

# Black Mountain School

Network: North Canberra/ Gungahlin

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## Impact Report 2018

### The purpose of this document

This document flows directly from our Annual Action Plan for 2018 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.

*Please note that from the **end of 2019** the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data had not been finalised prior to this report being written.*

### 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*

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

SYSTEM LEVEL (provided/populated by Directorate)

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

System-level analysis statement (provided by Directorate)

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

*School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students.*

## Education Directorate Strategic Indicator 2018-2021

*To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.*

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

SYSTEM LEVEL (provided/populated by Directorate)

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

System-level analysis statement (provided by Directorate)

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes.

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

SYSTEM LEVEL (provided/populated by Directorate)

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

System-level analysis statement (provided by Directorate)

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

*School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around students.*

## Reporting against our priorities

**Priority 1:** Positive Behaviour for Learning (PBL) is implemented and 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 student's 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 2018 we implemented this priority through the following strategies.

- Establish Positive Behaviour for Learning team that includes across the school representation
- Staff to self-nominate as PBL coaches, the selection of coaches must include. executive, teachers and support staff
- PBL coaches to attend 2 days training and form PBL coaching team
- PBL team meetings to be embedded into Team Meeting cycle
- PBL team to develop method for data collection

*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.	87	84	-	-	-
Teachers at this school treat students fairly.	93	95	-	-	-

### Teacher Satisfaction Surveys

Targets or Measures	2017	2018	2019	2020	2021
Student behaviour is well managed at this school.	92	79	-	-	-
Teachers at this school treat students fairly.	96	95	-	-	-

### What this evidence tells us

- Slight decrease in parent perception regarding management of student behaviours, significant decrease in staff perception regarding management of behaviours.
- Data collection for wellbeing requires further development, particularly around programme and process
- Sentral Data collection (incidents) began during 2018, and to be embedded in 2019
- Early data collection suggests overall decrease in negative behaviours and increase in positive behaviours
- Staff perception and incident data highlights the need for strong relationships and consistency with staffing
- Perception data regarding student wellbeing is consistently high from parents and staff

### Our achievements for this priority

- The PBL Action Group was established in 2018 and as one of three action groups.
- Sentral Recording System implemented and led across the school
- Team Teach Training provided for all staff
- Sensory Courtyard progression; due to be completed mid 2019
- Significant infrastructure improvements in room 50/51

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

- Planned establishment of School Engagement Team to build capacity of staff working with students with complex needs
- Planned Functional Behavioural Analysis and Case Conceptualisation training to further develop understanding of complex behavioural needs
- Ongoing Team Teach (including targeted where necessary) training to ensure staff confidence in de-escalation strategies
- Positive behaviour data collection to be led in 2019 on Sentral
- Whole school positive recognition system to be implemented
- Staffing for 2019 to include significant in-built relief to strengthen staffing consistency

**Priority 2: Black Mountain School will develop and implement a Framework for Teaching and Learning at Black Mountain. The framework will outline assessment, curriculum and pedagogy practices based on the BMS Functional Curriculum, The Australian Curriculum and AusVELS**

**Targets or measures**

By the end of 2018 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 assessments collected twice a year

In 2018 we implemented this priority through the following strategies.

- whole school curriculum planning documents and the reporting format to ensure alignment with Australian Curriculum or AusVELS
- Curriculum team to review exemplary special education teaching and learning frameworks
- Curriculum team to review BMS functional Curriculum

*Below is our progress towards our five-year targets with an emphasis on the accumulation and*

**Perception Data**

<b>Targets or Measures</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
My child is making good progress at this school	87	84	-	-	-
My child's learning needs are being met at this school	87	84	-	-	-

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

<b>Targets or Measures</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Number of graduating students with PFAP employment Pathways	N/A	13			
Number of apprenticeships	N/A	0			
Number of Traineeships	N/A	1			
Number of employed	N/A	3			
Percentage of total achieving pathway	N/A	31%			

### What this evidence tells us

- Slight decrease in parent perceptions regarding student learning and progress
- Further work can be done regarding curriculum development and assessment
- Further work needs to be done to identify best practice assessment.

### Our achievements for this priority

- Specified students had ABLES assessments collected once this year in the area of Speaking & Listening.
- Curriculum team review of exemplary frameworks and BMS functional curriculum

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

- Academic reporting on Sentral in line with all ACT schools

**Priority 3:** Improve staff capacity through an identified formal induction and coaching program targeting best practice pedagogy

### Targets or measures

By the end of 2018 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.
- 80% of identified Students achieve level 2 on the AAC Iceberg Framework

In 2018 we implemented this priority through the following strategies.

- Launch a streamlined Induction for teachers new to the school in 2018
- Launch Induction, complete pre-assessment
- Teachers and executive establish goals through the PDP process and regularly meet with their coach

*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	▪	▪	▪

#### *Perception Data – Staff satisfaction Survey*

Targets or Measures	2017	2018	2019	2020	2021
Staff are well supported at this school	85	74	-	-	-
Staff get quality feedback on their performance	N/A	74	-	-	-

### What this evidence tells us

- Staff engagement in Induction was on track (100% of new staff). With a high number of new staff the induction action learning group was highly successful. The next step will be to link this to the COMP Calendar.
- 37.5% of identified students reached level 2 on the AAC framework. On reflection this data source was too subjective and did not provide the information we required. In 2019 the school will investigate more applicable communication data sets such as ROCC
- Significant work developing CBI programmes. 100% of programmes reflect a learning program and require risk assessment.

### Our achievements for this priority

- Highly successful new staff induction action group
- Improved learning outcomes from CBI
- Established Communication action group. Exploration of effective data sets.

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

- ROCC communication training
- Link Induction Modules to COMP calendar