2022 Annual Implementation Plan

for improving student outcomes

YarraMe School (3552)

YarraMe

Learn together. Succeed as one.

Annual Goals and KIS

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	For 2022 student and family positive connection remains to be our priority.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
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.	*Schools are not required to provide a rationale as this is in line with system priorities for 2022.*	
Goal 2	Strengthen the emotional and social wellbeing of each student.	
12 Month Target 2.1	• Pre and Post SSIS Screening used across all student cohorts • Teachers using 'Ready to Learn' online toolkit • Learner Profile audits continue. Include sensory profiles in updated version	

	• Run a PD for staff on the first day of the year on the YarraMe teacher framework • Standardise the structure for teacher presentations of a student's SEL journey • Hosting CoP on Social and Emotional Learning • Curriculum Coordinator pre and post SEL assessment growth data • Teachers to reflect on all students' SEL journeys and lessons to be learnt • Run a PD for staff on the first day of the year on the YarraMe teacher framework • Standardise the structure for teacher presentations of a student's SEL journey • Investigate a self-regulation teaching framework (ALERT) • Continuing and refining of moderation system of student goals	
12 Month Target 2.2	• Fidelity assessment of SWPBS multi-tiered interventions (tier 1-3) • Well-Being officer to deliver well-being and mental health course • Integrate the YarraMe teacher document with the staff induction booklet • Review and refine the SSG guidelines • Refine the YarraMe teacher rubric for the context of outreach • In-house Professional Learning Series: Learner Hubs, SEL certification commences	
12 Month Target 2.3	• PLC teams to implement use of the SSIS SEL, six-phase process of Tell, Show, Do, Practice, Monitor Progress, and Generalise to teach each of these social–emotional skills. • Dedicated fortnightly PLC Meetings to explicitly focus on personalisation to inform lessons and team planners • Consultant to introduce staff to peer observation as part of instructional model (T1/T2) • Teachers to use the PLP platform • Finalise the learning windows in curriculum team planning document • Refine outreach rubric to be a concrete observable developmental rubric based on first semester's trialing	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed the school's focus on functional behaviour assessment to inform planning and practice and personalisation of student learning.	Yes
KIS 2 Building practice excellence	Develop the capacity of YarraMe leaders to lead and model best practice.	Yes

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.	• Build teacher capacity and understanding to analyse and use various forms of information to develop consistency in 'Learner Profiles' to optimise personalisation of student learning • Develop teacher knowledge and capacity to plan for and implement evidence based interventions and programming. • Develop the capacity of YarraMe leaders to lead and model best practice • Develop individual teacher knowledge and capacity to work within an evidence-based RTI model that extends to working as effective teams utilising the PLC inquiry process, to improve student behaviour through collaborative planning and assessment practices, including moderation.
Goal 3	To empower students to be independent and engaged learners
12 Month Target 3.1	• Make a checklist in the parent pack which sets them up for having their child at YarraMe • Welcome Resource packs for families • Continue Parent / Family Support Hotline and support of parents • Continuing to promote the parent training: ADHD and ASD for parents • Psychologist to speak to teachers about issues that parents are talking to them about • Explore possible service to support parents around co-regulation
12 Month Target 3.2	• Continuation of the quality assurance audit process for the development of BSP • Continuing to promote the parent and aides webinar training: ADHD and ASD for parents / aides • Evaluate Rumble's Quest and its place in the approaches • OT to assess new intake and provide a sensory profile • Include co-regulation into the YarraMe teacher framework
12 Month Target 3.3	• Parent Newsletters focussing on strengthening parenting skills • Continue to review and update parent/carer resources on the school's website
12 Month Target 3.4	• Continuation of the quality assurance audit process for the development of BSP • Develop a co-regulation framework and training for aides • Use of partnership agreement with intake and outreach programs • Continue Post Intervention Tracking data • Delivery of professional learning to the education community i.e. Attachment & Trauma, Mental Health & Wellbeing, SEL Toolkit, ASD webinar and ADHD

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Provide support to early childhood educators in preschool settings.	No
KIS 2 Empowering students and building school pride	Empower families and caregivers to support their child.	Yes
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.	• Continue implementation of Resilience, Rights and Respectful Relationship (4Rs) within YarraMe School and extended to referring schools • Build parent/carer capacity and understanding to support their child at home • Refine multi-tiered support within the SWPBS framework. Review fidelity of SWPBS; promote positive behaviour strategies to the families • Development of resources aimed to strengthen the parenting skills of families	
Goal 4	To improve student learning outcomes	
12 Month Target 4.1	• Data collection on BOC rating scale in use across mainstream schools • Mainstream teachers to use BOC when visiting YarraMe • Explore what training topics we will film and develop scripts around SEL • Explore creating a webinar for how to use SEL to develop a plan • Explore Swivl robots	
12 Month Target 4.2	• Use of partnership agreement with intake and outreach programs • Continue Post Intervention Tracking data • Speech Pathologist to continue to align SSIS with a pragmatics program • Create training videos for aspects of the SEL framework for teachers post-intervention • Explore micro-credential link with Latrobe Uni for course for aides	
12 Month Target 4.3	• Pragmatics Language Profile developed for each student • Create training videos for aspects of the SEL framework for teachers post-intervention	

	• Run a Pilot program to create a Case Study with a school post-intervention • Build a business case to roll out YarraMe framework statewide	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Build referring schools' capacity to work with students post intervention.	Yes
KIS 2 Networks with schools, services and agencies	Extend the skills of YarraMe staff to work with principals and teachers to improve the school's ability to work with students and their families.	Yes
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.	• Maintenance and analysis of school pre and post intervention data to inform effectiveness of intervention and modification • Develop main school/teacher knowledge and capacity to work as effectively support students in the mainstream classroom • Build YarraMe School teacher capacity and understanding to assess, identify and develop supports for the student and family	