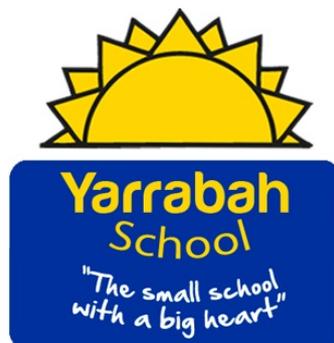


School Strategic Plan for

Yarrabah School 5142 2015 - 2018



Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

<p>Purpose</p>	<p>To maximise student potential by providing an individualised safe learning environment that promotes active learning, encourages adventure, independence and self-esteem. Provide all students specialised curriculum and therapeutic support that prepares them for life as valued members of the community.</p>
<p>Values</p>	<p>Our school is a place where all members of the community have the right to feel safe, valued and secure. Yarrabah school Values: Tolerance Respect Integrity Care and Support</p>
<p>Environmental Context</p>	<p><u>Social – community and demographics.</u></p> <ul style="list-style-type: none"> • Located in the bay-side suburbs and draws from a mixed demographic. • Our school aged population predictions indicate that numbers will be maintained at 160 before the end of this Strategic Plan. There are additional housing developments in Bangholme and Keysborough which may also increase this prediction. • Students access the school program between the ages of 5 years and 18 years of age. At the end of their 18th year they transition to the Futures for Young Adults Program (FFYA). All students fall into the moderate to severe range of intellectual disability. • Our Early Education Program has reached capacity with 63 families accessing the program. Students from this program move to various mainstream settings, some with support, others move to other special settings and a third or less enrol in our school program. • Our Staffing profile consists of special trained teachers, teacher assistants and therapists. In 2015 there are 81.2 FTE staff employed. Teachers cover a range from graduate to expert with 3 leading teachers, 2 higher duties teachers with leadership roles and 2 Assistant Principals. <p><u>Educational</u></p> <ul style="list-style-type: none"> • Educational programs are based on a modified version of the AUSVels. • Individual Learning Plans (ILPs) are established for each student annually in consultation with parents / carers at compulsory Student Support Group meetings (SSGs). • Reporting against individual goals occurs mid-year and at the end of year using the Accelerus reporting system. • Speech, Physio and Occupational Therapy staff coordinate with class teachers and operate under the Environmental Model to deliver meaningful programs. • There is an emphasis on the development of communication and social skills for all students. • Innovative programs are introduced to provide realistic learning for our students e.g. Social Safety, Play Therapy, Life Skills Program, Therapy Listening Programs, Brushing Program, Brain Gym, Sensory Programs (Sensory Room), Garden to Kitchen Program, Hands on Learning Program, Streaming Program..

