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# 2024 Annual Implementation Plan

## Yarra Me School

### Vision Statement

**“We are deeply passionate champions for positive and respectful relationships, inclusive learning environments and resilient people”**

### Mission

**“We provide valued and respected programs that collaboratively deliver personalised, evidence-based trauma and social and emotional learning practices that support life-long learning for families, schools and students”**

### Values

**“Compassion, Collaboration, Capacity”**

### Motto

**“Learn Together. Succeed as One”**



**YarraMe**

Learn together. Succeed as one.

## 2024 Year of Personalisation and meeting points of need

Focus #1: Personalisation- review and improve the use of data to inform student learning needs and evaluate impact.					
KIS	Term 1	Term 2	Term 3	Term 4	Desired Outcome
<p><b>KIS #1: To review the range of assessment and reporting methods to personalise, plan and monitor the learning and wellbeing progress of students.</b></p> <ul style="list-style-type: none"> <li>• Trial of new systems and processes for               <ul style="list-style-type: none"> <li>○ collecting, collating, and analysing data</li> <li>○ evaluate the effectiveness of the data</li> <li>○ using PLCs</li> </ul> </li> <li>• Research any further best-practice</li> <li>• Develop the thinking and context of teachers around data and using data to inform practice to meet the child’s needs</li> <li>• Teachers becoming clear about their expertise and how they make a profound difference</li> </ul>	<ul style="list-style-type: none"> <li>• 2024 is the Year of Personalisation and holding the child at the centre for planning and practice</li> <li>• Leadership team to identify what data is to be collected, when, why, and how</li> <li>• Reporting schedule given to teachers on what data is to be collected, when, why, and how</li> <li>• Teaching staff to come up with ways to celebrate student progress to make it visible for teachers and teams</li> </ul>	<ul style="list-style-type: none"> <li>• PLC on utilising the relevant data to hold the child in the centre in planning and practice with consistency and fidelity in practice</li> <li>• Celebrate student progress to make it visible for teachers and teams</li> </ul>	<ul style="list-style-type: none"> <li>• PLC on utilising the relevant data to hold the child in the centre in planning and practice with consistency and fidelity in practice</li> <li>• Celebrate student progress to make it visible for teachers and teams</li> </ul>	<ul style="list-style-type: none"> <li>• PLC to produce a report to allow the refinement of the data, systems and processes to personalise, plan and monitor the learning and wellbeing progress of students.</li> <li>• Celebrate student progress to make it visible for teachers and teams</li> </ul>	<ul style="list-style-type: none"> <li>• A report is produced that will allow the refinement of the data, systems and processes to personalise, plan and monitor the learning and wellbeing progress of students.</li> <li>• Teachers are starting to become clear about their expertise and how they make a profound difference</li> </ul>

