

Black Mountain School

Annual Action Plan Report 2017

Context

Commendations and recommendations made by the independent review panel in 2016 have informed our planning and our priorities. These are aligned to national and system goals and priorities. 2017 was the first year of our planning cycle.

BMS is a secondary specialist school located in O'Connor. The school specifically caters for year 7 to year 12 students with learning needs, requiring a special education program and facilities. Throughout a student's placement at BMS the focus remains steadfastly on successful transition to post-school life.

As a secondary school which graduates students directly into their post-school life, BMS is focussed on 'capacity-building for independence, maximum participation, and quality of life'. The general capabilities of the Australian Curriculum provide the standards for this personalised academic and social learning which is both challenging and enriching. Educational priorities are established which assist students to live and work successfully in the twenty-first century. It is essential for young people with a disability to have a strong sense of identity and wellbeing, to feel connected with and contribute to their world, and be confident and involved learners and effective communicators.

In 2017 there was a significant change within the leadership team and some loss of corporate knowledge. For the majority of the year the team consisted of an acting principal returned to the school, three executive staff new to the school, two acting executive and one continuing substantive executive. Despite these changes the team remained focused on the vision of the school and achieving the

Methodology

Throughout 2017 the executive staff in collaboration with the wider school community have evaluated the progress of the 2017 AAP. Multiple methods were utilised to collect, collate, and act upon key stakeholders views on the school priorities. These included: weekly leadership team discussions; regular consultation with staff; direct consultation with key parents and carers and community stakeholders; formal ED survey data (School Satisfaction Survey, wellbeing); and school-generated data. This report provides a summation of progress and performance against the 2017 Annual Action Plan.

Evaluation of Performance (up to two pages for each priority)

Evaluate the effectiveness of each priority and strategy as evidenced by progress against each target and supporting key performance indicators. This approach will allow for the evaluation of practices and overall performance. Clear direction for future action should be a direct result of this reflective process.

Complete the below for each priority within your Annual Action Plan.

Priority

Black Mountain School will develop and implement a whole school assessment data plan.

Targets

- **100% of student ILP goals will have clear assessment evidence**
- **100% of student ILP goals will use instructional teaching criteria to measure learning and achievement**
- **100% of teachers will use a planning, assessment and reporting cycle to inform class programs**
- **100% of specified students will have ABLES assessments collected twice a year**

The 2017 AAP addresses the need for rigorous assessment to support student learning. In 2017 we focused on continuing to build on the strength the school demonstrates in ILP assessment and to review our assessment strategies that support the delivery of the Australian Curriculum and AusVELS. These goals are in line with feedback from the 2016 School Review. Key Improvement Strategies and Key Performance Indicators are listed below.

Key Improvement Strategies	Key Performance Indicators
Investigate an array of evidence-based assessment tools or methods to track the progress of each student and demonstrate student learning and achievement.	<p>All staff use systematic instruction to deliver tasks designed to achieve learning outcomes</p> <p>Staff are assessing student ILP goals using direct observation of student performance</p> <p>Audit completed of current assessment strategies within each cohort</p> <p>Researched and documented assessment tools, strategies with links to ILPs and class programs</p> <p>School baseline data collated from ABLES assessments and ILP goals</p>

Progress

All staff use systematic instruction to deliver tasks designed to achieve learning outcomes

A large focus for 2016 was on improving the teachers' pedagogical capacity to meet the needs of all students at BMS. This included: supporting improvement in their planning, assessment, and reporting against ILP goals; aligning the BMS curriculum with the Australian Curriculum; and further developing the Compass curriculum (for those students with mild intellectual impairment). Professional Practice seminars focused on pedagogy and curriculum for both ILP goals and program goals. A key pedagogical tool is systematic instruction, an analysis of ILP goals and reports indicate

that there is varying levels of expertise in using systematic instruction to deliver critical learning. In response to this, a tiered induction program will be delivered in 2018 and coaching by executive staff will support the continual development of expertise in the area of systematic instruction.

