

2018 Annual Implementation Plan

for improving student outcomes

Yarrabah School (5142)



Submitted for review by Matthew Harris (School Principal) on 20 December, 2017 at 10:28 AM
Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 20 December, 2017 at 02:34 PM
Endorsed by Keith Smyth (School Council President) on 14 March, 2018 at 07:15 PM

Self-evaluation Summary - 2018

Yarrabah School (5142)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Excelling
Positive climate for learning	Empowering students and building school pride	Excelling
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Excelling
	Intellectual engagement and self-awareness	Embedding moving towards Excelling
Community engagement in learning	Building communities	Excelling
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Excelling
	Parents and carers as partners	Excelling

Enter your reflective comments	Overall the school is performing well against the FISO dimensions with many elements being promoted in the newly developed Yarrabah framework. This framework will seek to maintain and improve continuum outcomes. The Framework is being reinforced across the staff population with the intention of adopting key elements in the years to come. The school will continue to focus on climate, PLCs and Instruction for future improvement.
Considerations for 2019	Leadership will review its focus to provide targeted professional learning for new PLC leaders and learning Specialist team members. A professional learning plan will need to be developed and leaders will actively support all staff to achieve elements of professional learning as identified in PDPs. The on ground support for managing challenging behaviours will become more visible with greater financial allocation. Yarrabah will analyse the assessment evidence and finalise school documentation in support of the outcomes specified in the Schools Strategic Plan.
Documents that support this plan	Yarrabah School 2017 AIP end.docx (0.15 MB) Yarrabah REAL documentation

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Yarrabah School (5142)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve ILP outcomes in English, Mathematics, Interpersonal and Personal and Social Capabilities Learning for all students by the end of the strategic period	<ul style="list-style-type: none"> Towards Foundation A-D and AusVELS 1 -3 outcomes will reflect a 92% achievement against ILP goals 94% of students maintain or improve relative assessment growth over strategic period 	Yes	Develop reliable assessment tools to determine student ability in number.	Curriculum planning and assessment
By the end of the strategic period there will be whole school implementation of Yarrabah's Teaching and Learning Framework (YTLF REAL) to support instructional practice	<ul style="list-style-type: none"> The Parent Opinion Survey for Student Learning will be 6.5 	Yes	Refine instructional practice by using teacher/therapy meetings as professional learning and sharing times. Deliver R, E, A, L sessions with a focus on sharing best practice, developing skills in instruction, building knowledge and appreciation of curriculum and brainstorming how we can improve student learning.	Building practice excellence
By the end of the strategic period Teachers, Therapists and Families will access and use Accelerus for ILP development, assessments, and reporting writing	<ul style="list-style-type: none"> 75% of each students ILP is written based on assessment data and recommended goal from Accelerus 	No	This element has been achieved in the 2017 plan.	
By the end of the strategic period Yarrabah will reconstruct, update, implement and evaluated a Social Skills Framework to support student development	<ul style="list-style-type: none"> The collective efficacy is in the 4th quartile with SOSurvey School means will be maintained or above in: Learning confidence and Stimulating learning Student Motivation will be 6.5 	Yes	Document the Yarrabah Personal and Social capabilities curriculum in reference to Kids Matter Framework, Respectful Relationships and Social Skills Documentation.	Curriculum planning and assessment