## Focus #2: Pedagogy – develop and embed the Yarra Me School pedagogical framework.

KIS	Term 1	Term 2	Term 3	Term 4	Desired Outcome
<p><b>KIS #2.1: To strengthen the curriculum and teaching practice</b></p> <ul style="list-style-type: none"> <li>• Audit teacher pedagogical approaches and identify the strengths and areas of development against the drafted Yarra Me pedagogical approach.</li> <li>• Provide in-situ personalised coaching and development. Includes               <ul style="list-style-type: none"> <li>○ reflective practice</li> <li>○ using PLCs</li> <li>○ building confidence and competence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Leadership team to articulate the elements of the Yarra Me pedagogical framework to trial in 2024</li> <li>• Look at 2024 calendar days and plan ahead of what is happening on curriculum days so everyone knows</li> <li>• Reintroduce simplified PDP reviews to relate to 3:2 model and strengthening curriculum and teaching practice</li> <li>• Anna to observe and provide in-situ personalised coaching and development in consultation with team leaders</li> <li>• Day 2 Anna to run a PD on physical structure (90 min) as lead in to organising the classroom spaces</li> <li>• Organise the physical space in classrooms aligned with a trauma and autism lens</li> <li>• Anna to run 60-90 min workshops on developing students to work Independently</li> </ul>	<ul style="list-style-type: none"> <li>• PLC start on utilising the relevant data to hold the child in the centre in planning and practice with consistency and fidelity in practice</li> <li>• Anna to observe and provide in-situ personalised coaching and development in consultation with team leaders</li> </ul>	<ul style="list-style-type: none"> <li>• PLC on utilising the relevant data to hold the child in the centre in planning and practice with consistency and fidelity in practice</li> <li>• Teachers to visit inclusion schools to explore the practices around managing the range of students</li> <li>• Anna to observe and provide in-situ personalised coaching and development in consultation with team leaders</li> </ul>	<ul style="list-style-type: none"> <li>• PLC on utilising the relevant data to hold the child in the centre in planning and practice with consistency and fidelity in practice</li> <li>• PLC to produce a report recommendations for next steps to strengthen the curriculum and teaching practice</li> <li>• Anna to observe and provide in-situ personalised coaching and development in consultation with team leaders</li> </ul>	<ul style="list-style-type: none"> <li>• To have a report of recommendations for next steps to strengthen the curriculum and teaching practice</li> </ul>

<p><b>KIS #2.2: To fully embed, evaluate &amp; communicate the school's holistic pedagogical approach.</b></p> <p>Trial refined 3:2 model with Joey and Burra groups in Semester 1, 2024</p> <ul style="list-style-type: none"> <li>• Evaluate, review and make recommendations and refine for Semester 2,2024</li> <li>• Trial refined_3:2 model in Semester 2</li> <li>• Audit, report and review progress of the 3:2 model</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership team to identify what we are prepared to drop in day to day teaching practice to meet 3:2 model</li> <li>• What is essential in new 3:2 model</li> <li>• Put 3:2 timetable up visibly in staff room</li> <li>• Introduce and run 3:2 model</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to run 3:2 model</li> <li>• Evaluate, review and make recommendations and refine for Semester 2,2024</li> </ul>	<ul style="list-style-type: none"> <li>• Trial refined_3:2 model in Semester 2</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to trial refined 3:2 model in Semester 2</li> <li>• Audit, report and review progress of the 3:2 model</li> </ul>	<ul style="list-style-type: none"> <li>• To have a refined 3:2 model ready to run in 2025 across Joey and Burra groups</li> </ul>
<p><b>KIS #2.3: To strengthen the voice, capacity and leadership of staff to increase the sustainability of the outcomes achieved with students.</b></p> <ul style="list-style-type: none"> <li>• Create structures for reflective practice, professional modelling and in class coaching, including case conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Case conferencing and the time spent with staff will be scheduled to happen in a protected space</li> <li>• Case conferencing with teachers around using data to inform practice to meet the child's needs in a differentiated manner</li> <li>• Reflective circles for team with an internal facilitator</li> <li>• Audit the processes used in team meetings</li> <li>• Psychologist to develop her capacity to be more effective in running case conferencing by</li> </ul>	<ul style="list-style-type: none"> <li>• Case conferencing and the time spent with staff will be scheduled to happen in a protected space</li> <li>• Case conferencing with teachers around using data to inform practice to meet the child's needs in a differentiated manner</li> <li>• Reflective circles for team with an internal facilitator</li> <li>• Explore how to use team meetings more effectively across the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Case conferencing and the time spent with staff will be scheduled to happen in a protected space</li> <li>• Case conferencing with teachers around using data to inform practice to meet the child's needs in a differentiated manner</li> <li>• Reflective circles for team with an internal facilitator</li> <li>• Schedule a PL day to articulate and plan the change explicitly (facilitated by someone from outside YMS eg Anne Southall)</li> </ul>	<ul style="list-style-type: none"> <li>• Case conferencing and the time spent with staff will be scheduled to happen in a protected space</li> <li>• Case conferencing with teachers around using data to inform practice to meet the child's needs in a differentiated manner</li> <li>• Reflective circles for team with an internal facilitator</li> <li>• To identify the structures for reflective practice, professional modelling and in class coaching for 2025</li> </ul>	<ul style="list-style-type: none"> <li>• To have created effective structures for reflective practice, professional modelling and in class coaching, including case conferencing.</li> </ul>

