
Yarra Me Strategic Plan

2023 - 2026

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.

Strategic Plan 2023-2026 Yarra Me School

Goal: To improve student learning and achievement, wellbeing and engagement.

Focus Elements	2023	2024	2025	By 2026	Targets by 2026
Focus #1: Personalisation- review and improve the use of data to inform student learning needs and evaluate impact.					
<p>KIS #1: To review the range of assessment and reporting methods to personalise, plan and monitor the learning and wellbeing progress of students.</p> <ul style="list-style-type: none"> • What's its purpose? • Streamline the data used • Improve the effectiveness and efficiency of processes to collect, collate and analyse data. • Processes to centralise the storage of information to facilitate access and analysis. 	<p>Audit the data currently being collected</p> <ul style="list-style-type: none"> - What are we assessing? - What's its purpose? - How does it inform teacher and school practices and processes? - Does it overlap with other data collected? - Is it easy to collect, collate and be understood? - Is it meaningful and valuable? - Does it show progress of student learning and well-being? - Is it statistically significant? - Is it best-practice? - Does it tell the story of the children? - Does It capture student and parent voice? - Is it a combination of qualitative and quantitative? 	<p>Trial of new systems and processes for</p> <ul style="list-style-type: none"> - collecting, collating, and analysing data - evaluate the effectiveness of the data - using PLCs <p>Research any further best-practice</p> <p>Report produced to refine the data, systems and processes</p> <p>Teachers becoming clear about their expertise and how they make a profound difference</p>	<p>Enact updated systems and processes for</p> <ul style="list-style-type: none"> - collecting, collating, and analysing data - evaluate the effectiveness of the data - using PLCs <p>Process in place to improve systems and processes using recent best-practice</p> <p>Report produced to refine the data, systems and processes</p> <p>Teachers becoming clear about their expertise and how they make a profound difference</p>	<p>The data collected</p> <ul style="list-style-type: none"> • Is meaningful • Has value • Does not overlap • Tells the story of the children • Informs and allows for the improvement of teacher practice • Informs school practices and processes • Combination of qualitative and quantitative • Is easily collected, collated and understood • Reflects best practice • Addresses student learning and well-being progress • Captures student and parent voice • Can be used to communicate and educate parents and mainstream schools 	<p><u>Learning and achievement - Victorian Curriculum (VC) Personal and Emotional Capabilities</u></p> <p>By 2026, increase the average growth of students in each cohort in the VC Personal and Social Capabilities - measured using the <i>Social Skills Improvement System – Social and Emotional Learning</i> assessment - for each sub-strand:</p> <ul style="list-style-type: none"> • <i>Recognition and expression of emotions</i> from 57% (2022) to 62% • <i>Development of resilience</i> from 65% (2022) to 70% • <i>Relationships and diversity</i> from 64% (2022) to 69% • <i>Collaboration</i> from 47% (2022) to 52%. <p><u>Learning and achievement – reading and mathematics</u></p>

	<ul style="list-style-type: none"> - Can be used to communicate and educate parents and mainstream schools? - Accessible and usable by leadership / staff / etc? <p>Report is produced with recommendations of the range of assessment and reporting methods to be able to effectively personalise, plan and monitor the learning and wellbeing progress of students.</p>			<ul style="list-style-type: none"> • Validates the excellence of the Yarra Me programs • Centralised and accessible <p>Teachers are clear about their expertise and how they make a profound difference</p>	<p>By 2026, increase the average growth of students in each cohort in reading and mathematics - measured by Progressive Achievement Testing (PAT) or alternative testing tool and progression through the PAT banding - in:</p> <ul style="list-style-type: none"> • reading from 64% (2022) to 69% • mathematics from 64% (2022) to 69%. <p><u>Learning and achievement – pragmatic language</u></p> <p>By 2026, increase the average growth of students in each cohort in pragmatic language - measured by the Critical Evaluation of Language Fundamentals 5th Edition Pragmatic Profile by 1.5% each year.</p> <p><u>Wellbeing & engagement – stakeholder opinion</u></p> <p>By 2026, increase the:</p> <ul style="list-style-type: none"> • positive response rate in the DET Parent Opinion Survey for the factor <i>Parent participation and involvement</i> from 67% (2021) to 75%. • positive response rate in the DET School Staff Survey for the factor
Focus Elements	2023	2024	2025	By 2026	
Focus #2: Pedagogy – develop and embed the Yarra Me pedagogical approach					
<p>KIS #2.1: To strengthen the curriculum and teaching practice</p> <ul style="list-style-type: none"> • by explicit processes that build teacher-student relationships • by strengthening the application of the inquiry cycle to target the improvement of teaching practice 	<p>A Yarra Me pedagogical approach has been drafted. It addresses factors such as:</p> <ul style="list-style-type: none"> • Relationship / trust • Attunement • Child led • Strengths based • Personalised • Interest based • Building resilience • Co-regulation • Unconditional positive regard • Congruence • Child narrative formulation 	<p>Audit teacher pedagogical approaches and identify the strengths and areas of development against the drafted Yarra Me pedagogical approach.</p> <p>Provide in-situ personalised coaching and development. Includes</p> <ul style="list-style-type: none"> - reflective practice - using PLCs - building confidence and competence 	<p>Review and update Yarra Me pedagogical approach</p> <p>Audit teacher pedagogical approaches and identify the strengths and areas of development against the updated Yarra Me pedagogical approach.</p> <p>Provide in-situ personalised coaching and development. Includes</p> <ul style="list-style-type: none"> - reflective practice - using PLCs 	<p>A Yarra Me pedagogical approach has been articulated and embedded in all programs. It addresses factors such as:</p> <ul style="list-style-type: none"> • Relationship / trust • Attunement • Child led • Strengths based • Personalised • Interest based • Building resilience • Co-regulation • Unconditional positive regard • Congruence 	

	<ul style="list-style-type: none"> • Voice • Is explicit 	<p>Make recommendations for next steps by end of year</p>	<ul style="list-style-type: none"> - building confidence and competence 	<ul style="list-style-type: none"> • Child narrative formulation • Voice • Is explicit <p>Process is in place to inform and refine the Yarra Me pedagogical approach and coach and develop staff</p>	<p><i>Collective efficacy</i> from 58% (2022) to 70%.</p> <ul style="list-style-type: none"> • group median in the student <i>Rumble's Quest</i> survey for the domains of <i>Attachment to school</i> from 24% (2021) to 30% and <i>Supportive relationships</i> from 32% to 40%.
<p>KIS #2.2: To fully embed, evaluate and communicate the school's holistic pedagogical approach.</p> <ul style="list-style-type: none"> - Having a structured and staged process of moving to 3: 2 model - Becoming valued and respected - Supporting life-long learning for families, schools and students - Increasing numbers of appropriate referrals 	<p>Explore moving to 3:2 model beginning with Joey and Burra groups in Semester 2, 2023</p> <p>Extend the Outreach program and TAL framework.</p> <ul style="list-style-type: none"> • Continue to gather parent and mainstream teacher perspective about the 4:1 and 3:2 model • Evaluate and make recommendations for 2024 <p>Potential actions</p> <ul style="list-style-type: none"> • Audit the existing Yarra Me structures, systems and processes and how they support the effective delivery of the Yarra Me programs 	<p>Trial refined 3:2 model with Joey and Burra groups in Semester 1, 2024</p> <ul style="list-style-type: none"> • Evaluate, review and make recommendations and refine for Semester 2,2024 <p>Trial refined 3:2 model in Semester 2</p> <p>Audit, report and review progress of the 3:2 model</p>	<p>Yarra Me is running a 3:2 model across Joey and Burra groups</p> <p>A process is in place to evaluate and refine the 3: 2 model</p> <p>Build the profile of YMS.</p> <ul style="list-style-type: none"> - Begin managing the perception of the YMS programs by running workshops, presenting at Principal conferences, network meetings etc. 	<p>The Yarra Me 3:2 model is being articulated and embedded in all Intake cohorts, and the model is being reviewed and refined</p> <ul style="list-style-type: none"> - Seek feedback from all stakeholders - Report to all stakeholders <p>The community (incl. schools) appraise YMS programs positively according to clear criteria and thus referrals are appropriate and attract many referrals</p>	<p><u>Wellbeing & engagement - mainstream school feedback</u></p> <p>By 2026, increase the school-based Mainstream School Longitudinal Survey four-year average response rate for the intake program at 12 months post-intervention for the factors:</p> <ul style="list-style-type: none"> • Has the student been suspended since attending Yarra Me? – No response from 71% (2019-2022) to 75% (2023-2026) • Has the student behaviour plan been updated? – Yes response from 83% (2019-2022) to 90% • How would you best describe the student's progress? – Working beyond or at expected level for age group responses from 46%

	<ul style="list-style-type: none"> • Audit the existing Yarra Me communication approaches • Survey the community (parents, schools, teachers, DET) about their perception of what Yarra Me does • Clearly defining the purpose and structure of the Yarra Me programs so it can be communicated clearly • Articulate the distinction between the two Outreach programs (Intake and Inclusion) • Re-brand and reinforce that Yarra Me is a short-term intervention program not a primary school model • The work with families to be strengthened through the TAL 				<p>(2019-2022) to 55% (2022-2026)</p> <ul style="list-style-type: none"> • Have there been any difficulties integrating the student back into school? – No response from 62% (2021) to 70% (2022-2026).
<p>KIS #2.3: To strengthen the voice, capacity and leadership of staff to increase the sustainability of the outcomes achieved with students.</p> <ul style="list-style-type: none"> - School capacity building 	<p>For staff to increase their analytical and deep-thinking skills through case conferencing and professional learning.</p>	<p>Create structures for reflective practice, professional modelling and in class coaching, including case conferencing.</p>	<p>Review structures for reflective practice, professional modelling and in class coaching, including case conferencing.</p> <p>Evaluate and refine the structure for staff</p>	<ul style="list-style-type: none"> • All staff will have a consistent understanding of emotional intelligence in the application to their work within the programs. <p>Procedures for case conferencing is</p>	

			professional learning opportunities Consolidate the case conferencing practice.	formulated and documented	
Focus Elements	2023	2024	2025	By 2026	
Focus #3: Partnerships – Strengthen voice, communication and transition practices with key stakeholders					
KIS #3.1: To create a Community Hub as an early intervention service to families and students	<ul style="list-style-type: none"> Begin discussions with DET and YarraMe School Council about a Community Hub Explore and develop a network of partnerships that share a focus on outcomes for students and families Establish a working committee Investigate and apply for philanthropic donations 	<ul style="list-style-type: none"> Develop a mission and vision statement Name the Community Hub Begin dialogue with DET about creating space and buildings Consideration of additional staffing and the leadership and management structure 	<ul style="list-style-type: none"> Official opening of the Community Hub Increase delivery of services Monitor and evaluate 	<ul style="list-style-type: none"> Full implementation of the Community Hub Monitor and evaluate 	
KIS #3.2: Team Around the Learner (TAL) approach to be articulated and embedded across all programs in the YMS	<ul style="list-style-type: none"> Semester 1: Staff to complete DE learning modules around TAL Semester 1: establish the TAL processes and Lead Facilitators Trial TAL process with 2 families across intake and 1 family in Inclusion Outreach program 	<ul style="list-style-type: none"> TAL to be implemented across all programs including Inclusion and Outreach Evaluate and refine TAL approach Include TAL training in induction process Include a question in our survey relating to TAL 	<ul style="list-style-type: none"> Evaluate and refine TAL approach Continue TAL training with new staff Include a question in our survey relating to TAL Review survey results and refine TAL approach Include student voice in celebrating their 	<p>A Yarra Me Team Around the Learner approach has been articulated and embedded across all programs. It addresses factors such as:</p> <ul style="list-style-type: none"> Strengthening the relationships of the families, teachers, schools to the child Supporting the child to continue to 	

	<ul style="list-style-type: none"> • Semester 2 implement TAL across the 2 intake programs • Include student voice in celebrating their achievements in the Yarra Me Program. 	<ul style="list-style-type: none"> • Include student voice in celebrating their achievements in the Yarra Me Program. 	<p>achievements in the Yarra Me Program.</p>	<p>progress in mainstream schools</p> <ul style="list-style-type: none"> • TAL is an opportunity for constant feedback • Shared knowledge and responsibility of key stakeholders so that there is a common shared approach. 	
<p>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</p>	<p>Continue to collect pre and post literacy/numeracy data and see correlation with Personal and Social Capability (PSC)</p> <ul style="list-style-type: none"> • Investigate a new platform for the website that is user friendly • Include testimonials on website • Investigate and establish protocols to increase the response rate from key stakeholders • Update the criteria for intake referrals • Aim to make Inclusion and Outreach programs valued through financial commitment • Build staff capacity in Class Range 2-6 to extend their areas of responsibility . 	<ul style="list-style-type: none"> • Investigate more sensitive and appropriate tools to measure literacy and numeracy improvement against PSC • Website to present clear information and criteria to market the YarraMe programs • Upskill Class Range 2-6 to monitor and update the school website and curriculum initiatives. 	<ul style="list-style-type: none"> • Marketing and building the perception of Yarra Me within the community • Establish a process for teachers at Class 2.6 level to manage the website and curriculum initiatives. 	<p>Post data is systematically gathered, organised and stored</p> <p>Yarra Me School is receiving appropriate referrals that fit the criteria of our programs</p> <p>Website and curriculum initiatives are established, maintained and expanded.</p>	