	<ul style="list-style-type: none"> • Kinaesthetic and visual strategies are commonly used to engage students across the school. • All activities are used as learning opportunities e.g. meal times, bus travel, play times, transition times (between sessions), transport times etc. <p><u>Technology</u></p> <ul style="list-style-type: none"> • ICT has expanded across the school to include interactive whiteboards (one between two classrooms and one in the library), laptops, iPads, eye gaze technology, touch-screen computers and Portable Interactive LCD screens. • Classrooms are equipped with computers at a ratio of 1:3. • Staff use commercial and self-designed programs to engage students in the areas of literacy and numeracy. <p><u>Environmental – grounds and facilities.</u></p> <ul style="list-style-type: none"> • Our grounds and buildings cater for the diverse needs of our students. • Most classrooms are well equipped and conducive to effective learning. • 80% of buildings are older style relocatable with expansion becoming an issue due to the existing site. The maintenance of these older buildings is becoming a financial concern. • Grounds are well established and maintained with 2 adventure playgrounds, a musical sensory area, a turf basketball court, a small oval for students, a fitness circuit and an all surface running track. • New playgrounds have been designed and installed with a space for juniors, middles and seniors. • All rooms have reverse cycle air-conditioning. • Additional facilities established by the school community include a Spa-therapy Centre and Life Skills Centre, an outdoor basketball court, an Arts centre, conference and PD room, canteen, Sensory Room and Library. • The school owns and operates 3 small buses to enable students to access extra-curricular activities and experiences. • The school will work towards purchasing another bus to cater for the increase in student population.
<p>Service Standards</p>	<ul style="list-style-type: none"> • Yarrabah will foster close links with parents and the broader school community through its commitment to open regular communications such as: Newsletter, Communication Books, Tiqbiz, Parent Portal and School web Page • Parents will be engaged by the teacher or member of staff on the day that a medical or behavior concern requires notification • Yarrabah has adopted a School Wide Positive Behaviour Support Framework with a strong focus on supporting mental health • All students in the school will have the support of therapists within small group programs. • Students will play an active part in the development and review of programs and decision making through Student Voice and Modified Student Opinion Surveys. • All families will be provided regular and targeted feedback in the form of Student Support Group Meetings once a term.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	<p>To improve ILP outcomes in English, Mathematics, Personal and Social Capabilities for all students by the end of the strategic period</p> <p>By the end of the strategic period there will be whole school implementation of Yarrabah's Teaching and Learning Framework (REAL) to support instructional practice</p> <p>By the end of the strategic period Teachers, Therapists and Families will access and use Accelerus for ILP development, assessments, and reporting writing</p>	<p>Towards Foundation A-D and AusVELS 1-3 outcomes will reflect a 92% achievement against ILP goals</p> <p>94% of students maintain or improve relative assessment growth over strategic period The Parent Opinion Survey for Student Learning will be 6.5</p> <p>75% of each students ILP is written based on assessment data and recommended goal from Accelerus</p>	<ul style="list-style-type: none"> • The implementation of A-D and 1 – 3 curriculum support materials. • A greater alignment between teacher assessment growth and ABLES growth • Strengthened PDP with focus on school and student needs, as well as support staff (ES) areas for development • Teachers and Therapists use the Yarrabah (REAL) framework for; focussing on Relationships, consistent Explicit instructional practice, Assessment, an individualised student centred Learning • Strong collaboration and professional discussions focussing on improved Professional Practice with reference to Helen Timperley 'using assessment for professional learning' • All students have evidence of assessment based on schools assessment schedule. • Develop an assessment database for English, Mathematics, Personal and Interpersonal Development

<p>Engagement</p>	<p>By the end of the strategic period Yarrabah will reconstruct, update, implement and evaluated a Social Skills Framework to support student development</p> <p>By the end of the strategic period all students, staff and families understand the aims of each section to build a consistent, seamless, transition experience through school and into future placement</p> <p>By the end of the strategic period all students engage in differentiated 'Seed to Seed' kitchen garden programs supporting Science, Cooking, Horticulture, Gardening and Grounds Maintenance understandings.</p>	<p>The collective efficacy is in the 4th quartile with SOSurvey</p> <p>School means will be maintained or above in: Learning confidence Stimulating learning Student Motivation will be 6.5</p> <p>100% of students will be enrolled in a post school program</p> <p>90% of leaving students maintain engagement in placements as identified in Ontrack data</p> <p>Parent opinion survey score at or above like school means in transition Staff opinion in Guaranteed and viable curriculum is maintained at 83%</p> <p>10% of leaving students will have work based placements</p> <p>All school aged students will participate in Kitchen Garden or related Life Skills / cycle program throughout each year of school.</p>	<ul style="list-style-type: none"> • The Social Skills Framework is linked to the Relationships Pillar and provides guidance and structure for the delivery of Social Skills; Learn to Play; Protective Behaviours and Social Safety; Social Nights; Buddy Programs; Student Voice; Adventure Based Activities • Technology is used to engage students and link families with the Social Skills Framework and Learning Tasks • By 2018 there will be a section handbook that identifies the likenesses and differences of each transition area available as a hardcopy and online. • 15 to 18 year old students will have a managed individual pathway generated through Accelerus. • Horticulture zones are established and students allocated Kitchen Garden (science) goals in all sections
--------------------------	--	--	---

