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

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| --- | --- | --- | --- | --- | --- |
| **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 | - |

#### Teacher Satisfaction Surveys

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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

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| * 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

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| * 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

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| * 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

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

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| --- | --- | --- | --- | --- | --- |
| **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

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| * 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

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| * 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 |

### Challenges we will address in our next Action Plan

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| --- |
| * 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

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| * 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 |

## Our achievements for this priority

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| * 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

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| --- |
| * 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 | - |

*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

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| --- |
| * 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

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| --- |
| * 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

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