



School Strategic Plan for Yarrabah Specialist School Southern Metropolitan Region 2011-2014

[Insert here the logo and/or name of the school review contractor responsible for this review]

Endorsement by School Principal	Signed..... Name Judith White..... Date...15/11/2011.....
Endorsement by School Council	Signed..... Name...Keith Smyth..... Date.....15/11/2011..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed..... Name...Judi Gurvich Date.....

School Profile

Purpose	<p>To provide a nurturing, happy, educational environment in which all our students have access to vibrant, meaningful curriculum and activities which promote high self esteem and maximizes each student's potential and independence. To also provide a supportive, welcoming and informative environment for staff and parents.</p>
Values	<p>The following values form the pillars of our school community:- <u>Care and Support.</u> Caring for self and others. To be a compassionate member of the school community and regularly review own performance and commitment to the school. <u>Respect.</u> To listen to the views and ideas of others with consideration and communicate effectively. <u>Integrity.</u> To treat the confidences of others with respect and act morally and ethically. To be truthful and honest. <u>Understanding and Tolerance.</u> Be actively aware and respectful of others, their culture, diversity and needs.</p>
Environmental Context	<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. • 31% of families are eligible to access Educational Maintenance Allowance. • Our school aged population is increasing and predictions indicate that numbers will exceed 134 before the end of this Strategic Plan. There are additional housing developments in Bangholme and Waterways which may also influence this increase. • 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. At present there are 46.8 FTE staff employed. Teachers cover a range from graduate to expert with 2 leading teachers and 1 assistant principal.

Educational

- Educational programs are based on a modified version of the Victorian Essential Learning Standards.
- Individual Education Plans 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 on the STAR reporting system.
- Speech 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, Animal Assisted Therapy, Life Skills Program, Therapy Listening Programs, Brushing Program, Brain Gym.
- Hands on and visual approaches are used to engage students.
- All opportunities are used as learning opportunities e.g. meal times, bus travel, play times.

Technology

- ICT has expanded across the school to include interactive whiteboards (one between two classrooms and one in the library), laptops and touch-screen computers.
- Classrooms are equipped with computers at a ratio of 1:4 at least.
- Staff use commercial and self designed programs to engage students in the areas of literacy and numeracy.

Environmental – grounds and facilities.

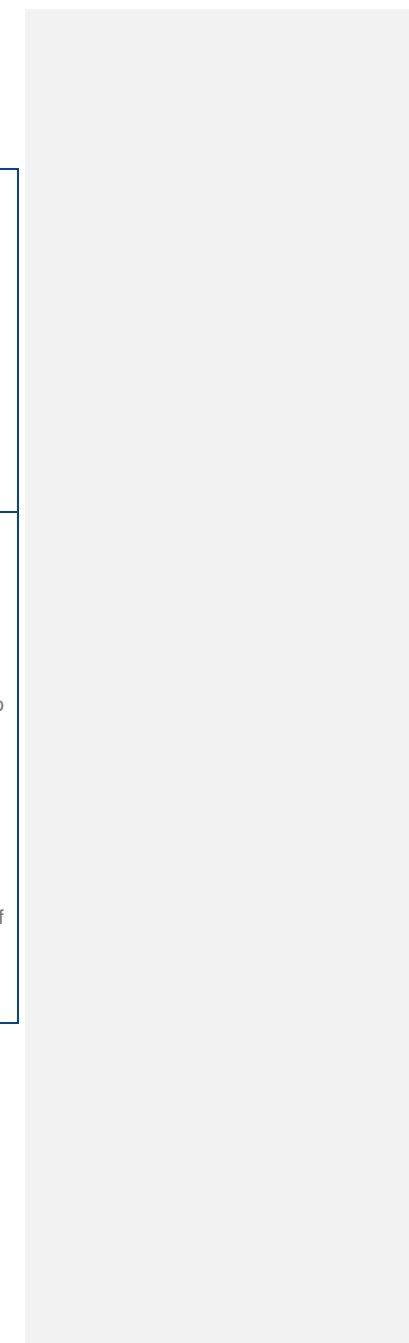
- Our grounds and buildings cater for the intellectual and physical abilities and needs of our students.
- Most classrooms are well equipped and conducive to effective learning. Three rooms are too small for effective classes but are to be relocated to portables in the coming year.
- 80% of buildings are older style relocatables with expansion becoming an issue due to the existing site. The maintenance of these older buildings is becoming a financial concern.
- Additional relocatables in the car-park has reduced staff parking facilities causing concerns for neighbours.
- Grounds are well established and maintained with an adventure play ground, a musical sensory area, a turf basketball court and a small oval for students.
- All rooms have dual mode air-conditioning.
- Additional facilities established by the school community include a Spa-therapy Centre and Life Skills Centre, an outdoor basketball court and Library.
- The school is currently waiting for a BER facility that will incorporate a multipurpose area and Arts space.
- The school owns and operates 3 small buses to enable students to access extra-curricular activities and experiences.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<p>To improve students' literacy and numeracy skills</p>	<ul style="list-style-type: none"> - By 2014, 90% of students will achieve "good or better" progress against the goals in their Individual Learning Plans for literacy and numeracy - In 2011, the school will benchmark students' literacy skills and set targets to measure learning growth for the remaining years of the Strategic Plan <p>Strengthen accountability practices to evaluate student progress</p>	<p>Extend the ability of all staff members to improve student outcomes in literacy and numeracy</p> <ul style="list-style-type: none"> - Examine the key characteristics of effective literacy and numeracy teaching - Explore the use of <i>Working Towards Level 1 VELS</i> in developing and evaluating students' learning plans - Provide forums for staff to discuss the setting and evaluation of achievable goals - Continue professional learning addressing the implementation of the <i>E5 Instructional Model</i> - Expand ICT resources for literacy and numeracy <ul style="list-style-type: none"> - Document a <i>Whole School Assessment & Reporting Plan</i> - Develop a model for benchmarking and tracking the development of students' literacy skills - Include the management of student performance data within the role statements of school leaders - Investigate the use of <i>SWANS</i> data to plan and evaluate the progress of instructional programs - Access networks in SMR and beyond to explore strategies for measuring and tracking students' progress in literacy and