<p>Wellbeing</p>	<p>By the end of the strategic period all components of the KidsMatter Framework have been implemented and goals set for future whole school mental health initiatives</p> <p>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</p>	<p>90% of KidsMatter Goals achieved within each component</p> <p>Parent opinion survey scores at or above both the state and like school mean in the variables of: student safety, social skills, 20% reduction in behaviour incidents notifications between student and student, staff and student</p>	<p>KidsMatter Committee evaluate and implement organisational model to sustain 2015 wellbeing strategies</p> <ul style="list-style-type: none"> • SWPBS team oversee the whole school implementation of SWPBS and evaluate effectiveness of data analysis tools • All staff trained and supported using the Team Teach approach.
<p>Productivity</p>	<p>By the end of the strategic period the school has allocated resources to support intervention based programs within each section of the school to improve student outcomes</p> <p>By the end of the strategic period the school has planned, audited, and sought expert advice to build a facilities and resource master plan.</p> <p>By the end of the strategic period specific facilities will be designed and built to maximise learning opportunities in Interpersonal, Personal Learning, the Arts, H&PE and Science.</p>	<p>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</p> <p>Temporary Master Plan Facilities audit Specialised equipment audit undertaken Capital Works Funding secured</p> <p>The Technology Hub will be established</p>	<ul style="list-style-type: none"> • Therapists and support staff will be allocated to programs based on Action Research findings collected during 2015 • 2nd and 3rd tier Intervention support will be based on assessments and data collection • ES and 1 specialist Teacher allocated to support PLC Leadership, new teacher induction, scheduled observations and Grant writing • School has completed a detailed Master Plan identifying facility upgrades in stages, linked directly to school improvement objectives within Achievement, Engagement and Wellbeing • The technology Hub will provide students video modelling and

		<p>Life Science Center will be established</p> <p>Hydrotherapy and H&PE facility will be planned for</p>	<p>augmented reality experiences</p> <ul style="list-style-type: none"> • Life Science center will provide a space for dedicated exploration of Life Skills, Living Things, Social Skills and the Environment • Planning will identify future demand for Gym, Hydrotherapy center, PMP room and physio center.
--	--	--	--

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p>The implementation of A-D and 1 – 3 curriculum support materials.</p> <p>A greater alignment between teacher assessment growth and ABLES growth</p> <p>Strengthened PDP with focus on school and student needs, as well as support staff (ES) areas for development</p> <p>Teachers and Therapists use the Yarrabah (REAL) framework for; focussing on Relationships, consistent Explicit instructional practice, Assessment, an individualised student centred Learning</p> <p>Strong collaboration and professional discussions focussing on improved Professional Practice with reference to Helen Timperley ‘using assessment for professional learning’</p>	Year 1	<ul style="list-style-type: none"> Development of Teaching and Learning portal 	<ul style="list-style-type: none"> Staff use Portal to upload and organise content on the Intranet related to curriculum Student reports are populated with portfolio and journal evidence of goal achievement using Accelerus Teachers and Therapists minutes in PLC meetings: <ul style="list-style-type: none"> What do students already know? What sources of evidence have been used? What do students need to learn and do? How do we build on what they know?
	2015	<ul style="list-style-type: none"> Teachers write ILP, mid term report and end of year Report using Accelerus software PLC devote time in meetings to explore ‘Teacher inquiry and knowledge-building cycle’. (Timperley) 	
	Year 2	<ul style="list-style-type: none"> Goals are aligned to Scope and Sequence A-D 	<ul style="list-style-type: none"> Scope and sequence is used to organise and align written goals by the end of year in English and Mathematics (T4) Each teacher has entered student assessment results from schedule in English and Mathematics (T4) Practical / Implementation / Application area of T&LF has agreed strategies and evidence for effective teaching documented (T4)
	2016	<ul style="list-style-type: none"> English and Mathematics benchmarking is collected using Accelerus Collect Observations and audit recommended teaching strategies targeting Practical / Implementation / Application Area in T&LF 	
	Year 3	<ul style="list-style-type: none"> Teachers and therapists link teaching and learning strategies to Victorian Curriculum levels Assessment schedule is refined to include ABLES relative growth collection and population in Accelerus Goal bank is moderated in accordance to scope and sequence Develop data base for Interpersonal and Personal Learning Trial Parent Portal Teaching and Learning Framework conversations focus on consistency in the areas of Assessment and Planning, across the school. Classroom Environment Action Team recommend format, timeframe, criteria and location for Classroom Environment and T&LF additions 	<ul style="list-style-type: none"> AUSVELs curriculum will be documented in English, Mathematics, Interpersonal and Personal Learning Data base is built to include relative growth in English and Mathematics in preparation for ILPs 2018 Existing bank of goals is moderated by the Curriculum and Assessment Teams with goals assigned to appropriate level as recommended in scope and sequence (T2) Selected classes across PLCs trial live assessment portal Yarrabah Teaching and Learning Framework has agreed strategies and evidence for effective teaching documented (T4) Documentation for T&LF Areas ‘Environment’ and ‘Planning’ are completed.
	Year 4	Consolidate and evaluate	Consolidate and evaluate
	2018		