	reflecting with team leaders				
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<b>Focus #3: Partnerships – Strengthen student voice, communication and transition practices with key stakeholders.</b>					
<b>KIS</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Desired Outcome</b>
<p><b>KIS #3.1: To create a Community Hub as an early intervention service to families and students</b></p> <ul style="list-style-type: none"> <li>Develop a mission and vision statement</li> <li>Name the Community Hub</li> <li>Begin dialogue with DET about creating space and buildings</li> <li>Consideration of additional staffing and the leadership and management structure</li> </ul>	<ul style="list-style-type: none"> <li>Formalise the steering committee and the referral team</li> <li>Set up mission statements and values</li> <li>Open the Yarra Me Multidisciplinary Student Centre on Feb 29<sup>th</sup></li> <li>Begin dialogue with DE about creating space and buildings</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine the processes and structures for the Yarra Me Multidisciplinary Student Centre</li> <li>Explore forging a partnership with ICYMHS</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine the processes and structures for the Yarra Me Multidisciplinary Student Centre</li> <li>Explore possibility of the YMMSC becoming a research project</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine the processes and structures for the Yarra Me Multidisciplinary Student Centre</li> <li>To assess and share the impact of the Yarra Me Multidisciplinary Student Centre as a model</li> </ul>	<ul style="list-style-type: none"> <li>To share the impact of the Yarra Me Multidisciplinary Student Centre as a model</li> </ul>
<p><b>KIS #3.2: Team Around the Learner (TAL) approach to be articulated and embedded across all programs in the YMS</b></p> <ul style="list-style-type: none"> <li>TAL to be implemented across all programs including Inclusion and Outreach</li> <li>Evaluate and refine TAL approach</li> <li>Include TAL training in induction process</li> </ul>	<ul style="list-style-type: none"> <li>PLC to present to staff on TAL</li> <li>Run PL for referring schools in week 3 Term 1</li> <li>Continue to work on including student voice in celebrating their achievements in the Yarra Me Program</li> <li>Professional learning person to explore workshop packages for schools to supporting</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and refine TAL approach</li> <li>Continue to work on including student voice in celebrating their achievements in the Yarra Me Program</li> <li>Professional Learning facilitator to explore and begin to construct workshop packages for schools to supporting and building school capacity</li> </ul>	<ul style="list-style-type: none"> <li>Run PL for referring schools in week 3 Term 3</li> <li>Continue to work on including student voice in celebrating their achievements in the Yarra Me Program</li> <li>Professional Learning facilitator to create and trial workshop packages for schools to supporting and building school capacity</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and refine TAL approach</li> <li>Continue to work on including student voice in celebrating their achievements in the Yarra Me Program</li> <li>Professional learning person to trial and refine workshop packages for schools to supporting and building school capacity</li> </ul>	<ul style="list-style-type: none"> <li>To have the Team Around the Learner (TAL) approach implemented across all programs so we can evaluate and refine it for 2025</li> </ul>

