

2019 Annual Implementation Plan

for improving student outcomes

Yarrabah School (5142)



Submitted for review by Matthew Harris (School Principal) on 19 December, 2018 at 11:16 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Draft

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To optimise and accelerate the learning growth of all students in English.	Yes	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.	By the end of 2019 all students will be located on a communication data wall that identifies communication stage
		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.	
		60% of student who are working at foundation level in 2018 have improved by 2022 using mathematics online testing	
To develop the interpersonal, personal and social capabilities of the whole child.	Yes	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.	92% of students demonstrate improvement against the life skills developmental checklist by building increased independence in personal care (dressing, undressing, grooming, showering, toileting, eating) and domestic tasks (kitchen/food preparation, laundry, cleaning).

All students will be prepared for the next stage in their transition.	No	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.	
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Goal 1	To optimise and accelerate the learning growth of all students in English.		
12 Month Target 1.1	By the end of 2019 all students will be located on a communication data wall that identifies communication stage		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Continue development and implementation of REAL in English		No
KIS 2 Building practice excellence	To become a communication accessible school and teach students communication skills for life		Yes
KIS 3 Evaluating impact on learning	Build teacher capacity to implement REAL through Professional Learning Communities		No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school has highlighted a need to focus on the improvement of students speaking and listening outcomes. Over the past four years ABLES assessments have shown a decrease in this area. The school is also very motivated to improve the communication accessibility of its students and staff. As a result of this motivation staff have undertaken Auslan training in 2018 and have shown great interest in becoming more proficient in AAC (Augmentative and Alternative Communication), KWS (key word sign) and PECs (picture exchange communication). The school is also very interested in how it can improve the students working pre foundation A and B by further implementing the Intensive Interaction approach.		
Goal 2	To develop the interpersonal, personal and social capabilities of the whole child.		

12 Month Target 2.1	92% of students demonstrate improvement against the life skills developmental checklist by building increased independence in personal care (dressing, undressing, grooming, showering, toileting, eating) and domestic tasks (kitchen/food preparation, laundry, cleaning).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Whole school implementation of Life Skills teaching to build independence in dressing, undressing, grooming, showering, toileting, kitchen/food, laundry and cleaning.	Yes
KIS 2 Intellectual engagement and self-awareness	Whole school focus on students Social Awareness and Management	No
KIS 3 Evaluating impact on learning	Build teacher capacity to implement REAL through Professional Learning Communities	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our 2018 school review identified the importance of developing the student's personal capabilities. With the employment of six occupational therapist, six speech therapists and two physiotherapist Yarrabah wish to place significant focus on development of independence and student acquisition of daily living and life skills. Opportunities for students to be taught and then practice core life skills each day has been identified as an area for improvement. Therapist will revise and improve the checklist and assessment strategies to develop whole of school data for each student.	

Define Actions, Outcomes and Activities

Goal 1	To optimise and accelerate the learning growth of all students in English.			
12 Month Target 1.1	By the end of 2019 all students will be located on a communication data wall that identifies communication stage			
KIS 1 Building practice excellence	To become a communication accessible school and teach students communication skills for life			
Actions	<ol style="list-style-type: none"> 1. Assess all students in reading, speaking and listening against the Victorian Curriculum (school assessment tasks) and communication (observable behaviour checklist, ROCC) 2. Establish data wall for each section showing student reading, speaking and listening and communication skills 3. Develop staff understanding of recommended communication systems and how to use them 			
Outcomes	<p>Students will all have a preferred mode of communication available to them during each session. Teachers will know each students preferred communication mode and their level of assessed ability. Leaders have developed informed knowledge of Augmentative and Alternative Communication (AAC) School community will know this is the priority over the next 4 years The environment will reflect a focus on communication accessibility</p>			
Success Indicators	<ol style="list-style-type: none"> 1. Assessment Schedule has been completed for each student and outcomes documented using Accelerus. 2. Data walls reflect assessments and are referenced in PLC meetings during the improvement cycle. Learning groups and strategies are developed to support progress 3. Leaders will have an understanding of how communication systems work. 4. Teachers will have an understanding of how communication systems are used, what systems their students have and make them available for use at all times 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Speech Therapists will develop the observable behaviour checklist, ROCC	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 1	
Teachers will assess students using the assessment schedule in reading using existing assessments	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Speech Therapist and Teachers will develop a data wall for students in reading and writing, speaking and listening and communication	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Speech Therapist will provide communication training for new staff, within PLCs and as a whole school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Each student will have a personal communication page added to their student profile	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Goal 2	To develop the interpersonal, personal and social capabilities of the whole child.			
12 Month Target 2.1	92% of students demonstrate improvement against the life skills developmental checklist by building increased independence in personal care (dressing, undressing, grooming, showering, toileting, eating) and domestic tasks (kitchen/food preparation, laundry, cleaning).			
KIS 1 Health and wellbeing	Whole school implementation of Life Skills teaching to build independence in dressing, undressing, grooming, showering, toileting, kitchen/food, laundry and cleaning.			
Actions	1. Purposeful Life skills activities will be embedded into the school wide daily timetable from 2019. 2. Expansion of life skills developmental checklist for tasks identified in KIS			

	3. Develop staff understandings of how to teach life skills
Outcomes	<p>Students will learn, practice and demonstrate life skills at contextualised times across the school day.</p> <p>Explicit teaching of life skills will be observed</p> <p>Teachers will have developed greater knowledge of how and when to teach life skills each day.</p> <p>The environment will reflect a focus on building independence in daily living skills.</p>
Success Indicators	<ol style="list-style-type: none"> 1. Staff and Leaders will be able to articulate a greater understanding of the task analysis for a range of life skills activities, including the prompting hierarchy. 2. Explicit teaching of life skills will be recorded in section planning 3. 92% of students in each section will have made progress on the developmental checklist