

# School Strategic Plan 2022-2026

Yarrabah School (5142)



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# School Strategic Plan - 2022-2026

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<b>School vision</b>	<p>Yarrabah Motto: The small school with the big heart</p> <p>Yarrabah Mission: To provide a nurturing, educational environment that maximises each student potential.</p> <p>Vision: Yarrabah's vision is to provide an individualised and safe student-centred learning environment that promotes active learning, encourages adventure, independence and self-esteem maximising student potential. The school provides all students access to curriculum and support services in preparation for life after school as valued members of the community.</p>
<b>School values</b>	<p><b>TOLERANCE</b> · Actively listen to others and don't judge</p> <ul style="list-style-type: none"><li>· listen to different ideas, opinions or behaviour that you may not otherwise agree with</li><li>· Be willing to learn and understand varying opinions in the society about culture, diversity and disability</li></ul> <p><b>RESPECT</b> · Understanding that we are unique and valuable</p> <ul style="list-style-type: none"><li>· Speak and act with courtesy: being mindful of body language and voice tone</li><li>· Appreciate and be receptive to individual opinion and beliefs</li><li>· Listen to others · Acknowledge the achievements of others with dignity</li></ul> <p><b>INTEGRITY</b> · To be true to yourself, i.e. act according to your true feelings and beliefs</p> <ul style="list-style-type: none"><li>· To be open, honest and fair with everyone</li><li>· To do the right thing</li><li>· Admit if you have made a mistake and be sincere with your apologies</li><li>· Avoid negative behaviour that is hurtful to others such as gossip</li></ul> <p><b>CARE &amp; SUPPORT</b></p>

	<ul style="list-style-type: none"> <li>· To be a compassionate member of the school community and regularly review your own performance and commitment to the school</li> <li>· Be supportive, not judgemental</li> <li>· Be flexible</li> <li>· Be truthful</li> <li>· Be aware/mindful of a person's feelings, self-esteem and health</li> </ul>
<p><b>Context challenges</b></p>	<p>During the period of 2019 - 2020, the school re-aligned its staffing profile and reviewed how it might provide specialised services to students. Therapy allocation was reduced in order to maintain budgets and classroom support. Over this period of time, the largest impact was on speech therapy. The school reduced speech therapists from five to three. This impacted the communication targets that we set in 2018 regarding communication accessibility. The school employs four part-time OTs embedding the life skills programs developed early in the strategic period. Physiotherapy allocation is also much appreciated by students and they are active in the hydrotherapy program, PMP and supporting students with mobility, posture and other body mechanics-related supports.</p> <p>During the requirement for staff to be vaccinated, the school lost some ES. The Chaplain's previous responsibilities were to support the welfare needs of families, providing support in the NDIS and financial aid. The Chaplain also supported the facilitation of parent groups. This work needed to be redirected to the school's Wellbeing Team. The school also needed to employ replacement ES for classrooms. Our challenge is to ensure we have the specialisation required to support the well-being needs of students and the face-to-face time</p> <p>The implementation of our teaching and learning framework (REAL) in 2018 aligned with FISO 1.0 and now 2.0. Considering previous KidsMatter implementation (2014 - 2018), SWPBS ongoing development, and restructuring philosophical alignment to intrinsic motivation rather than extrinsic motivation the school has worked over this period to review the manner in which it recognises student achievement. An ongoing challenge continues to be how we systematically support the unique academic and well-being needs of students. The school review (2022) identified a need to revise our well-being systems putting them front and centre.</p> <p>Data from attendance records, staff and parent opinion surveys identified:</p> <ol style="list-style-type: none"> <li>1. high number of unapproved or unexplained absence types</li> <li>2. school refusal</li> <li>3. a need to Improve 'school climate' by addressing staff opinion in academic emphasis, collective efficacy, guaranteed and viable curriculum, shielding and buffering, teacher collaboration, trust in students and parents</li> <li>4. improving teaching and learning by addressing 'evaluation skills' in monitoring effectiveness using data, professional learning to improve practice, understanding how to analyse data, using student feedback to improve practice</li> <li>5. focus on developing positive parent opinions for 'school services that support student learning and wellbeing</li> <li>6. focus on improving parent confidence with respect to managing bullying</li> </ol>

