

2016 Annual Implementation Plan: for Improving Student Outcomes

5142

Yarrabah School
2016

Based on Strategic Plan 2015 - 2018

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	✓
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Initiatives Rationale:
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>Since the inception of the 2015 – 2018 strategic plan Yarrabah School has actively pursued an agenda towards improving student outcomes by developing whole school data recording mechanisms, a collegiate coaching program, therapy allocation, increased enrolments in both the school aged program and early education program, the introduction of a Framework for Social and Emotional Learning, improved student support policy, procedures and documentation and a Positive Behaviour Support Framework. The school has actively campaigned for facility improvements and continues to engage with region and local schools to evaluate the most optimal learning environments available.</p> <p>Following the analysis and discussion of classroom observations across each section of the school (Early Years, P-6, 7-10, Seniors) in 2015, assessment data collected in both ABLES and Yarrabah Assessment Schedules and the staff opinion data collected in 2015 (referencing Staff Efficacy 80.77 and Guaranteed and Viable Curriculum 78.27), the school has identified an urgency to implement an Explicit Instructional Practice and defining the roles and responsibilities of middle leadership.</p> <p>Evidence from observations and details within work programs identify variance within instruction and the strategies used to support skill development and teach new concepts. The 2015 SOS percentage for Guaranteed and Viable Curriculum identified a 5% reduction in the SSP goal of 83%+. Growing evidence suggests that extensive use of collaborative learning mechanisms related to curriculum and instruction promotes greater teacher commitment and student engagement in school practices (Cowan, 2006). The introduction of new PLC leaders and the allocation of therapists to PLC areas supported and mentored by an allocated Leading Teacher and PLC Coordinator, will further promote collegiality and collaboration. Schechter (2008) identified that collaborative learning mechanisms were positively related to both teachers' sense of collective efficacy and teachers' commitment to their school.</p> <p>A strategy for effective classroom curriculum delivery that emphasises step-by-step teaching of skills in each subject area – but especially in the core areas of English, Mathematics, and Social and Personal Capabilities is required. This year an awareness campaign for Explicit Instruction will be firmly supported through professional development, fixed PLC agenda items, APT allocations, timetabled Leadership APT and increased observation schedules.</p> <p>DuFour et al. (2005), and Roy and Hord (2006) identified the following core characteristics of a professional learning community: (a) collective learning, consisting of reflective dialogue focusing on instruction and student learning, where teachers reflect on instructional practices and examine tacit assumptions about teaching and learning; (b) deprivatization of practice, where teachers provide feedback through networks of professional interactions and share knowledge beyond their own classrooms (e.g., become mentors); (c) peer collaboration, where teachers collaborate on school projects that focus on professional reform and improvement initiatives. Yarrabah will focus on building strong PLC structures that are supported through Instructional Leadership to develop a school teaching and learning culture that is recognised as one of the most productive in the southern region of specialist schools.</p>

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Building Practice Excellent	<ul style="list-style-type: none">• Review, edit and refine the Yarrabah Teaching and Learning (pedagogical) Framework that reflects whole school understandings and agreements for the 'Pillars of Learning', and the 'Givens' for effective curriculum delivery.• Support awareness for the 'Roles and Responsibilities' of the teacher and student in explicit teaching and learning and modify examples used in mainstream settings to reflect the practice required in a specialist school setting.• Undertake action research and professional development within a PLC for classroom environment preparation and structures to support the sequence of instruction for groups of sensory students.
Professional Leadership	<ul style="list-style-type: none">• PLC coordinator and PLC mentors support the PLC leaders to build greater collegiality, leadership and analysis of student data.• The Leading Teachers will be coached by the Principal Team to support ongoing mentoring for PLC leaders.• Principal Class will lead Instructional Practice by undertaking regular observations, feedback and coaching sessions across each section of the school.• Therapists will be allocated leadership responsibilities within the therapy section and key workers will be selected within therapy disciplines.

ACHIEVEMENT					
Goals	By the end of the strategic period there will be whole school implementation of Yarrabah's Teaching and Learning Framework (YTLF) to support explicit instructional practice	Targets	<ul style="list-style-type: none"> Towards Foundation A-D and Vic Curriculum 1 -3 outcomes will reflect a 92% achievement against ILP goals 94% of students maintain or improve relative assessment growth over strategic period The Parent Opinion Survey for Student Learning will be 6.5 75% of each students ILP is written based on assessment data and recommended goal from Accelerus 		
		12 month targets	<ul style="list-style-type: none"> Yarrabah Teaching and Learning (Pedagogical) Framework has been adjusted to support ongoing whole school implementation of Explicit Instruction Principal Class will have observed and provided feedback for 80% of PLC teaching members. 92% of students working between D – 3 have maintained or improved median growth rates within the ABLES English Assessments 92% of students working between C – 3 will have maintained or improved median growth across Yarrabah English Assessment. Parent opinion survey data for student learning will be 6.5 Each Teacher has observational evidence detailing the sequence of teaching and learning from 3 specific sessions across three subject areas. Each teacher has saved English units on the teaching and learning portal, specific to curriculum focus, with reference to English scope and sequence document (with 10 individual lesson plans). 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
The implementation of A-D and 1 – 3 curriculum support materials.	Teachers will document English units and the goals within each foci specific to Level.	Each classroom teacher will plan a 10 week unit of work within each section relating to the focus area. These will be reviewed by all section members prior to the beginning of the next term for purposes of information exchange, alignment to scope and sequence and goal development	Alison B, Andrea, Rone, Trevor, Nathalie, Brendan (PLC Leaders) All PLC Teachers	Each unit of work will be completed by the end of the term ready for the following term.	Yarrabah Staff Intranet identifies the units of work that have been undertaken across each section within focus areas of English. Units identify specific goals that are relevant to student level, means of differentiation, activities, and resources and means of assessment.
	ILP Goals are aligned to Scope and Sequence A-D F-3	Professional Development will be undertaken to prepare teachers on how to best use the scope and sequence to plan units of work.	Matthew, Lauri, Sophia (Prin Team)	Leadership will ensure that units of work are mapped by the end of the year, ready for the following year.	The Scope and sequence is used to organise and align written goals by the end of year in English and Mathematics. Teachers are able to identify where each child is working within the scope and sequence for particular focus areas.
	Section specific unit planning templates or content management system (CMS) will replace random study of themes.	PLCs will agree upon a template for unit planning that includes agreed criteria for student learning outcomes, differentiation (layered Curriculum) and teaching sequence. The school will invest in a Content Management system that assists teachers to plan for diverse groups, reference content and suggested sequence of learning.	Trevor Megan (ICT) Leanne (ICT)	By the end of term 4	Each section has a common unit planning system for planning curriculum delivery providing consistency across the entire school and saved on the school intranet for future retrieval.
A greater alignment between teacher assessment growth and ABLES growth	English and Mathematics benchmarking is collected using Accelerus	Moderation of ABLES is a permanent item during PLC agenda. At least 10 minutes is spent discussing ABLES interview questions each week in English to identify what students would be demonstrating.	PLC Members Anita A (English) Rone / Jacque (Maths)	By end of term 4	80% of individual students ABLES 'Current Level Description for student' in the Profile Report, matches Vic Curriculum assessed Level Descriptions in English and Mathematics.
	Teachers within PLC areas and Specialists areas refine the breadth of learning to key focus areas in the curriculum in English and Mathematics.	Explicit planning to occur with focus on developing whole school Phonological Awareness (consonant sounds, vowel sounds, initial consonant blends, diagraphs), Concepts of Print, Guided Reading, Working with Words, Writing, Speaking and Listening	Anita, Tien Megan and Leane	By end of t3	By the end of the year teachers across the entire school will have an agreed step-by-step teaching sequence within English to develop Phonological Awareness.
		Mathematics (Number and Place Value) Internal PD by therapists and observation occurs throughout the year to ensure consistency in practice is maintained.	Rone, Jacque Amy, Emily, Melinda, Lindsey, Sarah, Rhiannon, Ellyce	T3 All year	By the end of the year teachers will have an agreed step by step teaching sequence for the teaching of Number and Place value. Therapists will have observed every classroom and record recommended strategies for supporting student outcomes within English and Mathematics focus areas.