Staff are assessing student ILP goals using direct observation of student performance

In 2017 the assessment of ILP goals continues to be a strength of the schools. An analysis of reports indicates that all teachers use direct observation to inform assessment and reporting. Supporting data collection documentation indicates that further improvement can be made in the consistent application of the conditions under which assessment and teaching takes place, this will be a focus of induction in 2018.

Audit completed of current assessment strategies within each cohort.

Researched and documented assessment tools, strategies with links to ILPs and class programs

Compass was the focus for our audit of assessment strategies in 2017. One of the primary goals for the students enrolled in the Compass programme is to develop their capacity for independence in literacy and numeracy. During 2017, an audit of current assessment procedures was undertaken to ascertain what assessment tools were in use across Compass classes and to explore specific assessment procedures and tools to suit the individual needs of students in Compass programme.

Previously, the Compass programme had a range of assessment procedures utilised by individual teachers, across the cohort, for example; Jolly Phonics, the South Australian Spelling Test, PM Readers and SENA. Teachers were also using the pre-assessment tools of online programmes such as Studyladder and Mathletics to establish targeted student learning goals for literacy and numeracy.

Post audit results indicated a need for the cohort to consolidate literacy and numeracy assessment procedures, in line with current best practise research, to ensure teachers had the ability to identify gaps in student learning and thus drive Individual Learning Plan goals through more accurate data collection.

School baseline data collated from ABLES assessments and ILP goals

The school was unable to complete assessment in ABLES in 2017; the education directorate had trouble securing the license to use ABLES early in the year. The license was secured given a high turnover of staff in the first part of the year BMS chose to reestablish ABLES assessment in 2018.

Provide details of your progress towards this priority. You may adapt the template to meet your reporting needs. For example, you may provide a general statement of progress against the priority that is supported by a series of reports against Key Improvement Strategies including progress against each target and key performance indicator.

Priority

Black Mountain School will develop and implement a whole of school curriculum plan aligned to the Australian Curriculum and AusVELS

Targets

- **100% of students will have class program goals focussing on explicit learning outcomes**

- **100% of teachers will use a planning, assessment and reporting cycle to inform class programs in English/Communication**
- **Teaching staff will plan English/communication lessons using Australian Curriculum outcomes and/or BMS capacities**
- **All specified students will demonstrate an improvement in English/Communication goals**
- **National School Improvement Tool (NSIT) domain-systematic curriculum delivery evidenced in school programs at a high-outstanding level**
- **A whole school scope and sequence for English/communication**

Key Improvement Strategies	Key Performance Indicators
<p>Strengthen staff capacity to deliver high quality class programs that support the needs of individual students.</p> <p>Increase staff capacity to use data and feedback to support high quality teaching and learning.</p> <p>Build teacher’s knowledge of the Australian Curriculum.</p> <p>Review all BMS offered classes e.g. horticulture and create documentation clarifying the relevant domain Australian Curriculum</p>	<p>The school demonstrates a school priority in making the curriculum relevant and adopts a strengths-based approach to recognising, valuing and building on students’ existing knowledge and skills.</p> <p>Teaching staff can demonstrate links to the Australian Curriculum or AusVELS within their ILP goals and planning documents.</p>

Progress

The school demonstrates a school priority in making the curriculum relevant and adopts a strengths-based approach to recognising, valuing and building on students’ existing knowledge and skills.

The school has achieved this indicator by keeping the Personal Future Action Plan (PFAP) at the centre of learning for the individual. Through utilising the PFAP as a guiding document, staff are able to use a strength based approach to building the capacity of our students. The goals identified in the PFAP ensure the curriculum delivered is appropriate and relevant and builds on existing knowledge and skills.

Teaching staff can demonstrate links to the Australian Curriculum or AusVELS within their ILP goals and planning documents.

Teacher meetings focused on the development of knowledge of the Australian Curriculum, AusVELS and how to make meaningful links to the BMS functional curriculum. 100% of reports demonstrate that teachers are able to make meaningful links between the PFAP document, ILPs, Program goals and the Australian and AusVELS curriculums. Feedback on the new reporting format was mixed from families and highlighted the need to continue to communicate how we are utilising different curriculums to best meet the needs of all students.