<ul style="list-style-type: none"> 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>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>	Yes	<p>Document section goals, strategies and programs on the whole school curriculum map</p> <p>Provide equitable dual mode program options for secondary sections that include applied learning focus.</p> <p>Trial pathways planner from Transition - Seniors</p>	Setting expectations and promoting inclusion
<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>	<ul style="list-style-type: none"> All school aged students will participate in Kitchen Garden or related Life Skills / cycle program throughout each year of school. 	No	This element has been achieved in the 2016 plan.	
<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>	<ul style="list-style-type: none"> 90% of KidsMatter Goals achieved within each component 	Yes	<p>Complete component 3 and 4</p> <p>Evaluate overall success and goals making recommendations for the Personal and Social Capabilities domain, Respectful Relationships and Learning for Life Pillar of REAL</p>	Health and wellbeing
<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>	<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, 20% reduction in behaviour incidents notifications between student and student, staff and student 	Yes	<p>Evaluate SWPBS by documenting the incident trends.</p> <p>Review Team Teach staff opinion survey.</p> <p>Analyse the incident report trends over 3 years</p> <p>Review documentation for SWPBS practice as implemented in 2017</p>	Evaluating impact on learning
<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>	<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 	No	This element will not be achieved during the life cycle of this plan.	
<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>	<ul style="list-style-type: none"> Temporary Master Plan Facilities audit Specialised equipment audit undertaken Capital Works Funding secured 	No	This element has been achieved in the 2017 plan.	
<p>By the end of the strategic period a Technology Hubspecific facilities will be designed and built to maximise learning opportunities in Interpersonal, Personal Learning, the Arts, H&PE and Science.</p>	<ul style="list-style-type: none"> The Technology Hub will be established Life Science Center will be established Hydrotherapy and H&PE facility will be planned for 	No	This element has been achieved in the 2017 plan.	

Improvement Initiatives Rationale

With a focus on 'excellence in teaching and learning', Yarrabah will continue to gather data for the purposes of not just identifying a student's zone of proximal development (using scope and sequence support documents), but to enrich, engage and encourage children to experience joy in the learning adventure.

With a focus of continual improvement by developing positive climates that promote inclusive practice Yarrabah staff will conduct professional learning opportunities to a national, state and Kingston Schools audience. These will demonstrate how to achieve growth for students with disabilities using an explicit instructional approach, through an individualised timetable approach to teaching ILPs and modified digital assessment tasks for students with disabilities.

To remain a vibrant school, we will ensure a culture of understanding is encouraged when building practice excellence. We will do this by publishing and then holding forums / workshops on our new Teaching and Learning Framework. Students will continue to share the REAL Yarrabah experience throughout our network and within the broader community, staff will build professional understandings within each pillar of the framework The REAL framework will identify what has, is and will be great at Yarrabah.

An agenda of setting more frequent assessment tasks will become a focus in Personal and Social Capabilities (Life Skills, Social safety, Travel Training and Learning to Play). These assessments will be used to inform learning area conversations in SSG meetings but also help us identify the steps required to achieve goals. Timperley's work will be referenced during the year.

By continuing to build a strong dedicated team of middle leaders, coordinators, leading teachers, administrators and principal staff, Yarrabah will continue to develop a guaranteed and viable curriculum.

Goal 1	To improve ILP outcomes in English, Mathematics, Interpersonal and Personal and Social Capabilities Learning for all students by the end of the strategic period
12 month target 1.1	Develop reliable assessment tools to determine student ability in number.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Document A-D 1-3 curriculum and assessment support materials in English (Reading), Mathematics (Number) and Personal and Social Learning. Compare the trends between 2016 / 2017 per student data and engage teachers to develop targets for each child that maintains or advances outcomes.

Goal 2	By the end of the strategic period there will be whole school implementation of Yarrabah's Teaching and Learning Framework (YTLF REAL) to support instructional practice
12 month target 2.1	Refine instructional practice by using teacher/therapy meetings as professional learning and sharing times. Deliver R, E, A, L sessions with a focus on sharing best practice, developing skills in instruction, building knowledge and appreciation of curriculum and brainstorming how we can improve student learning.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Teachers and therapists work collaboratively to build third level of Yarrabah's REAL Framework. Teachers and therapists identify two elements of practice they can improve from the second level of the REAL framework.

Goal 3	By the end of the strategic period Yarrabah will reconstruct, update, implement and evaluated a Social Skills Framework to support student development
12 month target 3.1	Document the Yarrabah Personal and Social capabilities curriculum in reference to Kids Matter Framework, Respectful Relationships and Social Skills Documentation.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Working in collaboration the Respectful Relationships, Kidsmatter and Social Skills team staff will document the new social skills framework to be implemented across the curriculum in 2019.