		Units are evaluated for success at end of term with amendments made prior to 2017.	Matthew, Sophia, Lauri LTs	End of each term	
	The assessment schedule is used to collect pre and post data for students assessed as working between C – 3.	Staff member charged with collecting all teacher assessment on a hard copy. Matthew and Jennie review student data with recommendations for appropriate cluster groups, focus and ILP goals into T2 . Teachers to record assessment outcomes on Accelerus after tests. Therapists to document strategies using Accelerus.	Di Gott Jennie, Matthew Teachers, Andrea All therapists	By the beginning of term 4 Wk 6 T1, Wk 6 T3 End of each term End of T1, end of T2, start of T4	All assessment data has been collected and collated, including achievement of goals against curriculum area. Each teacher has a greater awareness of the student's zone of proximal development before setting ILPs. Teachers can reflect on assessments from term to term to evaluate success of content delivery and differentiated strategies. Therapsts will support ILP goals by providing strategies to support differentiation.
	New assessment tools are developed to record progress within specific focus areas in Levels (A-D).			By the end of term 3 three new assessment tools have been designed for collecting data in English	Assessment tool for Writing will assess 'Handwriting' Assessment tool for Guided Reading will assess 'Concepts of Print and Screen' Assessment tool for Working With Words will assess 'Text Cohesion and Spelling' <u>Assessment tool for Phonological Awareness, Jolly Phonics, Magic Words is being used</u>
Review, edit and document Yarrabah Schools pre-existing Teaching and Learning (pedagogical) Framework to reflect John Flemings Explicit Instruction Model with a focus on building sequential teaching and learning agreements	Collect Observations from 2015 and audit teaching strategies	PLC meetings will have an allocated item in agenda to discuss observations related to the instructional approach and sequence of teaching and learning	PLC teams	Observations audited T1	Observation will identify a closer alignment to the Explicit Instructional format of delivering a lesson. Teachers will begin developing common strategies, dialogue, and approaches to differentiation across the school that align with Yarrabah Teaching and Learning Framework.
	All staff to familiarise and begin adopting the Explicit Instruction Observation template and sequence of Teaching and Learning	PDPs will align closely with the T&LF adjustments and Explicit Instruction.	Matthew, Sophia, Lauri, Lisa (SWPBS)	T,2,3,4	By the end of the year Leadership will identify areas of strength and areas for improvement within each PLC. Teachers will be able to articulate the school wide sequence of learning based on observational records, video modelling, school wide agreements and teacher self reflections.
	Leading Teacher will oversee the documentation and updating of Teaching and Learning Framework with specific focu on developing 4 pillars of learning at Yarrabah School.	Leading teacher will be time released to develop Pillars of learning documentation, gain buy in across the school, present during dedicated staff briefings and structure team meetings.	Trevor (T&LPF Leader)		Complete documentation each term. Provide termly PDs to teachers and Therapists on Yarrabah Pillars of Learning updates and expectations.

ENGAGEMENT					
Goals	By the end of the strategic period Yarrabah will reconstruct, update, implement and evaluated a Social Skills Framework to support student development	Targets	<ul style="list-style-type: none"> The collective efficacy is in the 4th quartile School means will be maintained or above in: Learning confidence, Stimulating learning Student Motivation will be 6.5 100% of students will be enrolled in a post school program 90% of leaving students maintain engagement in placements as identified in Ontrack data Parent opinion survey score at or above like school means in transition Staff opinion in Guaranteed and viable curriculum is maintained at 83% 10% of leaving students will have work based placements 		
		12 month targets	<ul style="list-style-type: none"> School mean will be maintained in Learning Confidence Student motivation will be at or above 6.3 95% of 2016 students enrolled in post school placement Staff opinion in Guaranteed and viable curriculum is maintained at 83% 5% of leaving students will have a work based or training placement 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
PLC coordinator and PLC mentors support the PLC leaders to build greater capacity within collegiality, leadership and reviewing student data	Provide PLC leaders weekly scheduled meetings to review aims, PLC agenda items and share solutions to collective problems (before allocated PLC meetings the following week).	Timetabled Friday Morning Meetings	Lauri Davis PLC Leaders	Between 8.15 – 8.35 weekly on Friday mornings	PLC leaders have a common understanding of whole school initiatives and how each PLC is delivering and working on implementation. Section aims have been established with all teachers and therapists able to demonstrate application of sequence of teaching and learning.
	Internal Coaching Program initiated by Principal Class to collegially support Leading Teachers in their coaching roles within PLC.	Assistant Principals and Principal assigned a Leading Teacher to coach. Leading Teachers undertake a Leadership Survey of which goals will be developed and GROWTH model of coaching initiated.	Matthew, Sophia, Lauri, Leading Teachers	Survey T1 Goal Setting T1 Coaching T2,3,4	Leading Teachers are anecdotally providing evidence of Learning Confidence across PLC. Leadership team is collective in their support for each member with regular contributions within Leadership meetings (minuted) discussing strategies to support teachers and staffs achieve personal and school goals.
The Social Skills Framework acts as a coordinating structure for Social Skills; Learn to Play; Protective Behaviours and Social Safety; Social Nights; Buddy Programs; Student Voice; Adventure Activities	KidsMatter Social and Emotional Learning component 2 will establish goals for whole school Social Skills progression.	School will undertake a school wide survey to identify key priorities	KidsMatter committee , OTs, KidsMatter Committee,	End of T1	All initial Social and Emotional goals have been achieved by the end of the year Staff and parents have a greater understanding of program aims and purpose to support Personal and Social Capability across each section of the school.
	The committee will begin documenting Yarrabah Schools Social and Emotional framework in reference to the Personal and Social Capabilities of Victorian Curriculum	Document elements of the Personal and Social Capabilities scope and sequence establishing links to existing school programs and outcomes.	Principal, Annemarie, KidsMatter Committee, PLC leaders	End of T4	Existing Life and Social Skills programs have been documented with recommended progression strategies and Section Aims.
	PLCs develop termly Come and See days that showcase the sections aims and objectives	PLC team will identify section aims and objectives for English, Mathematics, Social and Personal Capabilities and Science. Open days will be scheduled and Website used to provide community feedback.	PLC Team	One each term	English, Mathematics, Science, Kitchen Garden, Social and Personal Capabilities whole school open days have occurred with feedback published by parents on the website.
	Establish and run a 'Student Voice' group within school.	Students elected within each section by students and staff. Students meet during regular class times	Student Voice Leader	Twice a term	Students have identified areas that they wish to change regarding student wellbeing and student engagement. Students will also be more visible in assemblies, representing school in community.
	The school will run a Disability Expo for the local community	The school will advertise this event widely throughout Kingston and involve all areas of the school to present items	Assistant Principal Principal Teachers Therapists	To be conducted in Term 2	The expo will bring up to 50 families to the school from within the school population and beyond
By 2018 there will be a leaving school curriculum for all (17,18yr olds).	Futures Committee will work together to develop 2nd and 3rd Competency based Pathways programs with checklist	Committee will work in collaboration with the Senior PLC to develop	Lindsey Rouette Tien Lisa Anita Matthew	By end of T4	English Competency Based checklist has been completed with a student cohort trialled and evaluated in T4. Travel Training Pathway document is complete Volunteering (meals on wheels and environmental) pathways have been completed
	1 st Yarrabah school formal will include students in year 11 and 12	Formal committee established Budget allocated Venue planned (Rossdale GC) Students taught formal routines Parents engaged	Lauri Davis Kate Gamble Natalie Brausser School Formal Committee	By end of T3	School Formal held in T4 wk 2 (15 students participating). Families will be encouraged to post feed back on the night through the Yarrabah Facebook page.