The greatest shift in curriculum delivery occurred in our Compass program. In 2017 Compass also focused primarily on class programme development, specifically linked to individual student goals through the Australian curriculum. Programmes were developed for English, Mathematics, History and Visual Art and targeted whole class and individual student goals.

In 2018, we aim to further develop literacy and numeracy assessment procedures across the Compass cohort with the introduction of the Multilit and Maclit literacy programmes, as well as

further embed SENA assessment into class programmes. Additionally, we aim to build closer relationships with our feeder Primary schools to ensure our assessment procedures are in line with current practise and are best suited to support student literacy and numeracy growth. 2018 will also see the introduction of the cohorts first 'college preparation class'. This class will specifically target students who demonstrate abilities to progress to College in year 11 and offers a programme driven by the Australian curriculum across key learning areas.

Priority

Improve staff capacity and build an expert teaching team through an identified and formal coaching program.

Targets

- **100% of teaching staff involved in a 360 degree process of feedback with peers and team leaders**
- **100% of teaching staff will have a formal development plan to improve their teaching practice**
- **A coaching model will be embedded in school practices and procedures that includes formalised coaching contracts, peer coaching, lesson observations, goal setting and 360 feedback.**
- **Professional Learning Communities will be an embedded school-wide framework**

Overwhelming international research highlights that the quality of teachers is vital to improving student performance and that coaching and Professional Learning Communities (PLC) are highly effective means for this. A PLC is built on collaboratively developed and widely shared missions, visions, values, and goals; collaborative teams working to achieve common goals, and a focus on results as evidenced by a commitment to continuous improvement. The BMS PLC captures the shared capacity of staff and allow students to thrive under a proactive curricula designed to meet their academic goals and wellbeing. In 2017 BMS had an additional focus of re-establishing coaching to build capacity. The key improvement strategies and key performance indicators in 2017 are listed below.

Key Improvement Strategies	Key Performance Indicators
<p>Develop a whole school plan to deliver a formal coaching program that includes: goal setting, teacher feedback, lesson observations and coaching contracts.</p> <p>Evaluation of Educator Impact using individual teacher's development plans.</p>	<p>All teachers and leaders strategically evaluate their own practice and develop goals to improve their own practice.</p> <p>School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.</p> <p>Evaluation of Educator impact indicates that staff have shown an improvement in their identified areas of improvement by the end of the year.</p>

Progress

All teachers and leaders strategically evaluate their own practice and develop goals to improve their own practice.

In 2017 the executive team undertook training in the new Professional Development Plan (PDP) Framework. Utilising this framework all teachers and leaders developed their PDP goals and reviewed their progress towards them.

School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.

In 2017 executive teachers worked with teachers in their teams to improve their teaching practices. The process for this varied depending on individual goals, strengths and areas for improvement. In 2018 we will develop a more structured approach to coaching and observations to ensure all staff are benefiting from the learning that takes place through coaching and observations.

Evaluation of Educator Impact (EI) indicates that staff have shown an improvement in their identified areas of improvement by the end of the year.

The executive team delivered a presentation on Educator Impact and the benefits of receiving 360 feedback as a tool to improve teaching practice. The EI feedback tool is aligned with AITSL teaching standards and AITSL leadership standards. All teaching staff completed the 360 feedback with varying levels of engagement. The executive team completed the 360 feedback using the leadership standards. This was reviewed as a group and individuals received goals from EI based on their individual areas of development.

In 2017 the Education Directorate also introduced a new tool to evaluate and plan improvement for staff: Professional Development Plans. Black Mountain School was a pilot school and after receiving training from Employee Relations, implemented the new plans with staff.

Due to this, the outcome was that staff expressed a feeling of “doubling up” by participating in both Educator Impact as well as the new PDP process.

Although it was difficult to assess improvement using EI, staff demonstrated an improvement in their identified goals within their PDPs.

A goal for 2018 will be to identify how to utilise EI to complement PDPs and the BMS coaching model.