<p>Engagement</p> <p>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</p> <p>Technology is used to engage students and link families with the Social Skills curriculum and Learning Tasks</p> <p>By 2018 there will be a leaving school curriculum for all (17,18yr olds).</p> <p>15 to 18 year old students will have a managed individual pathway generated through Accelerus.</p> <p>Horticulture zones are established and students allocated Kitchen / Garden (science) goals in all sections</p>	Year 1 2015	<ul style="list-style-type: none"> ▪ Review and evaluate the existing programs that can be incorporated into the Social Skills Framework ▪ Futures Committee is formed (T1) ▪ Develop Competency based checklist in one senior Pathways program ▪ PLC's begin outlining aims of section ▪ Stephanie Alexander Kitchen Garden (SAKG) membership and Garden to Kitchen committee established 	<ul style="list-style-type: none"> ▪ Social Skills Framework Committee established 4 stage implementation model with domains and dimensions aligning to Interpersonal, Personal Learning ▪ Futures Committee will draft MIPs and Senior Curriculum trial in 2016 (T4) – using Accelerus ▪ Therapists and senior teachers complete model for competency based checklists for Pathways program (T3) ▪ Drafted aims for each section are shared in whole staff meeting and school council ▪ SAKG membership committee members partake in three PDs over the year each and design garden zone
	Year 2 2016	<ul style="list-style-type: none"> ▪ Develop goals within each school section for Social Skills progression ▪ Futures Committee develop 2nd and 3rd Competency based Pathways programs with checklist ▪ PLCs develop termly Come and See days that showcase the sections aims and objectives ▪ Student Voice leaders elected across each section ▪ Yarrabah Disability Expo is presented by each section, teachers, therapists and specialists ▪ SAKG committee begin bridging program with Hands On Learning (HOL) Program. ▪ 'Seed to Seed' Plan is designed and established ▪ Physios, OTs, PE team, Outdoor Ed and Junior staff work collaboratively to design Human Movement continuum and plan future opportunities for outdoor education 	<ul style="list-style-type: none"> ▪ Evaluate success of stage 1 Social Skills Framework implementation across the school ▪ Students graduate from school with one competency based assessment for future placement ▪ Students, families and community establish greater understanding of transition as indicated in POS ▪ Student Voice committee contributes to formation of clubs and elective based programs ▪ EXPO is attended by up to 50 families ▪ HOL students assist in establishing the garden infrastructure, Seed to Seed requirements, learning zones while developing horticulture work skills and garden maintenance. ▪ PMP and Physical Education is documented with a continuum established identifying new outdoor physical activities performed by the bay and school environments
	Year 3 2017	<ul style="list-style-type: none"> ▪ Technology is employed to support the Social Skills framework for students and staff at school with a trial home link ▪ Travel Education and 5 CBA programs complete by end of T3 ▪ Developed master plan for work experience, cert 1, 2 options and work place transitions in consultation with agencies and Future Providers ▪ SAKG committee evaluates the current program to make future recommendations 	<ul style="list-style-type: none"> ▪ Aims, lessons, activities, advice and links are available to students and staff to support social skills ▪ Students graduate from school with a Travel Training Assessment ▪ Students graduate from school with 4 CBA for Pathways ▪ Dedicated work experience and Futures plans students pathways program and work placements ▪ SAKG, Seed – Seed Garden to Kitchen program is imbedded across entire school with 50% of available garden space maximised.