WELLBEING					
Goals	By the end of the strategic period School Wide Positive Behaviour Support (SWPBS) will be implemented and evaluated across each section of the school to reduce incidences of dangerous and disruptive learning behaviour	Targets	<ul style="list-style-type: none"> Parent opinion survey scores at or above both the state and like school mean in the variables of: student safety, social skills, 5% reduction in behaviour incidents notifications between student and student, staff and student. 		
		12 month targets	<ul style="list-style-type: none"> Wellbeing centre location is fixed and used regularly by parent, visitor, guests and volunteers KidsMatter SEL component is evaluated for school wide implementation into future Clear guidelines and documentation is used to evidence SWPBS with a 10% decrease in incident reports from 2015 100% of new staff trained in Team Teach and SWPBS documentation visible in every classroom by the end of term 1. Training undertaken by leadership in Challenging and Violent Behaviours Dan Petro makes recommendations to build greater consistency across the whole school in SWPBS implementation. 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
KidsMatter Committee evaluate and implement organisational model to sustain 2015 wellbeing strategies	KidsMatter Committee evaluates component 1 success and surveys staff, students and families for component 2 implementation	Conduct survey of component 1 Document future initiatives for Component 1 Develop goals for component 2 Allocate tasks and develop achievement milestones. Staff to be released for external PD at a cost of up to \$3500.	KidsMatter Committee	T4 Wk 5	Kidsmatter goals achieved and evaluated with recommendation made for documenting Yarrabah SEL strategy
SWPBS team oversee the whole school implementation of SWPBS and evaluate effectiveness of data analysis tools	SWPBS is visible and actively reinforced across entire school with all staff	SWPBS implementation is supported by the consultation of Dan Petro and SWPBS leader auditing school wide practice. Estimated consultation fees of \$10,000 for 2016	Lisa Walker Dan Petro	T1 Wk 9	New reward system implemented throughout the year. Dan Petro delivers key address to school on last day of term 1. Elements of existing SWPBS is documented and reinforced over proceeding terms.
		SWPBS is embedded in School Wide Observation documents SWPBS is a sub committee of school council and reported on during the year.	Matthew Harris School Councillor	T1 Wk 4 All Year	Observational templates reflect elements of SWPBS Student support plans and safety management plans recognise three tiers of educational support. Staff have undertaken training and plans are located centrally on the assessment platform Member of school council reports directly each meeting as minuted.
All staff trained and supported using the Team Teach approach.	Team Teach Training is repeated using 2015 schedule	Staff will undertake required training over 5 sessions after school in T1 at no cost to school.	Lisa Walker All new staff	T1 Wk 3 – 8	All staff have completed TT training over the year
		Previously trained staff will undertake refresher training during each term to ensure 95% staff trained.	Staff members	T2, 3, 4	All staff undertake refresher training
Staff present at annual PASS and ASEPA Conference	School will present at National Conference in Melbourne 'Learn to Play'.	Create a presentation that reference school wide data and explicit approach to teaching 'how to play' for an estimated cost of \$4200.	Annemarie Lauri Davis Alison Bortolli Elyce Prior Lindsey Rouette Sarah Moloney Melinda Hewitson	T2	School presents at National Conference (AASE and PASS) workshop and receives expressions of interest to share in best practice. Conference participants also identify a number of suitable initiatives that align with Strategic Plan.