<ul style="list-style-type: none"> <li>• Include a question in our survey relating to TAL</li> <li>• Include student voice in celebrating their achievements in the Yarra Me Program.</li> </ul>	<ul style="list-style-type: none"> <li>• and building school capacity</li> <li>• Include TAL training in induction process</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>			
<p><b>KIS #3.3: To improve processes to obtain feedback from key stakeholders to inform improvement efforts, and increase the sustainability of the outcomes achieved with students</b></p> <ul style="list-style-type: none"> <li>• Investigate more sensitive and appropriate tools to measure literacy and numeracy improvement against Personal and Social Capabilities</li> <li>• Website to present clear information and criteria to market the YarraMe programs</li> <li>• Upskill Class Range 2-6 to monitor and update the school website and curriculum initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Review post YMS survey questions around TAL to determine the effectiveness</li> <li>• Perform structured interviews with school</li> <li>• Continue to update the website to reflect current practices</li> <li>• Gather parent feedback via TAL meetings to support improvement efforts</li> <li>• Give a higher level of responsibility to staff at top of range</li> </ul>	<ul style="list-style-type: none"> <li>• Review post YMS survey questions around TAL to determine the effectiveness</li> <li>• Perform structured interviews with school</li> <li>• Continue to update the website to reflect current practices</li> <li>• Gather parent feedback via TAL meetings to support improvement efforts</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Review post YMS survey questions around TAL to determine the effectiveness</li> <li>• Perform structured interviews with school</li> <li>• Continue to update the website to reflect current practices</li> <li>• Gather parent feedback via TAL meetings to support improvement efforts</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Review post YMS survey questions around TAL to determine the effectiveness</li> <li>• Perform structured interviews with school</li> <li>• Continue to update the website to reflect current practices</li> <li>• Gather parent feedback via TAL meetings to support improvement efforts</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To have identified the appropriate tools to inform improvement efforts and increase the sustainability of the outcomes achieved with students</li> </ul>

## Focus #4: Ensuring Staff well-being and context

KIS	Term 1	Term 2	Term 3	Term 4	Desired Outcome
<p><b>KIS #4: To create an environment where staff well-being is actively supported</b></p> <ul style="list-style-type: none"> <li>Staff well-being and context?</li> <li>Anxiety around change? Acknowledge individual anxiety about their capability?</li> <li>Developing people's coping strategies?</li> </ul>	<ul style="list-style-type: none"> <li>Articulate to the schools in NEMA the strengths of YMS model and the students best suited</li> <li>Provide explicit support to Staff through               <ul style="list-style-type: none"> <li>Reflective Circles twice per Term</li> <li>1:1 with leadership ea Semester or as required</li> </ul> </li> <li>Provide opportunities for distributed leadership through professional learning and encouraging teacher responsibilities commensurate with salary level</li> </ul>	<ul style="list-style-type: none"> <li>Articulate to the schools in NEMA the strengths of YMS model and the students best suited</li> <li>Provide explicit support to Staff through               <ul style="list-style-type: none"> <li>Reflective Circles twice per Term</li> <li>1:1 with leadership ea Semester or as required</li> </ul> </li> <li>Provide opportunities for distributed leadership through professional learning and encouraging teacher responsibilities commensurate with salary level</li> </ul>	<ul style="list-style-type: none"> <li>Articulate to the schools in NEMA the strengths of YMS model and the students best suited</li> <li>Provide explicit support to Staff through               <ul style="list-style-type: none"> <li>Reflective Circles twice per Term</li> <li>1:1 with leadership ea Semester or as required</li> </ul> </li> <li>Provide opportunities for distributed leadership through professional learning and encouraging teacher responsibilities commensurate with salary level</li> </ul>	<ul style="list-style-type: none"> <li>Articulate to the schools in NEMA the strengths of YMS model and the students best suited</li> <li>Provide explicit support to Staff through               <ul style="list-style-type: none"> <li>Reflective Circles twice per Term</li> <li>1:1 with leadership ea Semester or as required</li> </ul> </li> <li>Provide opportunities for distributed leadership through professional learning and encouraging teacher responsibilities commensurate with salary level</li> </ul>	<ul style="list-style-type: none"> <li>Referring schools' referrals align to Yarra Me School preferred student profile (ie more trauma)</li> <li>Staff wellbeing high and staff active in school decision-making</li> </ul>