

Black Mountain School

Network: North Canberra/ Gungahlin

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2021 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

In term 1, 2021 BMS commenced a significant staffing intervention due to increasing OV, risk to staff and staffing shortages. Additional staff from ESO were required to ensure that the school could continue to open and operate in a safe way. The remainder of 2021 was focused on developing processes and structures to increase supports for students as well increasing staff capacity and wellbeing and decreasing occupational violence. This was a significant intervention which has resulted in school improvement priorities shifting and school review being postponed. This impact report and data discussed is based on the 2021 Action plan only given priorities shifted significantly.

Reporting against our priorities

Priority 1: Students love to learn.

Targets or measures

By the end of 2021 we will achieve:

- Intentional and targeted capacity building of staff to support BMS students.
- Develop a sustainable interprofessional student centred staffing model
- Student Engagement team (SET) to research, review and develop process to embed best practice positive behaviour support and evidence-based practice in line with SAS policy

In 2021 we implemented this priority through the following strategies:

- Revised executive structure and teaching timetable that provided additional support and co-teacher support.
- Smaller teaching and learning teams to allow for more targeted support of classroom teachers by executives.
- The development of a sustainable Supervision Framework that encompasses professional learning needs.
- The development of a research based interprofessional model of staffing to be piloted at BMS to meet the needs of all students.
- Workforce plan specific to BMS future student needs.
- The development of a process and protocol for post incident review of plans.

- Identified students have dedicated team around the child (TAC) led by a case manager to co-ordinate supports and review plans including Positive Behaviour Support Plan, Restrictive Practice Plans and Occupational Violence Risk Assessments.
- Consistent, proactive, trauma informed processes embedded across the school.

Below is our progress towards targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Data

Targets or Measures	Term 1 2021	Term 2 2021	Term 3 2021	Term 4 2021	Term 1 2022
SAS negative incident reports	847	566	198	314	584
RiskMan Data – number of incidents	200	146	68	61	135

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	74.2
Teachers at this school treat students fairly.	96.2	95.3	100	98	91.2

What this evidence tells us

- This data tells us that over the past 12 months, both negative incidents as well as risk man reports have declined.
- Wellbeing survey results tell us that there are several organisational protective factors that can continue to be addressed. These factors have formed the 2022 staff wellbeing action plan and will be reviewed in 2022.
- Teacher satisfaction survey results indicate that there is still improvements to make in teacher perceptions of change.
- Given the nature of the work at BMS and the complexity of students, staff wellbeing should remain a priority on the next AP.

Our achievements for this priority

Build staff capacity in Team Teach universal practice and increased opportunities for co teacher coaching and professional supervision.

- Staff trained in universal team teach strategies and increasing stepping out rather than in as evidenced by Riskman data.
- All staff trained in professional supervision to enhance reflective practice in order to enhance student outcomes.
- Increased executive staff available to support and develop teacher practice and to provide more individualised supports for students.
- Whole school completed trauma informed practice

**Student Engagement Team (SET) expanded, and case co-ordination processes established.
Interprofessional practice team around the Learner (TAL) approach established.**

- Employment of a physiotherapist
- SET comprised of Youth Support Workers, Sport and rec coordinator, Occupational Therapist, Speech and Language Pathologist, Physiotherapist and Classroom Teacher. Processes developed.
- Clear case coordination process established including clear responsibility for the reviewing of plans

Integrated Allied health model proposal developed and implementation commenced

- Model approved by Director General
- Presented to and consultation with school board, P&C and school community
- Recruitment commenced

Challenges we will address in our next Action Plan

- **Recruitment of AH professionals**
 - > A lack of school autonomy in recruitment of allied health professionals made recruitment challenging and timelines difficult
 - > School budget constraints meant that recruitment was limited
- **Continued embedding of supervision framework and general staff wellbeing focus**
 - > Covid shutdown mean that time was limited, and embedding will need to continue

Priority 2: Evidence Informed Decisions

Targets or measures

By the end of 2021 we will achieve:

- Structured, targeted professional learning sessions for executive team by Instructional Mentors
- Develop and trial whole school programming templates and guidelines

In 2021 we implemented this priority through the following strategies.