	Year 4 2018	Consolidate and evaluate	Consolidate and evaluate
<p>Wellbeing</p> <p>KidsMatter Committee evaluate and implement organisational model to sustain 2015 wellbeing strategies</p> <p>SWPBS team oversee the whole school implementation of SWPBS and evaluate effectiveness of data analysis tools</p> <p>All staff trained and supported using the Team Teach approach.</p>	Year 1 2015	<ul style="list-style-type: none"> ▪ KidsMatter Committee established and surveys undertaken ▪ SWPBS committee develop assessment and data recording tools ▪ Team Teach Training is provided to all staff ▪ Wellbeing Centre location is identified 	<ul style="list-style-type: none"> ▪ Component 1 goals are agreed and 4 whole school staff training sessions undertaken ▪ Observations have been undertaken across whole school to identify SWPBS implementation (Pre Data) ▪ 90% of all staff Team Teach Trained ▪ Wellbeing Centre location plan is submitted to school council
	Year 2 2016	<ul style="list-style-type: none"> ▪ KidsMatter Committee evaluates component 1 success and surveys staff, students and families for component 2 implementation ▪ SWPBS is visible and actively reinforced across entire school with all staff ▪ Team Teach Training is repeated using 2015 schedule 	<ul style="list-style-type: none"> ▪ KidsMatter Committee evaluate success of component 2 goals ▪ Clear guidelines and documentation is used to evidence SWPBS with a 10% decrease in incident reports from 2015 ▪ 100% of staff trained by the end of the year
	Year 3 2017	<ul style="list-style-type: none"> ▪ KidsMatter Committee evaluate component 2 success and surveys staff, students and families for component 3 ▪ Continue to employ social and emotional learning using a modified version of Bounce Back ▪ Student opinion surveys and classroom observations have been undertaken to compare pre data ▪ Team Teach Train the trainer course undertaken ▪ Team Teach schedule is repeated and evaluated 	<ul style="list-style-type: none"> ▪ KidsMatter Committee evaluate success of component 3 goals ▪ Essential agreements will be visible in each class with a 30% increase in the number of students achieving rewards and recognition for positive behaviour ▪ Evaluation of collective teacher performance and student opinion demonstrates improvement in a safe and positive learning environment. ▪ 2 more staff are trained in Team Teach making 4 across the school ▪ Training schedule maintained and evaluated
	Year 4 2018	Consolidate and evaluate	Consolidate and evaluate

<p>Productivity</p> <p>2nd and 3rd tier Intervention support will be based on assessments and data collection</p> <p>Student resources and environments will be modified to meet learning needs</p> <p>The technology center will provide students video modelling and augmented reality experiences</p>	Year 1 2015	<ul style="list-style-type: none"> ▪ Tiered intervention timetabled across the school during break times based on assessment data ▪ New Hydrotherapy zone will be planned and priced 	<ul style="list-style-type: none"> ▪ English and Interpersonal Personal Learning interventions have been allocated across the morning and lunch breaks for Junior and Middle sections for 2016 ▪ Proposed plans and costing's have been identified with savings targets identified over 2 years.
	Year 2 2016	<ul style="list-style-type: none"> ▪ Tiered intervention evaluated and allocated according to 2016 assessment, schools strategic plan, student resource package and school based budgeting process for 2016 ▪ Technology Hub will be planned and priced 	<ul style="list-style-type: none"> ▪ English and Interpersonal interventions have been run during breaks and evaluated at end of year ▪ Technology Hub has been built within Art Room
	Year 3 2017	<ul style="list-style-type: none"> ▪ Tiered intervention will be allocated according to student assessment data, schools strategic plan, student resource package and school based budgeting process for 2017 ▪ Hydro therapy zone materials collected, with building quotes collected ▪ Art room is sectioned off, walls erected for Technology Hub 	<ul style="list-style-type: none"> ▪ English, Mathematics and Interpersonal interventions have been run during breaks and evaluated at end of year ▪ Hydrotherapy space has been planned ready for construction ▪ Art room is split into two spaces ready for equipment purchase in 2018 ▪ Software has been purchased and augmented reality hardware selected
	Year 4 2018	Consolidate and evaluate	Consolidate and evaluate