PRODUCTIVITY					
Goals	Therapy distribution and 1 hour of extra APT for PLC Leaders a week, for the whole year, will provide greater section cohesion and opportunities for both coaching, mentoring and research.	Targets	<ul style="list-style-type: none"> • Speech is a 4.6TF • Occupational Therapy is 4.6TF • Physio is maintained at 1.6TF • Therapy Assistants 2.0TF • Music Therapy 0.4TF • Art Therapist .4TF • Behaviour Therapist .4TF • 3% of daily support staff are made up of volunteers • Teacher employed for PLC APT 1.0 • Temporary Master Plan with Michael Carabott • Facilities audit • Specialised equipment audit undertaken • Capital Works Funding sought • A Technology Hub will be established within the Art Center 		
		12 month targets	<ul style="list-style-type: none"> • Most PLCs have individual therapist allocated to section • Music Therapy volunteers trialled • Art Therapy / Support person employed to create student mural in junior section • Recommendations for facility improvements documented • Technology and Hydro Grant Writing 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
2 nd and 3 rd tier intervention support will be based on assessments and data collection	Therapists to design an intervention based, non-environmental program that supports students with safety support plans.	Research Grant sought to fund the development of Small Group (tier 3), intensive intervention based programs.	Matthew, Lisa T	T1	A number of successful grant applications has resulted in sufficient <u>providing this program into the future</u>
		Therapists to be released from timetabled sessions to undertake action research project to include professional reading, observation and program trials.	Lindsey Rouette Melinda Hewitson Sarah Moloney Elyce Prior Mark White Judy Gough Lauren Lauri Matthew H	T2-4	Small student cohort within PLC section, reduce incidences of identified behaviour over the course of each day with regular and repeated behavior modification sessions. LinkIt (homework) is used to connect the intervention support to home and communicates recommended follow up sessions. Therapists have data to support modified trials in 2017
Student resources and environments will be modified in accordance with current research and explicit approach	Classroom Environmental criteria-PMI will be developed in accordance with the explicit Instructional approach	Template-PMI will be developed after visits to other schools that practice explicit instruction and TEEACH. Budget for 8 staff to attend Eastern Ranges, Haileybury College and Northern Autistic over two days.	Matthew Lauri Annemarie Rone Tien Anita Trevor Nathalie Andrea Brendan	During T1 and T3	Criteria-PMI template has been developed and is used as part of observations and PDP TEEACH environmental criteria has been adopted by over 50% of classrooms based on agreed percentage of ASD students per class
	School Intranet is developed to contain Teaching and Learning Content that can be shared both on and off campus	Intranet site has a new page that holds data, files, content, links and schedules related to our Instructional approach and guidance for next 3 years	Technician Leanne Megan Bloom Matt Harris Trevor	All year	Site is regularly accessed from home providing our staff greater opportunity to work across different locations during non-contact hours. Feedback identifies greater work life balance across school and improved staff motivation and shared planning
ES and 1 specialist Teacher allocated to support PLC Leadership, new teacher induction, scheduled observations and Grant writing	The school will reduce the ratio of support staff allocated within sections (classes).	PLCs will be allocated a set number of ES based on class need. 2 per each classroom will not always apply. 0.2 EFT allocated within budget for ES (\$10,000).	Lauri, Sophia, Matthew, Section OTs	All year	Sections allocated ES to improve student achievement, engagement and wellbeing minimizing withdrawal time out of the class and increasing therapy specific strategies within the environment to meet individual needs.
	A 0.2 grant writing position will be established for the purpose of grant writing and grant research	ES allocated 2 out of three days contact time with third day in office developing research and grant writing skills	Lisa T	All year	Lisa has collated, drafted, filed and collected relevant grant writing materials while scheduling relevant grants through the year, documenting dates, successes and degree of contact with grant written and applied for a number of grants with a \$10,000 target

	PLC Leaders will build greater cohesion within section and participate in internal or external Leadership Professional Development in partnership with Leadership Team.	School will timetable specialist program (Technology Specialist) to an interested (Experienced) teacher with the focus on reinforcing English, Mathematics, Personal and Social Capability understandings across Cluster Groups.	Sophia Lauri Amali	All year	Staff opinion survey will reflect an increase from 2015 results in guaranteed and viable curriculum, Collective focus on student learning and Collective efficacy.
		Technology Specialists will provide PLC leaders extra 1 hour per week, new teachers 1 hour extra per week, provisionally registered teachers VIT release time while also allocated time for observation release (1.0 EFT @ \$59,000).	Amali,(Specialist T) Jade (New Classroom Teacher) Nathalie, Brendan, Rone, Jennifer, Jessica, Trevor, Andrea, Allison, Matthew, Jenni, Lisa W, Annemarie	All year	PLC leaders have participated in professional development and effectively established a cluster model of teaching within their section that can be transitioned smoothly into the following year. PLC leaders have undertaken nominated Key Improvement Strategies within the SSP and AIP.
Therapy staff increased to better represent each section	Therapists will be allocated in a specific section for a period of up to two years.	Conscientious about not employing greater numbers of Assistants instead recruiting numbers of therapist to guide teachers in action research, teaching approaches, student differentiation and resource alignment to goals. Increase in allocation to align with each section (\$130,000) 2 EFT therapists.	Matthew, Sophia, Lauri Kate G	All year	Each PLC has an allocated therapist dedicated to that section within OT, Speech and Physio. Greater feedback from school community regarding support for students across disciplines and consistency of support within sections. Therapist meet with PLC once a fortnight and in a therapy team for 20 minutes a fortnight and therapy specific meeting 60 minutes a fortnight Therapist allocated mentors within discipline Therapist allocated to Wellbeing Committee meeting once a fortnight Therapist lead by Principal Class Team

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
Teachers will document English units and the goals within each foci specific to Level.		<p>Juniors do not have a copy saved (but may have saved T1 English plan else where). Asking to look at the lesson sequences and foci specific to level.</p> <p>Upper Junior have T1 English Planner saved within Intranet T&L. This document has detailed lesson plans that identify lesson structure modelled on instructional approach. Very detailed and could be used again or modified in the future.</p> <p>Middles have T1 English Planner saved within Intranet Teaching and Learning. Middles planned focus areas within each level and elaborations. These link directly to the Scope and sequence. Next step is for section to plan specific Instructional approach over 10 weeks to be modified and adapted like UJ.</p> <p>Inters have T1 English Planner saved on Intranet T&L. Inters Planned lessons according to the Instructional approach with differentiated activities recommended. Inters planning directly sources student individual goals.</p> <p>Seniors do not have a copy saved (but may have saved T1 English plan else where)</p> <p>All sections will work towards developing more consistent Planning (10 week units) that reference scope and sequence foci to individual goals. An instructional approach to delivery will be documented over a ten week period that can be modified and used again.</p>		<p>All sections have saved planners with individual student goals, learning focus and level descriptions. The lower junior have written plans but not saved them on the Intranet yet.</p> <p>Common Learning Area Template has been agreed and is being rolled out across the whole school in 2017.</p> <p>Some sections have already begun planning with this template.</p>	
ILP Goals are aligned to Scope and Sequence A-D F-3		<p>Most teachers have drawn on the scope and sequence to write goals in English and Mathematics. Unfortunately, these are not cross referenced in the report writing system. This is an area that could be developed into the future to enable greater analysis of goal setting and levels. The planning that has been developed across the school certainly references the scope and sequence.</p> <p>Individual goals will need to be mapped and linked before the end of the year. Each goal written in Accelerus will need to can be mapped and cross referenced.</p>		<p>All planners from term 3 onwards reference the Victorian Curriculum scope and sequence</p> <p>ILP goals are developed in consultation with parents.</p> <p>Individual goals have yet to be mapped however data collected in English can determine if original strand specific goal was relevant or can be modified in 2017.</p>	
Section specific unit planning templates or content management system (CMS) will replace random study of themes.		<p>Currently sections are using their own templates to plan units and theme based enquiry.</p> <p>The review of planning templates will be undertaken before the end of the year with a template designed and available on the Teaching and Learning Intranet Site for future use. Sections will also agree on curriculum areas 'core Foci Areas'.</p>		<p>Section all plan using the agreed template. This was agreed by PLC leaders after reviewing samples across each section. A version was developed that mimicked elements of different planners. The template is now being used to plan Learning Areas for 2017.</p>	
English and Mathematics benchmarking is collected using Accelerus		<p>ABLES assessments will occur over the next few weeks have been scheduled to take place from the 12th of September (between 30th May – 17th June)</p> <p>ABLES moderation will occur over 10 minutes within each PLC meeting through term 3 in preparation for ABLES assessments in T4</p>		<p>ABLES assessments have been limited to the English and Personal and Social capabilities this year. The decision to limit the assessment was based on the ability to use the data effectively to review and student progress. A staff member was provided to assist teachers complete the</p>	