		<p>Extend the Performance & Development Culture</p> <p>Strengthen the partnership between parents / carers and school staff to achieve improved student outcomes</p>	<p>numeracy</p> <ul style="list-style-type: none"> - Trial and evaluate approaches to provide effective teacher feedback - Review staff induction and mentoring practices - Monitor the effectiveness of individual staff development plans - Investigate innovative approaches to the provision of staff professional development - Investigate and trial models for implementing effective <i>Home-School</i> programs - Establish parent focus groups to address issues related to student learning - Implement a <i>Homework Program</i> for students in middle and senior sections - Emphasise the range of extra-curricular activities available to students when reporting to the school community - Further develop the "Come See" program to share students' achievements with parents and carers
<p>Student Engagement and Wellbeing</p>	<p>To improve students' social skills</p>	<ul style="list-style-type: none"> - By 2014, 90% of students will achieve "good or better" progress against the goals in their Individual Education Plans (IEPs) for social skills - The Social Skills mean on the Parent Opinion Survey will improve from 5.45 to 6 by 2014 	<ul style="list-style-type: none"> - Extend the ability of all staff members to improve students' social skills - Explore the content of the <i>Interpersonal & Personal Learning</i> domains of <i>Working Towards Level 1 VELs</i> when establishing goals for social skills

			<ul style="list-style-type: none"> - Provide forums and opportunities for all staff to discuss, understand and adopt consistent approaches to behaviour management - Evaluate current practices and implement changes to improve teaching and learning within the interpersonal & personal domains - Establish additional calm, quiet areas to support students' emotional stability - Consult with parents to identify issues effecting their children's social skills
Student Pathways and Transitions	To improve students' social safety skills	By 2014, 90% of students will achieve "good or better" progress against the goals in their Individual Learning Plans for social safety	<ul style="list-style-type: none"> - Further develop the whole school approach to teaching and learning social safety, incorporating protective behaviours, to facilitate students' safe transitions into the wider community. - Establish a <i>Professional Learning Team</i> to plan the extension and implementation of the <i>Social Safety Program</i> - Investigate professional learning for all staff members to increase expertise in working effectively with students in the area of social safety / protective behaviours - Increase access to teaching resources which support the teaching and learning of social safety - Consult with parents to identify issues effecting their children's social safety