Goal 4	<ul style="list-style-type: none"> 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
12 month target 4.1	<p>Document section goals, strategies and programs on the whole school curriculum map</p> <p>Provide equitable dual mode program options for secondary sections that include applied learning focus.</p> <p>Trial pathways planner from Transition - Seniors</p>
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Secondary aged students, families and staff will be involved in the individual pathways planner.

Goal 5	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
12 month target 5.1	<p>Complete component 3 and 4</p> <p>Evaluate overall success and goals making recommendations for the Personal and Social Capabilities domain, Respectful Relationships and Learning for Life Pillar of REAL</p>
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	Kidsmatter committee will merge with the Respectful Relationship, Social Safety committees to complete component 3 and 4 of Kidsmatter.

Goal 6	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
12 month target 6.1	<p>Evaluate SWPBS by documenting the incident trends.</p> <p>Review Team Teach staff opinion survey.</p> <p>Analyse the incident report trends over 3 years</p> <p>Review documentation for SWPBS practice as implemented in 2017</p>
FISO Initiative	Evaluating impact on learning
Key Improvement Strategies	
KIS 1	School improvement team will support SWPBS leader to evaluate, review, analyse and propose future priorities in SWPBS

Define Evidence of Impact and Activities and Milestones - 2018

Yarrabah School (5142)

Goal 1	To improve ILP outcomes in English, Mathematics, Interpersonal and Personal and Social Capabilities Learning for all students by the end of the strategic period			
12 month target 1.1	Develop reliable assessment tools to determine student ability in number.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Document A-D 1-3 curriculum and assessment support materials in English (Reading), Mathematics (Number) and Personal and Social Learning. Compare the trends between 2016 / 2017 per student data and engage teachers to develop targets for each child that maintains or advances outcomes.			
Actions	As a whole staff of teachers and therapist, pulse check the existing assessments for english. As a PLC, pulse check existing understanding of how we teach English (Reading), Mathematics (Number) and Personal and Social capabilities. Develop instructional goals to improve upon 2017 students outcomes within clusters Curriculum Coordinator will model and oversee domain coordinators actions to document and set individual targets Sub School Instructional Leaders and Therapists will support teachers to improve student outcomes in Reading, Number, Personal and Social Capabilities (self awareness), Communication and Life Skills. Assistant Principals and Principal will model preferred practice, recognise improvement in staff, observe, support improvement, self reflection and risk taking			
Evidence of impact	If we can assess students accurately using the existing tools with increase emphasis on staff moderation to identify student capabilities, what will we see different in short term lesson plans to improve instruction and ultimately student outcomes? If we can develop a guaranteed and viable curriculum that seeks to enable and monitor each students progress along a continua, what will we see our students, staff and leaders doing?			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leaders will: • Coordinate the development of curriculum plans, priority areas and improvement strategies • Develop a whole school curriculum map that guides the time spent in core curriculum areas within each section • Provide guidance, feedback and support to coordinators and learning specialists	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$5.00 <input type="checkbox"/> Equity funding will be used
Teachers will: • By the end of term 1 all clusters in English will have explicit instructional lesson plans.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5.00 <input type="checkbox"/> Equity funding will be used
Goal 2	By the end of the strategic period there will be whole school implementation of Yarrabah's Teaching and Learning Framework (YTLF REAL) to support instructional practice			
12 month target 2.1	Refine instructional practice by using teacher/therapy meetings as professional learning and sharing times. Deliver R, E, A, L sessions with a focus on sharing best practice, developing skills in instruction, building knowledge and appreciation of curriculum and brainstorming how we can improve student learning.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Teachers and therapists work collaboratively to build third level of Yarrabah's REAL Framework. Teachers and therapists identify two elements of practice they can improve from the second level of the REAL framework.			

