

School Strategic Plan 2018-2021

Yarrabah School (5142)



Submitted for review by Matthew Harris (School Principal) on 02 November, 2018 at 03:03 PM

Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 08 November, 2018 at 10:22 PM

Awaiting endorsement by School Council President

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School vision	<p>Purpose Yarrabah's purpose is to provide an individualised and safe student centered learning environment that promotes active learning, encourages adventure, independence and self-esteem maximising student potential. The school provides all students access to curriculum and therapeutic support in preparation for life after school as a valued member of the community.</p> <p>School Philosophy At Yarrabah School, we believe that:</p> <ul style="list-style-type: none">• Relationships are built upon positive communication, school values, are welcoming in nature and team oriented.• An explicit instructional approach will be evidence based, engaging, scaffolded and ensure the steps to success are differentiated and well understood• Abilities of students should be profiled, evaluated, supported by therapy, assessed using developmental checklists and improved using individualised approaches• Learning for life is reinforced in each section, during every lesson using relevant learning resources that encourage a hands on guided approach to developing communication skills, life skills, work skills, play skills, academic understandings, personal and social capabilities.
School values	<p>School Values: TRICS</p> <p>These are behaviours we expect to be displayed for each of our school values by staff, parents and students. Our school should be a place where all members of the community have the right to feel safe, valued and secure.</p> <p>TOLERANCE</p> <ul style="list-style-type: none">• Actively listen to others and don't judge• Respect others , their ideas and opinions• Make your actions consistent• Be respectful of others, their culture, diversity and diversity

	<p>RESPECT</p> <ul style="list-style-type: none"> • Understanding that we are unique and valuable • Speak and act with courtesy: being mindful of body language and voice tone • Appreciate and be receptive to individual opinion and beliefs • Listen to others • Acknowledge the achievements of others with dignity <p>INTEGRITY</p> <ul style="list-style-type: none"> • To be true to yourself, i.e. act according to your true feelings and beliefs • To be open, honest and fair with everyone • To do the right thing • Admit if you have made a mistake and be sincere with your apologies • Avoid negative behaviour that is hurtful to others such as gossip <p>CARE & SUPPORT</p> <ul style="list-style-type: none"> • To be a compassionate member of the school community and regularly review own performance and commitment to the school. • Be supportive, not judgemental • Be flexible • Listen – do not judge • Be truthful • Be aware / mindful of a person’s feelings, self-esteem and health <p>SCHOOL RULES: The school has four positive school rules reinforced and on display across each section of the school in each class environment.</p> <ul style="list-style-type: none"> • I will be kind • I will be safe • I will be responsible • I am here to learn
<p>Context challenges</p>	<p>Yarrabah is a specialist school located in the bayside suburb of Aspendale, approximately 27 kilometers from the Melbourne Central Business District. The school was established in 1974. The school occupies a site of just over two hectares. In addition to classrooms school facilities include Playgrounds, Garden, Life Skills Area, Kitchen areas, Spa, Art Centre, Early Education Program, Nurture Room, PMP Room, and school busses.</p> <p>Yarrabah is undergoing a school upgrade with work to be completed by late 2020. Yarrabah School is temporarily located in portable buildings on Mill Street and Browns Lane.</p>

	<p>While a range of factors enabled attainment of the schools target in reading between 2014 - 2018, some data showed an initial downward trend in speaking and listening assessments. Discussion of these trends with staff by the panel identified the initial 'dip' in outcomes was the result of increased teacher capacity to assess where students were on the speaking and listening learning progression. The panel therefore considered the trends reflected more accurate assessments. The panel also considered this development a potential future enabler in that teachers would be able to more accurately identify each student's point of learning and developmental need. As a result the school intends maintaining a strong focus in reading however focus more targeted interventions in communication by developing an individual KIS.</p> <p>The school has been trialing a number of instruction and assessment approaches in reading. These approaches need to be implemented in order to develop Mathematics. A challenge for the school is to develop suitable assessment approaches that accurately assess growth of students from A - Lv2.</p> <p>SWPBS implementation is embedded and well understood across the school. Learning specialist will continue to support the implementation of behaviour support and proactive behaviour support. Added to this is the need to develop consistent whole of school personal and Social Capability targets. In particular it was noted that life skills should feature heavily in the next strategic planning phase, as should social awareness and management. Given the range of students that Yarrabah is accepting with regulation and behaviour needs this area is essential to all students.</p>
<p>Intent, rationale and focus</p>	<p>Our school is trying to prepare all students with the skills required to:</p> <ul style="list-style-type: none"> * prepare all students with communication skills for life * prepare all students with reading skills for life * teach all students mathematics skills for life * teach all students the required life skills for life and maximum independence * provide all students with the tools to socialise, understand and manage emotions * provide all students a clear and supported transition through school and into their future placement

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Goal 1	To optimise and accelerate the learning growth of all students in English.
Target 1.1	At least 92 percent of student English language mode ILP goals (aggregated across the school) to be achieved in each school year during the strategic plan period.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Continue development and implementation of REAL in English
Key Improvement Strategy 1.b Building practice excellence	To become a communication accessible school and teach students communication skills for life
Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher capacity to implement REAL through Professional Learning Communities
Goal 2	To optimise and accelerate the learning growth of all students in Mathematics.
Target 2.1	At least 92 percent of student Mathematics ILP goals (aggregated across the school) to be achieved in each school year during the strategic plan period.
Target 2.2	60% of student who are working at foundation level in 2018 will demonstrate improved mathematics online assessment scores by 2022

Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Continue development and implementation of REAL in mathematics.
Key Improvement Strategy 2.b Building practice excellence	Build teacher capacity to implement REAL through Professional Learning Communities
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop a number of assessment approaches for students working across A-D levels
Goal 3	To develop the interpersonal, personal and social capabilities of the whole child.
Target 3.1	At least 92 percent of students Personal and Social Capabilities ILP goals (aggregated across the school) to be achieved in each school year during the strategic plan period.
Key Improvement Strategy 3.a Health and wellbeing	Whole school implementation of Life Skills teaching to build independence in dressing, undressing, grooming, showering, toileting, kitchen/food, laundry and cleaning.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Whole school focus on students Social Awareness and Management
Key Improvement Strategy 3.c Evaluating impact on learning	Build teacher capacity to implement REAL through Professional Learning Communities
Goal 4	All students will be prepared for the next stage in their transition.
Target 4.1	To maintain the percentage of positive endorsement to the Parent Opinion Survey <i>Positive Transition</i> measure at or above 95 per cent during the strategic plan period.

Key Improvement Strategy 4.a Networks with schools, services and agencies	Ensure all transitions are planned, smoothly implemented and monitored within the REAL framework