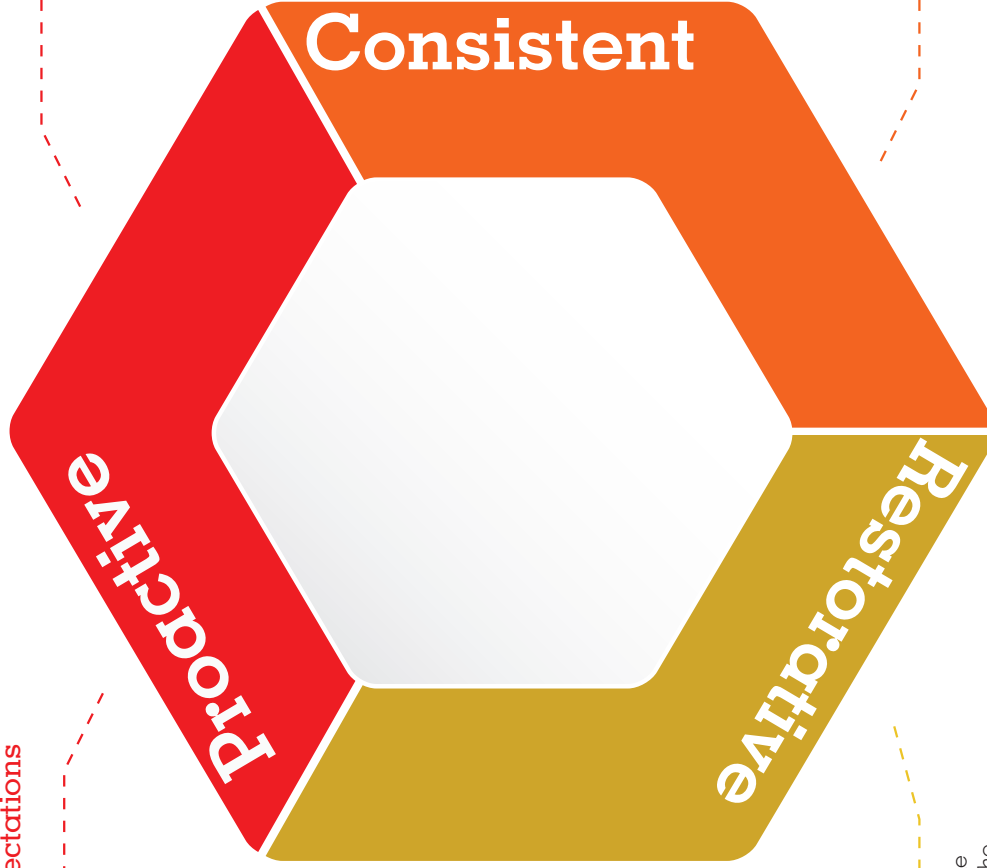
Develop a clear understanding of what meeting and not meeting expectations look like. Develop a shared understanding and language around logical consequences for not meeting expectations. Ensure all staff use consistent language around expectations throughout the school.

06 Practice Unconditional Positive Regard

Commit to understanding that with ongoing consistent relationships, high expectations and clear boundaries a young person is capable of learning and internalising strategies to regulate behaviour and engage with their schooling.

05 Time In not Time Out

While a young person may require time away from the school understand that the ultimate goal is to repair relationships and support that young person in returning to their schooling. Do this through a structured restorative process focused on reflection, emotion coaching and collaborative social problem solving.



03 Maintain a Consistent and Predictable Learning Environment.

Establish and maintain consistent classroom routines to support students in developing strategies for successful engagement and regulation in class. Utilise teaching strategies to reduce cognitive overload, disengagement and dysregulation.

04 Set and Maintain Firm Limits

Diffuse dysfunctional behaviour through structure and consistency. Articulate the expectation that is not being met. Focus on the behaviour but maintain UPR for the young person. Self-regulate to contain the dysregulated presentation and prevent escalation.

The Pavilion Model

Our Pathways Model

Pathways forms the third keystone of The Pavilion School Educational Model. Research shows that students who disengage from school prior to Year 12 are twice as likely not to find full time employment, or access further education and training. This disengagement can lead to long term unemployment and disadvantage. Our aim at The Pavilion School is to minimise the risk of young people failing to find a productive pathway and ending up in a cycle of unemployment, disadvantage and social exclusion.

To achieve this aim our Teaching and Learning Model builds our students' academic know-how to participate in the community, our Wellbeing Model helps students build and internalise strategies for leading healthy, happy lives, and our Pathways Model equips students with the experience needed to enter and flourish in the workforce.