	<p>7. focus on teacher communication with parents</p> <p>The 2022 school review panel recognised that Yarrabah School was currently rolling out a range of initiatives and programs to support students in literacy, numeracy and well-being but recommended a systematic and integrated approach across all sections of the school when developing Key Improvement Strategies.</p> <p>The Panel recommended that the school attend a refresher PLC training course and that there were more clear processes around the Inquiry Cycle. By focusing on a small cohort of students within a class or classes, a rich Inquiry Cycle could occur. The Panel suggested an Inquiry Cycle for all PLCs with a focus on data such as evaluating fluency with non-verbal students. The Panel also suggested reducing the size of the Curriculum PLC teams for an effective inquiry cycle and to ensure all voices are heard.</p> <p>The school identified more opportunities for students to lead and demonstrate agency in collaboration with teachers and parents/carers to create a shared understanding of how to support and enhance learning and well-being. The school also identified challenges that can be overcome by engaging with culturally diverse communities and identifying and establishing partnerships that promoted the practical application of students' cultural and civic well-being capabilities. The review also suggested further developing the accurate and precise recording of student behaviour incidents.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our school is aiming to improve every opportunity for student growth in Literacy, Numeracy and Student well-being over the next four years.</p> <p>It is essential that we put well-being, at the front and centre of our thinking. A systematic approach to improving well-being, literacy and numeracy will benefit all students, every day.</p> <p>We will be prioritising:</p> <ul style="list-style-type: none"> <li>a) a systematic approach to well-being. We will develop an integrated services model that seeks to connect different sub-systems (components like SWPBS, Respectful Relationships, Well-being, therapy, and physical health) into a single larger system that functions as one</li> <li>b) the design and implementation of relevant formative and summative assessment techniques that assess students' knowledge and progress against the achievement standards. By designing assessments that are sensory-based and provide prompted support within Levels A to D, the school will be able to track student outcomes against IEP goals. This work will begin to establish multiple options for assessment tasks and be targeted specifically to an area of the curriculum.</li> <li>b) develop an effective and accessible school-wide data collection tool. This would provide a repository for all student assessment data, and each student could be placed where they were assessed in each domain of the curriculum.</li> <li>d) refresher PLC training to establish clearer processes around the Inquiry Cycle. By focusing on small cohorts of students within a class or classes, a rich Inquiry Cycle can be established.</li> <li>e) a focus on data and reducing the size of the Curriculum PLC teams for an effective inquiry cycle to ensure all voices are heard</li> </ul>

	f) the development of REAL 'Practice Principles'. This will include the establishment of practice principles in Literacy and Numeracy. We want all staff to know 'How' we can teach Mathematics and Literacy for every student.
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<b>Goal 1</b>	To improve the outcomes of students in Literacy.
<b>Target 1.1</b>	By 2026, improve the percentage of students achieving the English goal on their IEP from 91 per cent in 2021 to 100 per cent.
<b>Target 1.2</b>	Staff Opinion Survey – Teaching and Learning - Evaluation module <ul style="list-style-type: none"><li>• Improve the positive endorsement for ‘understand how to analyse data’ from 25 per cent in 2021 to 50 per cent in 2026</li><li>• Improve the positive endorsement for ‘professional learning to improve practice’ from 50 per cent in 2021 to 65 per cent in 2026.</li></ul>
<b>Target 1.3</b>	Parent Opinion Survey <ul style="list-style-type: none"><li>• Improve positive endorsement for ‘effective teaching’ from 65 per cent in 2021 to 80 per cent in 2026.</li></ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implementing and embedding a consistent literacy approach across the whole school.

<p><b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed the inquiry cycle in all PLCs.</p>
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop a school wide approach to data collection and analysis to evaluate student learning growth.</p>
<p><b>Goal 2</b></p>	<p>Improve student learning outcomes in Numeracy.</p>
<p><b>Target 2.1</b></p>	<p>By 2026, improve the percentage of students achieving the Mathematics goal on their IEP from 89 per cent in 2021 to 100 per cent.</p>
<p><b>Target 2.2</b></p>	<p>Staff Opinion Survey – Teaching and Learning - Planning Module</p> <ul style="list-style-type: none"> <li>• Improve the positive endorsement for ‘professional learning targeted to improving literacy and numeracy’ from 58 per cent in 2021 to 75 per cent in 2026</li> <li>• Improve the positive endorsement for ‘time to share pedagogical content knowledge’ from 17 per cent in 2021 to 50 per cent in 2026</li> </ul> <p>Staff Opinion Survey – Teaching and Learning - Evaluation Module</p> <ul style="list-style-type: none"> <li>• Improve the positive endorsement for ‘monitor effectiveness using data’ from 58 percent in 2021 to 65 per cent in 2026.</li> </ul>

<b>Target 2.3</b>	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>• Improve positive endorsement for ‘stimulating learning environment’ from 77 per cent in 2021 to 85 percent in 2026</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Develop, document and implement a guaranteed and viable mathematics curriculum.
<p><b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Develop, implement and embed a whole school approach to formative and summative assessment.
<b>Goal 3</b>	To improve student mental health and wellbeing.
<b>Target 3.1</b>	By 2026, improve the percentage of students achieving the personal and social capabilities on their IEP from 90 per cent in 2021 to 100 per cent.
<b>Target 3.2</b>	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>• Improve the positive endorsement for ‘teacher communication’ from 64 percent in 2021 to 85 per cent in 2026</li> </ul>



	<ul style="list-style-type: none"> <li>• Improve positive endorsement for ‘support services’ from 66 per cent in 2021 to 80 per cent in 2026.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school</p>	<p>Consolidate and embed a whole school Integrated Services Model that aligns with HIWS recommendations</p>
<p><b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen communication and partnerships between school, home and the community.</p>