Actions	Use the teacher/therapy meetings to pulse check the changes we are seeing in terms of knowledge, skills and mindset of student, teachers and leaders. Leaders and teachers will use the teacher therapy meetings to pulse check the changes in student learning and evaluate student assessment data.
Evidence of impact	If we are teaching our students explicitly to improve reading, number, self awareness, and life skills what changes will we see in students, staff and leadership skills, understandings or practice? We want to see improved student self confidence, preparedness to take risks in student learning We want to see increased student engagement in reading, story telling, roll play, visuals and texts We want to see students using concrete materials to encourage counting, recognition of numbers, writing numbers and transferring knowledge into daily living skills We want to see students identifying and developing self regulating techniques by practicing and demonstrating ways to tolerate others, respect, care and support others and want to do what is right for the right reasons (Integrity) We want to see staff explicitly planning and modelling school values. We want to see staff improving teacher practice, knowledge of instructional practice by modelling elements of the explicit pillar from REAL during PLC meetings and teacher therapy meetings. We want to see leadership (Specialists, Learning Specialist, Assistant Principals, Principal) observing lessons, analysing and reflecting to personalise learning with teachers

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leaders will: <ul style="list-style-type: none">Work with external English consultant to improve content knowledge and instructional approach within reading and writing.Plan and schedule regular Teacher/Therapy meetings that focus on elements of the REAL frameworkModerate lesson plan samples and section dataCompleted a PLC leadership course through the department of education's PLC initiative.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$5.00 <input type="checkbox"/> Equity funding will be used
Teachers will: <ul style="list-style-type: none">Implement the Alert program to all students throughout the schoolImplement the instructional model for teaching reading, writing, number and school valuesEngage with allocated learning specialist's to reflect and improve instructional practice	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used

Goal 3	By the end of the strategic period Yarrabah will reconstruct, update, implement and evaluated a Social Skills Framework to support student development
12 month target 3.1	Document the Yarrabah Personal and Social capabilities curriculum in reference to Kids Matter Framework, Respectful Relationships and Social Skills Documentation.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Working in collaboration the Respectful Relationships, Kidsmatter and Social Skills team staff will document the new social skills framework to be implemented across the curriculum in 2019.
Actions	Merge the existing Kidsmatter, Respectful Relationships and Social Safety groups into one committee. Allocate the wellbeing officer (Chaplain) to unique student cases
Evidence of impact	We will see student who have experienced trauma, have mental health, self regulation issues or difficult and challenging behaviours a detailed support plan that provides guidance and support to staff and families. We will see the school chaplain begin working directly with students We will see staff following the support plan and referencing it regularly at staff meetings and section meetings. We will see a draft version of a collaborative document called 'Yarrabah Social and Emotional Skills' in the 'Learning for Life' pillar of REAL

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leaders will: • Merge committees by selecting specialist staff that can evaluate, document, present and develop future programs in the Social and Emotional domains.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The committee will: • Review outcomes and recommendations from KidsMatter component 2 and 4, Respectful Relationships and Social Safety programs • Document outcomes and future priorities • Devise a REAL, 'Learning for Life' pillar statement and professional learning page	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The wellbeing team and chaplain will: Use trauma informed practice to work with individual students (recorded on the 'Yarrabag' referral system)	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 4	• 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
12 month target 4.1	Document section goals, strategies and programs on the whole school curriculum map Provide equitable dual mode program options for secondary sections that include applied learning focus. Trial pathways planner from Transition - Seniors
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Secondary aged students, families and staff will be involved in the individual pathways planner.
Actions	Based on the section presentations in 2017, PLC members will document section goals, strategies and programs
Evidence of impact	If sections successfully document goals, strategies and programs within each section, what will parents, carers and interested community members be able to see in terms of transition and student support? If leaders contribute to final versions of relevant documents, what transition supports will the community see in different sections? Materials published will be clear and easily navigated showing clear links from one section to another