- Embedded structure of PLCs across the school in line with school strategic priorities
- Communication of curriculum plan
- Staff to network with teachers across ACT
- Greater capacity of teachers to create units of work based on Australian Curriculum (Academic emphasis)

Student learning data

Below is our progress towards our goals of whole school programs and guidelines, specifically around assessment and reporting.

Targets or Measures	2017	2018	2019	2020	2021
% of students with ABLES assessment	0	83	5	-	-
% of students with ROCC assessments	0	0	100	100	100
% of students with targeted SET support	0	-	-	24	14

- ABLES – Black Mountain School is currently establishing and embedding this assessment tool across the school.
- ROCC – This assessment tool is embedded and is completed twice a year for all students.
- SET Referral numbers – At the time of the time of this report SET referrals sit at 31.

Perception Data – Academic emphasis

Targets or Measures	2017	2018	2019	2020	2021
School climate survey – Academic emphasis Staff	96.2%	95.3%	98.1%	95.4%	86%
School climate survey – Academic emphasis Parents	93.3%	94.7%	92.2%	82.6%	83%

Perception Data – Parent Satisfaction

Targets or Measures	2017	2018	2019	2020	2021
My child is making good progress at this school	86.7	83.8	87.3	83	78.3
My child's learning needs are being met at this school	86.7	83.8	87.3	85.1	-

What this evidence tells us

- This evidence indicates that our assessment priorities require continued development for them to be embedded across the school.
- BMS can continue to address academic emphasis and building capacity in our teachers to link to the Australian Curriculum.
- Our next AP to focus on data collection and evidence-based decision making to gain a better understanding of impacts on student progress and growth and to better target areas of growth for the school
- SET Referral numbers – the number of referrals to the team has increased and at the time of this report sits at 31. This indicates great engagement with allied health professionals to increase student participation, engagement, and outcomes.

Our achievements for this priority

Whole school teaching and learning framework incorporating Australian and Functional Curriculum developed and rolled out across the school

- Black Mountain has built a Teaching and Learning team that have implemented a new framework for all teaching staff
- This framework was rolled out across the school in term 4 2021
- Team Teach Professional Learning session were provided to all BMS staff members

Whole school expectations for assessment, planning and reporting reviewed and implemented

- An assessment and Reporting team has been established and embedded into the school teaching and learning assessment cycle.

Challenges we will address in our next Action Plan

- Continued development of PLC's and work with instructional mentors
 - > Covid – 19 has limited the further development of PLCs and professional development
 - > Further data to be collected on assessment to create a base line for ABLES and Developmental Writing Scale.
 - > BMS has had a high turn over of staff in the past year, impacting the overall perception of Academic Emphasis.

Priority 3: United Leadership and Learning Culture/Wellbeing

Targets or measures

By the end of 2021 we will achieve:

- Leadership Team to develop, deliver and embed whole school professional learning to support staff wellbeing.
- Develop process for supporting staff following incidents including the monitoring and follow up of risk man data
- Sustainable professional supervision framework is developed and embedded

In 2021 we implemented this priority through the following strategies.

- Establishment of wellbeing committee
- Developing and distributing a whole school wellbeing survey and consequent wellbeing Action Plan
- Teaching staff receiving regular professional supervision
- A post incident process developed that includes clear guidelines and thresholds for supporting staff following an incident.

Below is our progress towards our targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Perception Data

Targets or Measures	2017	2018	2019	2020	2021
Number of staff with wellbeing plan	0	0	00	0	66

School program and process data

Targets or Measures	Term 1	Term 2	Term 3	Term 4	Term 1
RiskMan Data – number of incidents	200	146	68	61	135

What this evidence tells us

- Evidence indicates that staff are reporting less incidents and school climate remains stable despite significant instability in leadership and process. The majority of staff have completed a post incident support plan that allows executive staff to support them in an individualised way following an incident.
- Further data needs to be collected to review supervision processes.

Our achievements for this priority

A post incident process for staff support has been established

- Most staff completed a staff support plan
- The post incident process builds in time to respond complete reporting requirements (SAS and Riskman)

BMS has a school specific supervision framework

- Training delivered to all staff in term 3 and 4 2021
- SLC's received supervision and commenced supervision with classroom teachers
- PDP's are embedded within supervision process

Wellbeing Committee and action plan established based on data from school wellbeing survey

- Wellbeing committee comprised of LSA's, CT's and SLC's established
- