Black Mountain School

Network: North Canberra/ Gungahlin

Impact Report 2020

The purpose of this document

This document flows directly from our Annual Action Plan for 2020 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

Reporting against our priorities

Priority 1: Positive Behaviour for Learning (PBL) and School Engagement Team (SET) are embedded across the school

Targets or measures

By the end of 2021 we will achieve:

- Maintenance of the school satisfaction survey results of above 90% staff and families agree students' behaviour at this school is well managed
- 10% increase in whole school aggregated performance scores in assessments of behaviour and wellbeing
- Completion of an appropriate active sensory space

In 2020 we implemented this priority through the following strategies.

- Expand PBL trained Action Team including 2 executive staff leaders

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Parent Satisfaction Surveys

Targets or Measures	2017	2018	2019	2020	2021
Student behaviour is well managed at this school.	92.9	88.9	83.6	94	-
Teachers at this school treat students fairly.	93.3	94.7	90.9	85	-

Analysis ⯈ **Priorities** ⯈ **Strategies** ⯈ **Actions** ⯈ **Impact** (for student)

Targets or Measures	2017	2018	2019	2020	2021
Student behaviour is well managed at this school.	92.3	81.0	92.9	93	-
Teachers at this school treat students fairly.	96.2	95.3	100	98	-

What this evidence tells us

- Data from School Satisfaction Survey show that the school has achieved above 90% of staff and families agree that 'student behaviour is well managed' with 94% of parents and 93% of staff agreeing with this statement.
- School satisfaction survey measure of 'teachers at this school treat students fairly' has dropped slightly from parents (85% down from 90% in 2019) and remains similar for teachers with 98%.
- Sentral Data collection has been embedded across the school with excellent reporting of negative incidents
- RiskMan data collection embedded across the Executive Team to support reporting and analysis of Occupational Violence risk
- Embedded the Student Engagement Team (SET) across the school
- Development of school-wide SET framework and approach to support positive growth of students

Our achievements for this priority

- Embedded PBL and SET teams across the school through continued fortnightly meetings
- Regular data sets are provided to Executive and Classroom staff for analysis of incident data across the school
- Significant infrastructure improvements in room 30, 13, 14, 50, 51, the Gym and the horticulture centre
- Development of Whole-school scripts and learning focuses for PBL (Safe, Respectful Learner)
- Display of school-wide PBL posters and visual supports further developing signage throughout the school
- Increased the number of school-based Team Teach Trainers by 3 throughout 2020.
- Embedded teaching of Golden Toolbox across learning teams
- School-wide Functional Behaviour Analysis training developed and delivered to all staff further supporting staff understanding of complex behaviour needs
- Development of Tier 3 Positive Behaviour Support Process outlining how our most complex students are supported
- Improved PBL school-wide message with regular focus and agenda item in team meetings
- Regular contact with external PBL coaches to support continued implementation of school-wide PBL framework

Challenges we will address in our next Action Plan

- Embedding school-wide positive data collection system
- Development of PBL learning program and lesson plans for each learning team across the school

- School-wide Case Conceptualisation Training for all staff to support positive growth of our students
- Development of school-wide PBL recognition system, on display at school reception
- Development of parent training modules that support positive growth in our students through Communication, AAC, Sensory Regulation, Visual Supports and Social Skills to further develop the skills of our community
- Improving PBL signage throughout the school with display of posters and visual supports in external school areas (Cafe, Gym, Playground Space, Pool, Horticulture Centre)
- Improved communication of PBL and supporting positive growth to our parent community with regular correspondence in school newsletter, development of parent survey and delivering posters and visual supports home
- Regular Team Teach training provided to all staff and revisited regularly throughout the school year

Priority 2: Implement and embed a Framework for Teaching and Learning at Black Mountain that aligns with professional feedback model

Targets or measures - Teaching and Learning Framework

By the end of 2021 we will achieve:

- 100% of students ILP and program goals will align with the Framework for Teaching and Learning
- 100% of student ILP goals will have clear assessment evidence
- 100% of specified students will have ABLES/PAT assessments collected twice a year

In 2020 we implemented this priority through the following strategies.

- Develop Inquiry Group of staff lead by executive staff members to drive writing in terms of pedagogy, curriculum and assessment at BMS

- Develop Inquiry Group of staff lead by executive staff members to drive communication in terms of pedagogy, curriculum and assessment at BMS

Perception Data

Targets or Measures	2017	2018	2019	2020	2021
My child is making good progress at this school	86.7	83.8	87.3	83	-
My child's learning needs are being met at this school	86.7	83.8	87.3	85.1	-

Students with identified (PFAP) employment pathways that achieve traineeship, apprenticeship or employment

Targets or Measures	2017	2018	2019	2020	2021
Number of graduating students with PFAP employment Pathways	N/A	13	8	7	

Analysis ⮕ Priorities ⮕ Strategies ⮕ Actions ⮕ Impact (for student)

Number of apprenticeships	N/A	0	0	0	
Number of Traineeships	N/A	1	1	1	
Number of employed	N/A	3	1	1	
Percentage of total achieving pathway	N/A	31%	15%	15%	

ILP and learning Data

Targets or Measures	2017	2018	2019	2020	2021
ILP goals will have clear assessment evidence	-	-	-	100	
% of student population with ABLES /PAT assessments collected	-	83	5	100	
% of student population with ROCC assessments collected	-	0	100	100	

What this evidence tells us

- Similar level of satisfaction in parent perceptions regarding student learning and progress
- Further work is being done regarding curriculum development and assessment with students reengaging in whole school assessment through Progressive Achievement Testing [PAT] and ABLES assessment
- School Data Plan is being developed to provide an evidence base for future focussed teaching and learning
- The school prioritise Roadmap of Communicative Competencies (ROCC) Assessment in 2020 as opposed to ABLES based on feedback from staff and executive.