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Senior Section Leaders will: Support the introduction of the Pathways document for all student from Inters to Seniors	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$200.00 <input type="checkbox"/> Equity funding will be used
PLC leaders will: Manage staff within team to take an individual role in preparing relevant documentation for presenting to the school improvement team.	PLC Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$5.00 <input type="checkbox"/> Equity funding will be used
Leadership Team will: Oversee certain materials presented and prepare PLC documentation to be published online	Leadership Team	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$5.00 <input type="checkbox"/> Equity funding will be used

Goal 5	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
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12 month target 5.1	Complete component 3 and 4 Evaluate overall success and goals making recommendations for the Personal and Social Capabilities domain, Respectful Relationships and Learning for Life Pillar of REAL			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 1	Kismatter committee will merge with the Respectful Relationship, Social Safety committees to complete component 3 and 4 of Kismatter.			
Actions	Committee will develop yearly goals as identified in the strategic plan. Committee will present at one staff meeting per term to outline progress and staff requirements to fulfil strategic objectives. Committee will evaluate success against goals at the end of the year and document in the AIP			
Evidence of impact	If the Kismatter Leader has clearly defined goals as identified in the AIP and Strategic Plan, what part of the REAL will teachers reference and use in day to day teaching maximising student support When the Kismatter committee have presented to the whole school, future initiatives will have been communicated			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Kismatter Coordinator has been chosen this year. Kismatter committee have targeted Mental Health at 2 staff meetings Clusters and individualised learning plans have drawn from the Victorian Curriculum Goal Bank Personal and Social Capabilities is integrated across all sections in clusters	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used

Goal 6	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			
12 month target 6.1	Evaluate SWPBS by documenting the incident trends. Review Team Teach staff opinion survey. Analyse the incident report trends over 3 years Review documentation for SWPBS practice as implemented in 2017			
FISO Initiative	Evaluating impact on learning			
Key Improvement Strategy 1	School improvement team will support SWPBS leader to evaluate, review, analyse and propose future priorities in SWPBS			
Actions	Team Teach is delivered by the accredited trainers. Refresher courses will be provided. Focus strongly on preventing difficult and challenging behaviours. Review key parts of Team Teach Manual during 3 staff meetings throughout the year and embed the school safety policy. Sections to identify most challenging students who have a history of frequent incident reports. Sections will undertake ABC and behaviour analysis to modify environment, expectations, and triggers for these students. Provide structured and timetabled activities during play and lunch times within each section. Leadership will keep a termly record of student incidences for reporting back to the section.			

Evidence of impact	We want to see leaders delivering group training programs in Team Teach, Behavioural Analysis and Student Support Strategies We want to see teachers and ES undertaking refresher courses, recording and reporting challenging behaviour We want to see teachers using preventative strategies that support self regulation We want to see teachers understanding the importance of intrinsic Vs Extrinsic rewards We want to see students referring to strategies to minimise challenging and dangerous behaviour			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leaders will: Plan and schedule training in Team Teach, Behaviour Analysis, Managing Challenging and Difficult Behaviours, Preventing Challenging and Difficult Behaviours	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff will: Undertake Professional Learning in Team Teach, Behaviour Analysis, Intrinsic VS Extrinsic Reward systems, Preventing Challenging and Difficult Behaviours	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Yarrabah School (5142)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Leaders will: <ul style="list-style-type: none"> Work with external English consultant to improve content knowledge and instructional approach within reading and writing. Plan and schedule regular Teacher/Therapy meetings that focus on elements of the REAL framework Moderate lesson plan samples and section data Completed a PLC leadership course through the department of education's PLC initiative. 	PLC Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants to be decided	<input checked="" type="checkbox"/> On-site
Leaders will: Plan and schedule training in Team Teach, Behaviour Analysis, Managing Challenging and Difficult Behaviours, Preventing Challenging and Difficult Behaviours	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staff will: Undertake Professional Learning in Team Teach, Behaviour Analysis, Intrinsic VS Extrinsic Reward systems, Preventing Challenging and Difficult Behaviours	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Self-evaluation Summary

[Yarrabah School 2017 AIP end.docx \(0.15 MB\)](#)