At The Pavilion School we believe that the world of work should be thoroughly integrated into a young person's time with us. Our Pathways model is built around three strands: Exploration, Exposure and Engagement.

Exploration

The Pavilion School's Pathways Model

is couched in the Exploration phase of Donald E. Super's career development theory. Super provides a life-long view of career development across four major stages: Growth, Exploration, Establishment, Maintenance.

The Exploration phase of career development sees individuals attempt to understand themselves and find their place in the world of work. In the 21st Century, Super's Exploration phase tends to stretch much further into a person's lifetime. On average, young people will change careers every five years, at the same time the nature of work in the 21st Century is becoming increasingly knowledge based, flexible and automated. This means students will require transferable skills, and considerable resilience and grit to navigate an increasingly dynamic labour market.

As such, the initial exploration a young person undertakes at The Pavilion involves reflecting on and developing a sense of self-concept: who they are and how they situate themselves in the world, as well as unpacking their skills, interests and character strengths.

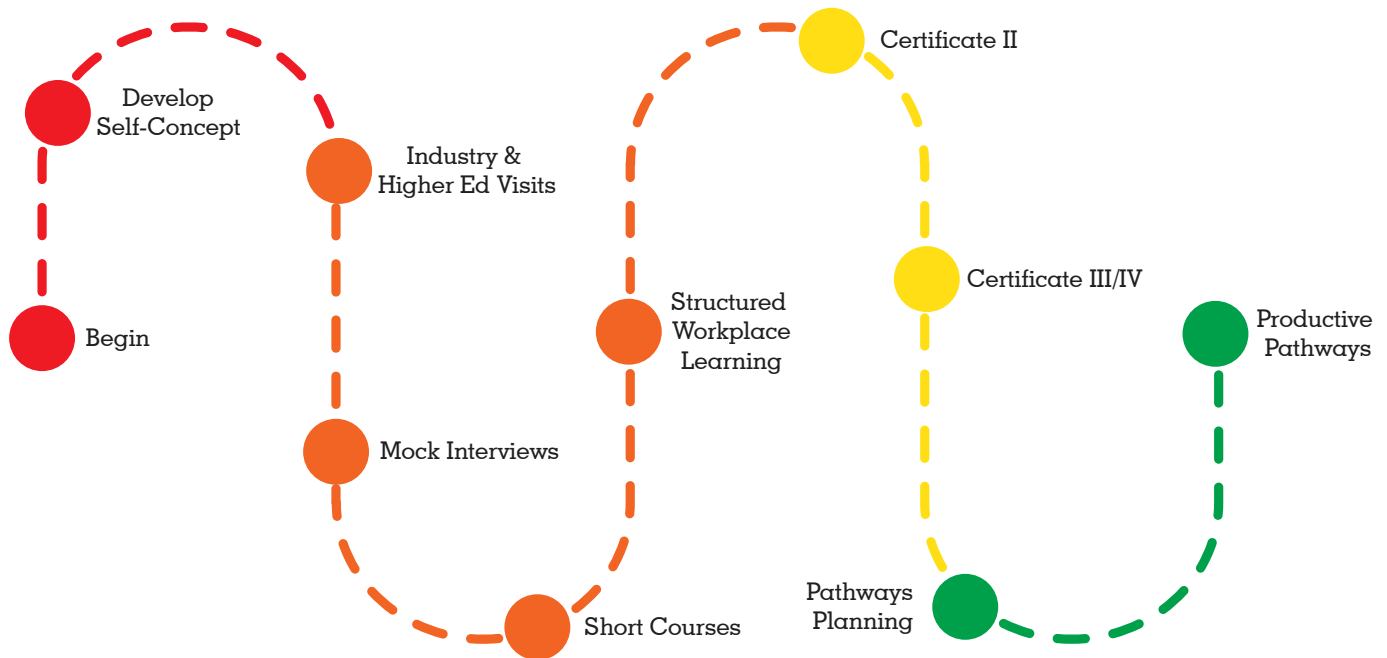
Additionally, we teach and model the



five elements of The Pavilion's Learner Profile: Knowledge, Collaboration, Resilience, Self-Awareness and Open-Mindedness. These five traits are crucial for experiencing success in a 21st Century workforce.

This initial exploration is undertaken

Pavilion School Pathways Learner Journey



predominately in class and serves as the launching pad from which to expose students to the world of work in a more applied manner.