Our achievements for this priority

- Established draft Teaching & Learning Framework to be led across the school in 2021 that clarifies the requirements of teaching and learning practices at BMS
- Academic reporting on Sentral in line with all ACT schools successfully implemented
- Assessment practices reestablished/established in using ABLES / PAT in the areas of Reading, Maths. School wide assessment options in the area of social-emotional learning under investigation
- Articulates the school priority areas of Positive Behaviour for Learning, Communication, Instructional leadership through coaching, teaching, learning, curriculum, pedagogy and reporting
- Established draft Data plan for feedback from Directorate and staff

Analysis ◻ Priorities ◻ Strategies ◻ Actions ◻ Impact (for student)

Challenges we will address in our next Action Plan

- Develop evidence-based Data Plan with Directorate support to outline multiple sources of growth data
- continue to develop and implement teaching and learning framework utilising a multi-tiered system of support as the foundation
- continue to develop and implement a coaching and feedback model that supports the professional growth of teachers

Targets or measures: Professional Feedback Model

By the end of 2020 we will achieve:

- 100% of teaching staff in their second year at BMS have completed the BMS induction modules
- 100% of CBI programs document progression of student learning linked with curriculum.

In 2019 we implemented this priority through the following strategies.

- Leadership Team to develop, implement evaluate whole school professional learning focus for 2020

- ETPP to lead observations and feedback schedule targeting best practice pedagogy for communication, writing or PBL

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

New staff engaged in Induction Programme

Targets or Measures	2017	2018	2019	2020	2021
Percentage of new staff engaged with induction programme	N/A	100	100	100	▪

Perception Data – Staff satisfaction Survey

Targets or Measures	2017	2018	2019	2020	2021
Staff are well supported at this school	84.6	74.4	67.9	80.3	-
Staff get quality feedback on their performance	84.6	74.4	65.2	54	-

What this evidence tells us

- Decline over past two years in staff perceptions of feedback and support
- This data correlates with school-based surveys and there is a significant need to develop clear and consistent feedback mechanisms
- This has been actioned in term 4 (post satisfaction survey) through the coaching model and other specific action. Initial indications are that this has improved significantly

Analysis 🡆 Priorities 🡆 Strategies 🡆 Actions 🡆 Impact (for student)

Our achievements for this priority

- Purpose of observations selected: improving teaching practice through a purposeful feedback and coaching model
- Drafting a document that describes quality practice eg a pedagogical framework for reference for coaching
- Team developed a draft observation template
- A draft schedule for supporting the introduction for observations for 2021 including: Learning walks, Opportunities of Practice (OOP), Executive support in classes eg data collection, small group work, join morning meetings - to help exec presence in classes be more common and consistent across teams
- A google survey created to get baseline on teacher catchups/coaching with their executive teacher
- A google survey developed for executive team to provide baseline on executive catchups/coaching with teachers
- Teachers in Link learning team selected a focus and had a lesson filmed. In mixed teams observers provided feedback on the focus of the lesson - 3 positives 1 opportunity
- The team researched a spiral of inquiry as an approach to link observations, feedback, and coaching as a consistent method across learning teams
- Team began a draft of what to include in a school-based induction package

Challenges we will address in our next Action Plan

- Introducing an observation schedule for the year that includes all staff
- Delivering a framework for observations and coaching that supports executive and teacher coaching model that is consistent across teams and individuals
- Development of a pedagogical framework that outlines universal strategies
- Developing an Induction package
- Increased regularity of feedback collection regarding staff support and feedback

Priority area 3: Improve student outcomes in communication and writing across the school

Targets or measures

By the end of 2021 we will achieve:

Perception Data

Targets or Measures	2017	2018	2019	2020	2021
My child is making good progress at this school	86.7	83.8	87.3	83	-
My child's learning needs are being met at this school	86.7	83.8	87.3	85.1	-

Analysis Priorities Strategies Actions Impact (for student)

ILP and learning Data

Targets or Measures	2017	2018	2019	2020	2021
% of student population with ROCC assessments collected	-	0	100	100	

What this evidence tells us

- staff are committed to progressing student learning through the targeted domains of the ROCC assessment
- parents maintain a continued high level of confidence in the work the school is taking to positively improve student learning achievement and engagement outcomes in communication and writing

Our achievements for this priority

- Communication:
  - 100% of students assessed in ROCC;
  - continuing students have 2019 & 2020 data sets;
  - shared understanding of ROCC and communication;
  - Professional Learning;
  - embed ROCC data into ILP goals
  - greater use of AAC throughout the school / Execs have PODDs
- Writing:
  - used spiral of inquiry to navigate process for embedding writing
  - developed and shared resources for teaching writing
  - increased student and teacher engagement in writing
  - writing focus embedded in class programmes
  - writing is seen and celebrated across the school
  - commenced development of whole school writing programme

Challenges we will address in our next Action Plan

- Communication:
  - more AAC in environment - ensure all staff have access to an AAC system & its in all environs/across all settings
- Writing:

Analysis ☐ Priorities ☐ Strategies ☐ Actions ☐ Impact (for student)

- how writing is assessed for the individual
- continuity and progression
- access to resources / communicating availability
- time to sort through resources before online lesson
- representatives from all learning teams