				<p><u>ABLES assessments this year (modified duties).</u></p>	
<p>Teachers within PLC areas and Specialists areas refine the breadth of learning to key focus areas in the curriculum in English and Mathematics.</p>		<p>The breadth of learning has been narrowed to focus on core areas of the curriculum identified in termly planning. PLCs are conscious of the Cluster group focus areas and these link directly to student's goals. This has ensured that Discipline Based Domains target individual learning needs with increased repetitive practice.</p> <p>Explicit planning is continuing with focus on whole school Phonological Awareness (consonant sounds, vowel sounds, initial consonant blends, digraphs), Concepts of Print, Guided Reading, Working with Words, Writing, Speaking and Listening</p> <p>Mathematics (Number and Place Value) work has yet to begin</p> <p>Internal PD by therapists and observation occurs throughout the year</p>		<p><u>ABLES moderation has only just been scheduled in PLC meetings for term 4</u></p> <p><u>The breadth of learning has largely focussed on Phonological Awareness in English to establish a base line throughout the entire school. 2016 has enabled Yarrabah to better understand each student's capability for learning to read. The English Learning Area committee are developing a modified scheme of work and sequence of learning based on visits to other schools. The committee will have presented future schemes and focus at a staff meeting in November. PLCs have used Cluster grouping to arrange students into like groups with minimal levels of difference (max of 4).</u></p> <p><u>Within Mathematics the predominate focus throughout the school has been on number and place value. This Learning Area Committee have reviewed some existing resources to deliver mathematics across the school. A scheme has yet to be established and will remain a focus for next year. PLCs have planned cluster groups to support students working at different levels.</u></p> <p><u>Observations have occurred both within the PLC by section colleagues and therapists. Middle are beginning to explore video observation techniques.</u></p>	
<p>The assessment schedule is used to collect pre and post data for students assessed as working between C – 3.</p>		<p>Juniors have assessed students play skills and 70% of English tests have been completed.</p> <p>Upper junior have used the assessment schedule to test 80% of students within section.</p> <p>Middles have used assessment schedule to assess 100% of students working between C- 3 in English T1 assessments</p> <p>Inters have collected up to 70% of assessment using the schedule</p> <p>Seniors have used the schedule and have recorded in assessment folder. Still not on Accelerus.</p> <p>Require Di to upload all assessment data to accelerus by the end of the year.</p>		<p><u>Early Education and the Lower Junior section have undertaken formalised Learn to Play assessments for most students. These assessments have not been compiled by leadership to determine students level of play capability. This information will be used to support the development of goals in Personal and Social Capabilities and identify relevant Social and Emotional Learning support materials.</u></p> <p><u>The remainder of students throughout the school have all been assessed or attempted to undertake Yarrabah's Phonological Awareness Test (YPAT), Jolly Phonics Test, Magic Words and ABLES assessments. Some students are still un assessable due to test type, or individual circumstances.</u></p> <p><u>All common English assessment task data has been entered into Accelerus. A new module for summarising data will be required in the future as manual exporting and cutting and pasting was very time consuming.</u></p>	
<p>New assessment tools are developed to record progress within specific focus areas in Levels (A-D).</p>		<p>The speech therapist within the Middle section has developed a range of assessment tools using Help Kidz Learn 'ChooseItMaker'. These will continue to enable all students and teachers across the school access to scheduled assessments without requiring a range of different tools. Collection tools have also been designed and used very successfully.</p> <p>PD from staff to others on the script one should use with teachers and levels of support in completing assessments will be provided in term 3</p>		<p><u>Assessment tools have been very easily adopted by staff. All staff have used the tools and have found them to be easy to use and have complimented most student's abilities.</u></p> <p><u>New tools and methods of using the tools will continually</u></p>	

		An assessment tool for writing has not been developed yet		
Collect Observations from 2015 and audit teaching strategies		<p>A very firm and dedicated allocation of time is spent not only in the PLC discussing Clusters and Instructional practice but also strategies that support explicit teaching.</p> <p>In each section staff have visited Haileybury College to observe practice within the ELC and Junior areas. Every section has begun to implement elements of this practice into their teaching.</p> <p>Teachers will begin developing common strategies, dialogue, and approaches to differentiation across the school that align with Yarrabah Teaching and Learning Framework.</p>		<p><u>PLC have been devoted to discussing Clusters / Learning / Instructional activity and explicit teaching.</u></p> <p><u>By the 18th of November all teachers will have observed the explicit instructional approach from Haileybury campuses and Bentleigh West PS.</u></p> <p><u>The Teaching and Learning Framework is a culmination of action research undertaken over previous years and the new evidence supported practice being adopted now. Many of the strategies used across the school are well known and are used in a non-privatised way.</u></p>
All staff to familiarise and begin adopting the Explicit Instruction Observation template and sequence of Teaching and Learning		<p>Observations have not formally begun in Explicit Instruction at this stage. A template has been developed but as yet not shared across the school.</p> <p>Staff member (Mark and Amali Amali and Nicole) will be timetabled in term 3 and 4 to ensure observations increase from 2 (2015) to 3 in 2016.</p>		<p><u>Observations across the school have not been as frequent as we would have liked however the adoption of the template after a number of staff PD's has been encouraging.</u></p> <p><u>Teachers and Therapists have become more acquainted with the structure of observation and the Praise sandwich approach.</u></p> <p><u>We will need to revise this again early next year and timetable opportunities for observation in PLC's.</u></p>
Leading Teacher will oversee the documentation and updating of Teaching and Learning Framework with specific focus on developing 4 pillars of learning at Yarrabah School.		<p>Leading teacher has developed in partnership with the Framework Committee <u>have identified 4 Yarrabah Pillars – REAL. Relationships, Explicitness, Assessment, Learning.</u></p> <p>The committee is working on-to developing 10 givens within each pillar. The givens will provide direction and support for staff, students and families at Yarrabah School. Rather than four Pillars of Learning, REAL seeks to fulfil one of the big objectives from the last Review; 'move from a fragmented mix of wonderful programs to an organised alignment of best practice.'</p>		<p><u>The leading teacher responsible for delivering the REAL Framework has established a supportive team responsible for a pillar each. Each member has been actively involved in the evaluation and classification of 10 'Givens' or core components of Relationships, Explicitness, Assessment and Learning (REAL).</u></p> <p><u>The team have collected 10 givens and this has been reviewed by leadership and the staff. The 'Givens' align essential programs through the school to newer directions and practice. The givens will allow our community to clearly articulate what this school is, what it does and how it works. Examples of the givens have been drafted and placed as a draft on the school website.</u></p> <p><u>The essential Pillars all align comfortably with our mission and purpose.</u></p>

