School Strategic Plan for Black Mountain School

North/Gungahlin network 2013-2016

Endorsement by School Principal	Name: Frank Fogliati Signed........................ Date......10.3.2015
Endorsement by School Board Chair	Name: Gavin Richardson Signed........................ Date....13.3.2015
Endorsement by School Network Leader	Name: Judy Hamilton Signed........................ Date....20.3.2015

School Context

Black Mountain School (BMS) is a specialist secondary school (Years 7 – 12) providing a functional curriculum to support students with mild to severe intellectual disability (MSID). It delivers a quality, individualised education providing social, life and work skills that facilitate students' participation in a full and satisfying post-school life. The school's curriculum is underpinned by the goals of capacity-building for independence, maximum participation and quality of life. The school has as a key focus on successful transition to post-school life for all students. The school achieves its mission through: effective and efficient communication between all stake holders, support and collegiality throughout the school, continual benchmarking of quality learning and teaching, and continuous improvement as a shared focus across the school and in all classrooms. In light of the individualised nature of the student learning plans, based on the diversity of student needs, the strategic focus of BMS is upon successful transitions and effective professional practice to ensure improvement in learning outcomes for all students.

Strategic Priority 1:   Supporting successful transitions for all students.

Performance Measure

- Proportion of parents/carers, BMS teachers and Principals from feeder schools satisfied with the transition processes for new students into BMS
- Proportion of BMS teachers who are well prepared for the transition of their students year to year at BMS
- Proportion of BMS staff satisfied with the systems in place to support recording and sharing of student information
- Proportion of BMS teachers and the post-school community (including parents) satisfied with the post-school transition processes
- Proportion of students achieving their Augmentative and Alternative Communication (AAC)-focused Individual Learning Plan (ILP) goals

Key Improvement Strategies

- Implement agreed and consistent systematic transition processes for recording and sharing student information from feeder schools to BMS
- Implement consistent systematic practices for recording and sharing student information from year to year at BMS
- Strengthen transition supports to increase post-school engagement
- Establish systematic practices throughout BMS that enhance identified students' use of AAC

Domains covered by this priority

Learning and Teaching; Leading and Managing; Student Environment; and Community Involvement

Strategic Priority 2: Improve capacity of all staff by establishing a professional learning community.

Performance Measure

- Proportion of staff who believe there is effective communication amongst all staff
- Proportion of staff who feel they are an appreciated member of a collaborative team
- Proportion of staff who feel they are a valued member of a collaborative team
- Proportion of teachers engaged in coaching processes
- Proportion of staff who believe they receive constructive feedback about their work
- Proportion of selected teachers engaged in formalised self-reflection
- Proportion of identified students supported by a positive behaviour support plan
- Proportion of students engaged in a pastoral care program
- Percentage of students achieving all short term goals as outlined in ILPs
- Proportion of teachers who feel confident to implement best practice pedagogical strategies

Key Improvement Strategies

- Strengthen school systems and processes to build opportunities for collaborative practices
- Build practices that ensure a commitment to effective, continuous, and constructive feedback to be given to all staff
- Implement whole school approaches to student wellbeing and positive school cultures
- Build a curriculum that meets the full range of needs for students with intellectual impairment

Domains covered by this priority

Learning and Teaching; Leading and Managing; Student Environment; and Community Involvement

ACT Education and Training Directorate