

# Black Mountain School

Network: North Canberra/ Gungahlin

---

## Impact Report 2019

### 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.

### 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 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 2019 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	-	-
Teachers at this school treat students fairly.	93.3	94.7	90.9	-	-

### 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	-	-
Teachers at this school treat students fairly.	96.2	95.3	100	-	-

### What this evidence tells us

- Slight decrease in parent perception regarding management of student behaviours, significant increase in staff perception regarding management of behaviours.
- Sentral Data collection (incidents) began during 2018, and embedded in 2019
- Perception data regarding student wellbeing is consistently high from parents and staff
- Staff & Parent perception regarding wellbeing is consistent with like schools

### Our achievements for this priority

- PBL Action Group established with fortnightly meetings
- PBL Data reports developed and distributed termly
- Established Student Engagement Team (SET) to support tier 2-3 students
- Sentral Recording System implemented and embedded across the school
- Team Teach Training provided for all staff throughout the year
- Sensory Courtyard completed
- Significant infrastructure improvements in room 50,51, 14, 18/20, 13 and café courtyard
- Functional Behavioural Analysis and Case Conceptualisation training to further develop understanding of complex behavioural needs
- Whole school positive recognition system to be implemented
- 

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

- Further development of School Engagement Team to build capacity of staff working with students with complex needs through employment of HP4, ASO4 and SA4
- Increase in school-based Team Teach Trainers
- Staffing for 2020 to include significant in-built relief to strengthen staffing consistency and relationships

**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 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 assessments collected twice a year

In 2019 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*

<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	86.7	83.8	87.3	-	-
My child's learning needs are being met at this school	86.7	83.8	87.3	-	-

*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%			

*ILP and learning Data*

<b>Targets or Measures</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
ILP and program goals will align with the Framework for Teaching and Learning	-	-	-		
ILP goals will have clear assessment evidence	-	-	-		
% of student population with ABLES assessments collected	-	83	5		

% of student population with ROCC assessments collected	-	0	100		
---	---	---	-----	--	--

### What this evidence tells us

- Slight increase in parent perceptions regarding student learning and progress
- Further work is being done regarding curriculum development and 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 2019 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 2020
- Established draft Data plan for feedback from Directorate and staff

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

- Academic reporting on Sentral in line with all ACT schools
- Develop evidence-based Data Plan with Directorate support to outline sources of growth data

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

**Targets or measures**

By the end of 2019 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.

- Leadership Team to develop, implement evaluate whole school professional learning focus for 2019
- 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*

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

*Perception Data – Staff satisfaction Survey*

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

### 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

### Our achievements for this priority

- Establish Sentral based COMP Calendar.
- Established Communication action group.
- Established Coaching and Feedback Model term 4
- ROCC Assessment uptake at 100%

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

- ROCC communication training embedded
- Increased regularity of feedback collection regarding staff support and feedback