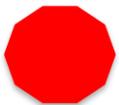
ENGAGEMENT

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
Provide PLC leaders weekly scheduled meetings to review aims, PLC agenda items and share solutions to collective problems (before allocated PLC meetings the following week).		<p>The assistant principal convenes weekly meetings every Friday morning for all PLC leaders to discuss current progress, PLC issues, share best practice and mentor new leaders.</p> <p>This has been a very supportive practice and one in which all PLC leaders have embraced and seen as important to developing their capacity to lead a team.</p> <p>The Assistant Principal has undertaken background reading and drawn on research and coaching conversations to support this middle</p>		<p><u>The PLC meetings have been highly successfully and well lead by the assistant principal. All PLC leaders attended regularly and the conversation was largely about the improvement of teaching and learning within the section.</u></p> <p><u>The PLC leader meetings provided opportunities for middle leaders to collegiate gather and raise concerns regarding decisions and school directives. These were fed back to the leadership team and conversations resulted with many of the middle leader's recommendations being</u></p>	

		<p>leadership team.</p>		<p><u>adopted. This provided a platform for decentralising the leadership and decision making, providing all staff good opportunity to have impact in decisions and directions.</u></p> <p><u>The PLC meetings also provided a platform for testing concepts and ideas in a non-threatening setting. Many initiatives were agreed and have become adopted by the whole school through these meetings. Some of these include: templates for planning, agreement over timetable initiatives, adoption of instructional practice, tips to improve cluster practice, ways to work with therapists, the effectiveness of assessments, a school wide PLC meeting template and meeting structure.</u></p>	
<p>Internal Coaching Program initiated by Principal Class to collegially support Leading Teachers in their coaching roles within PLC.</p>		<p>Coaching has started with most LTs having had two coaching sessions with a Principal. LTs have set short term and longer term goals after a conversation with Principals.</p> <p>A future meeting between LTs and Middle Leaders will need to be set. This meeting should establish the purpose of LTs within sections, clarify the roles of the Middle Leader and the methods used to support decision making. It is essential that the PLC leader not only manage the section but consult extensively with the LTs and Principal before decisions are made. This will enable better decision making and more support for each decision, giving the middle leader greater confidence in their role.</p> <p>Middle leaders will need more support (and PD) to inform decision making, gather tools and reflect on decisions. These will be provided at a meeting of LTs and Principals.</p>		<p><u>The coaching for leaders will need to be reviewed next year. Some sessions were undertaken however these needed to be more frequent and with greater fidelity.</u></p> <p><u>The employment of a leadership coach could strengthen and build greater capacity amongst leaders at Yarrabah. The trial this year did not work as well as we hoped.</u></p> <p><u>A meeting between LTs and Middle Leaders (POLC Leaders has not occurred at the time of writing. This could be instigated before the beginning of next year with a strong focus clearly placed on collegiality and growth.</u></p> <p><u>The focus needs to remain on decision making approaches and support for decision making. Coaching should focus on this element and that of working with difficult people.</u></p>	
<p>KidsMatter Social and Emotional Learning component 2 will establish goals for whole school Social Skills progression.</p>		<p>Surveys have been completed and returned to the KM Leader. Analysis of results has occurred and goals have been created.</p> <p>At this stage it is not widely known by all staff the goals for Component 2 'Social and Emotional Learning for children' @ Yarrabah. A whole school meeting is required and a presentation to staff may be needed to establish clarity and purpose of this component in line with the REAL. In order to fulfil the SSP goal of developing a SEL Framework by the end of the SSP period. Our KM committee need to review outcomes and establish guiding principles. These will then need to fit within the Relationships or Learning pillars of REAL.</p> <p>Documentation around what these are, how we teach these, allocation etc. will need to be decided and trialled.</p> <p>Opportunities for the staff to actively contribute to the goal outcomes is still required and possibly a guest speaker to clarify the key points.</p> <p>Certainly activities around the school, like the increase Parent to Parent activity, Parent Information sessions, Parent Room opening and LinkIt have gone a long way to making the school an even more Positive Community for families. There are still elements of parent contribution and activity that require further evaluation.</p>		<p><u>The Kidsmatter team have made great progress and reform this year related to meeting structure, goals and purpose..</u></p> <p><u>The meetings with the whole staff have been lively, engaging and have resulted in a clearer direction and more staff understanding what our focus is in SEL.</u></p> <p><u>The decision to lengthen the period spent in the area to two years was smart and has enabled the team to set out clear objectives.</u></p> <p><u>The team has been exploring the SEL curriculum and works closely with therapists to strengthen existing programs well known and adopted through the school.</u></p> <p><u>Working within the Relationships Pillar of the Teaching and Learning Framework, the Kidsmatter team have firmly embedded elements of a safe and supportive school in this pillar.</u></p> <p><u>The Yarrabah Community Hub has hosted a number of events most notable the carers morning tea and the workshops by Alfred Health. One of the most talked about workshop was by Charles Thermos, founding director and principal psychologist of Transformative Psychology (TP). Charles presented a number of workshops to over 30+ parents on mindfulness.</u></p>	

<p>The committee will begin documenting Yarrabah Schools Social and Emotional framework in reference to the Personal and Social Capabilities of Victorian Curriculum</p>		<p>This work has yet to occur.</p> <p>In collaboration with Annemarie we will identify the core elements of the Personal and Social capabilities that we feel need to be focussed on at Yarrabah School by the end of term 4. Our existing programs currently fit into these areas. A curriculum map of Personal and Social Capabilities will be designed making links to our existing programs and allocation within areas.</p> <p>Further work will extend to designing explicit lesson plans for each section to ensure these are being taught across the school in an age appropriate way.</p>		<p><u>This work has begun and is well on the way in preparation for the clusters being designed in 2017 for Social and Personal Capabilities.</u></p> <p><u>Kidsmatter members, therapists, teachers and ES are designing suitable units of work to be rolled out in 2017 across all section.</u></p> <p><u>Units of work will include the social skills, social safety, circle concept and SEL course advice.</u></p>	
<p>PLCs develop termly Come and See days that showcase the sections aims and objectives</p>		<p>Each section has held successful 'come see' over term 1 and 2. These have been attended by many families and friends as referenced in the communication books.</p> <p>In future we could assess the frequency of these days and level of participation by asking families to sign into the visitorsvisitor's book.</p>		<p><u>Sections have completed numerous come see days as mid cycle.</u></p> <p><u>Visitor book will be used next year.</u></p>	
<p>Establish and run a 'Student Voice' group within school.</p>		<p>Student voice has been highly successful, engaging and productive for students of Yarrabah. Student Voice leaders have been presented badges and participate in minuted meetings once a month. Achievements have included:</p> <p>A new graduating blazer for senior students</p> <p>Updated music played on the bell</p> <p><u>Student Voice presentations (quest speakers at local school assemblies)decision regarding.....</u></p>		<p><u>As mid cycle</u></p>	
<p>The school will run a Disability Expo for the local community</p>		<p><u>Lauri to report on this.....The school has run a very successful Disability Expo with a quest key note speaker, disability agencies and organisation stalls and staff presenting workshops in the afternoon. There were nearly 40 family members in attendance on the day. Feedback was very positive.</u></p>		<p><u>As mid cycle</u></p>	
<p>Futures Committee will work together to develop 2nd and 3rd Competency based Pathways programs with checklist</p>		<p><u>Senior Team to report on the progress here....The senior team have almost completed a Travel Training Competency Based pathway program. This will be the 2nd program developed over two years.</u></p>		<p><u>The senior team of teachers and therapists have completed a framework for travel education. This will be used in the study of Geography throughout the entire school. A checklist determines students level (beginner, intermediate and advanced) and themes (journey planning, getting about and staying safe) make up the competency based program.</u></p>	
<p>1st Yarrabah school formal will include students in year 11 and 12</p>		<p><u>Currently unknown if we will get the support of the families to make this happen. Committee have planned program and schedule. Awaiting parent support now to decide if it will go ahead.Parent information has been sent and meetings taken place over Term 2. We have confirmation from 11 families that their child will participate in the first Senior Formal (Non Formal Yarrabah Formal).</u></p> <p><u>Committee have undertaken detailed planning in preparation for individual needs of students. We need a commitment from at least 12 volunteer staff to assist on the night. This has yet to be confirmed.</u></p>		<p><u>The Inaugural Formal was a huge success with all but 1 senior participating. Students practiced over two terms and where well prepared. Families provided excellent feedback on the event and it will now become a tradition in the school taking place every two years.</u></p>	

WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
KidsMatter Committee evaluates component 1 success and surveys staff, students and families for component 2 implementation		Surveys have been completed and goals written. Implementation occurring over the year.		<u>As mid cycle</u>	
SWPBS is visible and actively reinforced across entire school with all staff		<p>Visible within each room as identified within beginning of year audit. Each room has reference to school rules and reward system. Reward systems are active. Each section has made modifications according to need. Each section now uses assembly to reinforce reward system.</p> <p>Greater effort now being placed on student profiles and the completion of Behaviour Support Plans (BSPs) and the Escalation Management Plan cycle area of the BSP. An audit of the completion rates will be conducted by the end of the year. Staff have been provided half a staff meeting to identify Student profiles that require amending or updating.</p>		<p><u>Continues to be visible within each section and each room. The reward system has been slightly modified in each section however the system is being used consistently.</u></p> <p><u>A greater emphasis on playground use is required and some outdoor visuals would really help with this.</u></p> <p><u>SWPBS committee analysis has discovered that greater reporting is required using Accelerus, particularly behavioural incidences.</u></p> <p><u>Student profiles where all updated during term three however some are still requiring an update. Escalation management plans are better known and have been updated for students who pose significant risk to others and staff.</u></p>	
Team Teach Training is repeated using 2015 schedule		<p>Team teach training occurred for all new staff in the first term. Training for new trainers will occur in term 3 <u>has taken place. We now have 4 trainers who will be able to take two groups a term and get through training requirements quicker.</u></p> <p>with refresher training occurring during this period. <u>Currently all existing existing staff trained as planned.</u></p> <p><u>Newer staff and refresher course will be undertaken in term 3.</u></p>		<p><u>Team Teach training has once again been implemented across the school with all staff now trained and retrained. The team teach trainers have all equally participated in sessions. Alternative training schedules might consider whole day training sessions at the beginning of the year instead of session running after school during a term.</u></p> <p><u>Schedule of training has been followed and completed for 2016.</u></p> <p><u>Team Teach support documentation does need to be revised and published as staff visuals within each class, on each teachers desk and within the staff room. Members of the Team Teach training group could potentially take a full staff session (meeting) on refreshing preventative strategies.</u></p>	

PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
Therapists to design an intervention based, non-environmental program that supports students with safety support plans.		<p>This program has not been enacted upon within each section. The principal has been more concerned with the therapy role and responsibilities and new therapy organisational model.</p> <p>In 2016 therapists have been working in sections (section specific allocation) for the first time.</p> <p>Therapists have been actively engaged in the remodelling of roles, and position descriptions for recruitment processes.</p> <p>Future work will identify an additional model or updated version of the environmental approach. All ideas should ensure that therapists work to provide intensive, timetabled support for parent and teachers to strengthen existing Behaviour, Communication and Sensory strategies, documentation, resources and practices.</p> <p><u>A communication audit will occur in term 3 across the whole school. This will evidence consistency of visuals and devices present and available in learning areas.</u></p>		<p><u>The therapist have been working on classifying their roles and the type of model that we should maintain across the school.</u></p> <p><u>Therapists have not been asked to develop a non-environmental program to support students on escalation management plans. A grant was not received in order to fund a specialised program.</u></p> <p><u>Instead one of the therapy objectives this year has been to prepare ourselves for the smooth transition into next year and the whole school understanding of the Therapy Framework.</u></p> <p><u>Therapists have been working closely with final year research students from Monash University to explore the models used in like settings. This report has identified a number of models being used, of which our therapy team have already been implementing consistently. There is no specific research on the best therapy model to adopt in a school like ours however the environmental model is not well understood, nor reflects the true diversity of work a therapists now performs and is expected to perform within the school.</u></p> <p><u>Working closely with therapists, leadership and sections the Environmental Model will be replaced by the 'Yarrabah Therapy Framework'.</u></p> <p><u>The framework will be made up of 3 components:</u></p> <ol style="list-style-type: none"> <u>1. Collaborative Model</u> <u>2. _____</u> <u>3. Referral Based Model</u> <p><u>A weighting will be recommended to the identify the appropriate degree of time spent working from within each component. These can easily be assessed through surveys and self-evaluation</u></p> <p><u>By the last meeting of the year, a general agreement over the components will be reached and component details will become a major focus for 2017 and their implementation.</u></p> <p><u>A whole school communication audit has been completed. Speech Therapists have yet to analyse it fully to develop the Non Negotiables for visuals within each class.</u></p>	