Exposure

Ongoing exposure to the world of work facilitates authentic career exploration for our students and offer sa meaningful way to further develop their self-concept, confidence and character strengths.

Students at The Pavilion School can expect to be exposed to pathways opportunities of varying complexity, challenge and reward. This exposure is scaffolded by intensive support from our highly trained Pathways Coordinator and Student Support Team, with ancillary support from

classroom teachers and wellbeing workers.

Pavilion students are expected to participate in structured visit with a variety of Industry Partners across hospitality, trade and manufacturing, sports and recreation, allied health and business and finance. Students also undertake visits to higher education providers including RMIT, La Trobe University and Melbourne Polytechnic. These visits are integral for broadening students awareness of what post-secondary pathways are available to them and often result in students undertaking Structured Workplace Learning with our Industry Partners.

In turn, students are offered regular opportunities to undertake onsite short courses. These short courses provide students with hands on, industry based experience and reward students with certifications and credentials necessary for taking the next steps in their careers. Short Courses include: White Card Training, Safe Food Handling, First Aid, Barista and Responsible Serving of Alcohol among others. These courses are generally undertaken onsite and expose students to a different intensity of learning that will prepare them for the next stage of their pathways journey at The Pavilion.

As students progress at The Pavilion, they are offered opportunities to participate in fully funded VET Courses

The Pavilion Model

Our Pathways Model

at a Certificate II, III and IV level. Students may undertake one or more of these courses during their time at The Pavilion School. All courses occur offsite and require the student to take ownership over attending and meeting the course requirements. These courses are crucial for our students to begin applying the skills and knowledge they have gained over their journey at The Pavilion School and form a meaningful post-secondary pathway into further employment and training.

Engagement

The third component of our Pathways model is engagement. We firmly believe that accountability for our students' success sits with several stakeholders: the student, the school, the students' family, guardians and/or support service network, and our

community and industry partners.

The Pavilion School's pathways programme engages closely with students' parents, guardians and other support services to provide a wrap-around model of pathways support.

Regular connection during a students' time with us through student support group meetings, information sessions and informal contact is crucial for building a shared sense of commitment and accountability for our students' success.

In addition, we work closely with our community and industry partners to build a common purpose and stake in the success of our young people. We conduct active outreach with industry partners and facilitate visits and opportunities to work with our young

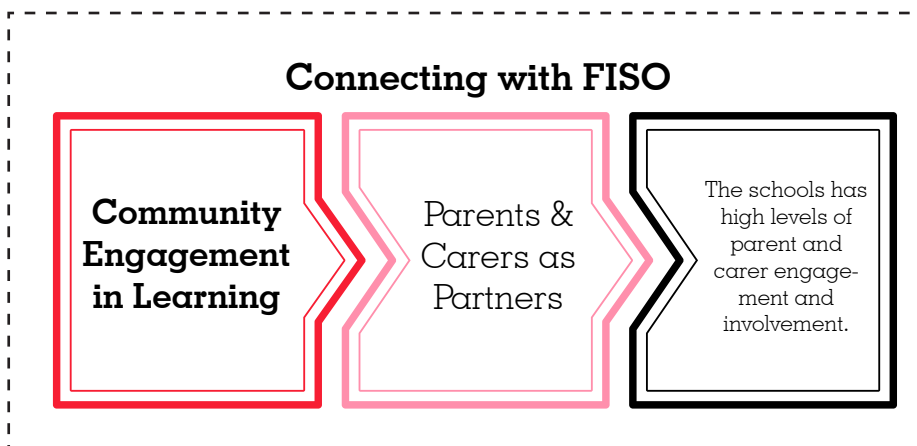
people and school. This raises awareness and creates bonds of goodwill and commitment, which ensures our industry partners are equipped with the knowledge and understanding of working with a diverse cohort of young people, many of whom present with very complex backgrounds.

Exploration, Exposure and Engagement: A Recipe for Pathways Success

Taken together, the three strands of our Pathways Model, provide a strong foundation for post-secondary pathways and transitions for our young people. On average 82% of graduating Pavilion Students will go onto productive pathways including employment, further education and training and additional career support.

Ultimately, our emphasis on pathways at The Pavilion stems from the understanding that pathways success is more than just getting a job, credential or degree. Rather, pathways success is about sustained dignity, purpose and connectedness for a young person at home, in the workplace and in the community.

In short, it is the key to a meaningful, secure and happy life.



Every Child Has The Right to an Education