School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Student Learning To improve students' literacy and numeracy skills.	Year 1	<ul style="list-style-type: none"> ▪ Bench mark students' literacy skills. ▪ Set targets to measure learning growth for the next 3 years. ▪ Extend the ability of all teaching staff to improve student outcomes in literacy and numeracy. ▪ Implement a <i>Homework program</i> for students in the middle section of the school and above. ▪ Further develop the '<i>Come See</i>' program to facilitate parents' better understanding of their child's educational program. 	<ul style="list-style-type: none"> ▪ By the end of term 2 teachers will have bench marked all students in literacy skills ▪ By the end of term 3 teachers will have set 3 year targets in literacy using <i>Working Towards Level 1 VELLS</i>. ▪ By the end of term 2 have <i>Professional Learning Communities (PLC)</i> established. ▪ By the end of term 4 two staff will complete the Data Analysis Professional Learning Team (DAPLT) course to facilitate the analysis of school data.
	Year 2	<ul style="list-style-type: none"> ▪ 2 members of the leadership team will complete a data collecting and use course run by SMR – DALPT ▪ IEPs will reflect individual's literacy targets ▪ Teachers will enter student progress in literacy on school designed data collection program ▪ Use PLCs to evaluate the progress of literacy and numeracy benchmarking and target setting 	<ul style="list-style-type: none"> ▪ By end of Term 2 the leadership team will have developed a model for benchmarking and tracking the progress of students' literacy skills. ▪ By the end of term 2 teachers will have bench marked all students in numeracy skills ▪ By the end of term 4 teachers will identify students' strengths and weaknesses in literacy from data
	Year 3	<ul style="list-style-type: none"> ▪ IEPs will reflect individual's literacy and numeracy targets ▪ Have imbedded practice of peer observations and feedback 	<ul style="list-style-type: none"> ▪ Develop a testing and data collection policy and documentation – <i>Whole school Assessment and reporting plan</i> ▪ Efficient testing, data collection and analysis in literacy and numeracy will be imbedded in teacher practice. ▪ Teacher <i>Performance Plans</i> will include a goal related to assessment, data collection and reporting
	Year 4	<ul style="list-style-type: none"> ▪ The school's Performance and Development Culture in element 3 ' Individual Performance and development plans based on individual development, needs, student learning and school priorities will improve to level 3 on the revised Self Improvement Framework. 	<ul style="list-style-type: none"> ▪ 90%of students will achieve ' good or better' progress against the goals in their IEPs for literacy and numeracy ▪ Teacher individual <i>Performance Plans</i> will reflect a growth in professional practice in the use of data to improve student learning outcomes.
Student Engagement and Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Teachers and therapists will explore the content of the Interpersonal and Personal Learning domains of <i>Working Towards Level 1 VELLS</i> to assist in establishing goals for social skills. ▪ IEPs will reflect individual's social skills targets and goals ▪ All staff to have professional learning related to 	<ul style="list-style-type: none"> ▪ A curriculum audit in the area of Interpersonal and Personal Learning will reflect expected outcomes for each section of the school. ▪ By the end of term 2 a common classroom and playground approach to behaviour management, that is age appropriate, will be trialled. ▪ Review individual behaviour management and risk

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To improve students' social skills.		<p>expected appropriate behaviours and causes of inappropriate behaviours.</p> <ul style="list-style-type: none"> Staff will re-evaluate behaviour management strategies employed in each classroom and for individuals. 	<p>assessments.</p> <ul style="list-style-type: none"> Establish protocols for informing staff of behaviour management plans and procedures for individual students. Additional calm, quiet areas will be established to support students' emotional stability.
	Year 2	<ul style="list-style-type: none"> Social Skills goals will become established in the STAR Reporting goal bank to be used in IEPs Behaviour Management Plan / Operational Procedures will be established. 	<ul style="list-style-type: none"> Staff will use the STAR goal bank to develop individual goals for IEPs in term 1. By the end of term 1 common behaviour management strategies will be adopted across areas / sections of the school. eg Traffic Light system for juniors and middle. By the end of term 1 a bank of possible consequences established that staff can draw upon if required.
	Year 3	<ul style="list-style-type: none"> Induction procedures will include information and PD on the areas of Social Skills and our behaviour management procedures. 	<ul style="list-style-type: none"> Throughout the year peer mentoring will include social skill for individual students and behaviour management procedures
	Year 4	<ul style="list-style-type: none"> All students will have social skills in their IEPs that reflect their stages of development. Appropriate and rigorous behaviour management processes will be embedded in staff practice. 	<ul style="list-style-type: none"> 90% of students will achieve 'good or better' progress against the goals in their IEPs for social skills The social skills mean on the Parent Opinion Survey will improve to 6 or greater.
<p>Student Pathways and Transitions</p> <p>To improve students' Social Safety Skills</p>	Year 1	<ul style="list-style-type: none"> Establish a Professional Learning Team to plan the extension and implementation of the Social Safety Program 	<ul style="list-style-type: none"> By the end of term 2 all staff will attend PD presented by the Professional Learning Team on the background, content and implementation steps for the Social Safety Program By the end of term 3 provide an information session for parents about the Social Safety Program. By the end of Term 4 parents with students in Middle, Inters and Seniors will have the opportunity to attend a 'Come See' session related to Social Safety at their child's level.
	Year 2	<ul style="list-style-type: none"> Extend the Social Safety Program to the junior section of the school. 	<ul style="list-style-type: none"> A budget will be set for the purchase of resources for the Social safety Program By the end of term 2 staff in the Junior areas of the school will attend PD related to the content and presentation methods for the Social safety Program. Induction Programs will include an introduction to the Social safety Program Peer observation sessions for graduate and new staff to the school will include Social Safety sessions.

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	Year 3	<ul style="list-style-type: none"> ▪ Evaluate the Social Safety Program ▪ ▪ 	<ul style="list-style-type: none"> ▪ The Professional Learning Team will establish processes to evaluate the Social Safety Program at each level / section of the school. ▪ By the end of term 4 the program will be an established and documented program across the school
	Year 4	<ul style="list-style-type: none"> ▪ The Social Safety Program will be taught across the school and be reflected in each student's IEP. ▪ ▪ 	<ul style="list-style-type: none"> ▪ 90%of students will achieve ' good or better' progress against the goals in their IEPs for social safety