				<p><u>Therapists are a critical element in the success of Yarrabah School and its future. We have been able to sustain up to two therapists within each section this year. Therapists have an excellent mission statement and purpose that they will continue to observe in order to maintain focus.</u></p>	
<p>Classroom Environmental criteria will be developed in accordance with the explicit Instructional approach</p>		<p>This work has yet to begin formally.</p> <p>An interested selection of staff haveAn interested selection of staff has agreed to participate in the environmental work party. We also have an active Buildings and Grounds Team that continue to make suggestions for classroom functionality.</p> <p>Over the next two terms opportunities to visit a number specialist settings (SDS, AUTISM Specific, Special and Dual mode) as well as primary will be provided. The group will draft a-criteriacriteria for supporting Yarrabah Classroom environments in line with the explicit Instructional approach. This work will inform future environmental learning considerations and facility improvements during Master Planning. As such it is still considered relevant to the AIP for this year.</p>		<p><u>The Principal Team, Business Manager, admin and teachers have all visited different schools for both observational purposes and reviewing new school environments.</u></p> <p><u>A Plus, Minus and Ideas Chart (PMI) has been developed and contributed to by all PLC members. This chart identifies the facility and environmental ideas that PLCs have for improving student outcomes at our school, what they believe classrooms should be look like and facility designs.</u></p> <p><u>The PMI has not been used to develop a criteria for building, organising and maintaining the learning environments at Yarrabah into the future. This criteria must include reference to the Explicit Instructional approach.</u></p> <p><u>The TEEACH approach has not been explored at this point</u></p>	
<p>School Intranet is developed to contain Teaching and Learning Content that can be shared both on and off campus</p>		<p>The school Intranet has been developed to include 2 specific content areas. The first called the 'Yarrabah School Intranet' and the second called 'Teaching and Learning'.</p> <p>The Yarrabah School Intranet site now contains announcements (daily and weekly), computer concerns, a discussion board area, documents (assessment and reporting help, staff handbook, handbook appendixes, staff induction materials, school timetables), a calendar of events, intranet links and staff absences list.</p> <p>Future changes and additions will include:</p> <ul style="list-style-type: none"> • the existing document folder, 'Teachers Handbook' changed to 'Handbooks' (Teachers Handbook, Parents Handbook). • A new folder called 'Flyers' (all school flyers). • A new folder called Policies (all school updates and current policies) • A new folder called Programs (all documentation related to programs <p>The Teaching and Learning content area will require continual development but currently includes a document library for:</p> <p>Curriculum content, Explicit Instruction Training materials, Observation and Feedback materials, PLC files, Professional Development folder, Teaching and Learning Framework folder, Whole school plans (AIP, SSP).</p> <p>Future work requires continual updates and additions to these folders. Yarrabah should continually strive towards more consistently adopted approaches and understandings.</p> <p>Improvements include:</p>		<p><u>Intranet Site is regularly accessed from home providing our staff greater opportunity to work across different locations, potential planning collaboration and updates during non-contact hours.</u></p> <p><u>The site is now split into a Teaching and Learning and Yarrabah general information.</u></p> <p><u>Future changes and additions will include:</u></p> <ul style="list-style-type: none"> • <u>the existing document folder, 'Teachers Handbook' changed to 'Handbooks' (Teachers Handbook, Parents Handbook).</u> • <u>A new folder called 'Flyers' (all school flyers).</u> • <u>A new folder called Policies (all school updates and current policies)</u> • <u>A new folder called Programs (all documentation related to programs</u> <p><u>The Teaching and Learning content area now includes a document library for:</u></p> <p><u>PLC planning, Explicit Instruction Training materials, Observation and Feedback materials, PLC files, Whole school plans (AIP, SSP), Planning Templates, Observation and Feedback templates for Explicit Instruction</u></p> <p><u>Teaching and Learning Framework folder for 'REAL' with a core document that identifies the 4 pillars and 10 givens within each pillar linked across the Intranet and web relating to Relationships, Explicit Instruction, Assessment and Learning.</u></p>	

		<ul style="list-style-type: none"> • More support materials that relate directly to the Yarrabah Approach and indirectly to the broader explicit Instructional Approach • Teaching and Learning Framework folder changed to 'REAL' with a core document that identifies the 4 pillars and 10 givens within each pillar linked across the Intranet and web and relating to Relationships, Explicit Instruction, Assessment and Learning • Observation and Feedback templates for Explicit Instruction 																																																														
<p>The school will reduce the ratio of support staff allocated within sections (classes).</p>		<p>Existing support staff (ES per room) ratios have dropped slightly remained the same this year compared to last year. Within each section a comparison can be made:</p> <table border="1" data-bbox="575 583 1510 919"> <thead> <tr> <th>EEP</th> <th colspan="2">LJ</th> <th colspan="2">UJ</th> <th colspan="2">M</th> <th colspan="2">I</th> <th colspan="2">S</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>16</td> <td>15</td> <td>16</td> <td>15</td> <td>16</td> <td>15</td> <td>16</td> <td>15</td> <td>16</td> <td>15</td> <td>16</td> </tr> <tr> <td>3 class es</td> <td>3 class es</td> <td>5 class es</td> <td>5 class es</td> <td>5 class es</td> <td>5 class es</td> <td>4.5 class es</td> <td>5 class es</td> <td>3.6 class es</td> <td>4.5 class es</td> <td>2.0 class es</td> <td>3 class es</td> </tr> <tr> <td>23.4</td> <td>23.4</td> <td>27</td> <td>27</td> <td>5?</td> <td>27</td> <td>9?</td> <td>28</td> <td>21</td> <td>21</td> <td>?</td> <td>25</td> </tr> <tr> <td>same</td> <td>same</td> <td></td> <td></td> <td>+2</td> <td></td> <td>-1</td> <td></td> <td>-1</td> <td></td> <td></td> <td>+5</td> </tr> </tbody> </table> <p>Increased support has been provided to specialist programs throughout the school. Recently more assistants have been hired based on work cover, illness and leave reasons to cover. Therapy provision has increased based on increased enrolment and section specific duties.</p> <p>Further work on alignment of resources based on future program development and sustainability is required. ▽</p>	EEP	LJ		UJ		M		I		S		15	16	15	16	15	16	15	16	15	16	15	16	3 class es	3 class es	5 class es	5 class es	5 class es	5 class es	4.5 class es	5 class es	3.6 class es	4.5 class es	2.0 class es	3 class es	23.4	23.4	27	27	5?	27	9?	28	21	21	?	25	same	same			+2		-1		-1			+5		<p>Section allocated ES continue to progress toward improving student achievement, engagement and wellbeing minimizing withdrawal time out of the class and increasing therapy specific strategies within the environment to meet individual needs.</p>	
EEP	LJ		UJ		M		I		S																																																							
15	16	15	16	15	16	15	16	15	16	15	16																																																					
3 class es	3 class es	5 class es	5 class es	5 class es	5 class es	4.5 class es	5 class es	3.6 class es	4.5 class es	2.0 class es	3 class es																																																					
23.4	23.4	27	27	5?	27	9?	28	21	21	?	25																																																					
same	same			+2		-1		-1			+5																																																					
<p>A 0.2 grant writing position will be established for the purpose of grant writing and grant research</p>		<p>Allocated this year and has currently written up to 10 new grants that have never been applied for in the past. First grant success was received in May. Grant file has been started with documentation, grant submission history, references etc. Grant writer has undertaken some PD and is completing a grant every two weeks for submission.</p>		<p>As mid cycle. The grant officer has secured a number of grants this year and prepared material that can be used in subsequent years.</p> <p>Next year the Grant officer will also be targeting selected donation sources and companies.</p>																																																												
<p>PLC Leaders will build greater cohesion within section and participate in internal or external Leadership Professional Development in partnership with Leadership Team.</p>		<p>PLC Leaders have yet to be provided formal external opportunity to undertake leadership professional learning.</p>		<p>PLC leaders have had regular mentor meetings each Friday with the Assistant Principal. The PLC leaders have also been involved in Consultative meetings and had some limited training in conducting ES PDP reviews.</p>																																																												
<p>Therapists will be allocated in a specific section for a period of up to</p>		<p>Therapists have been allocated specific are now section specifics in the school. Therapists have been allocated this section until the review in 2017, and are working within PLC's.</p>		<p>As mid cycle</p>																																																												

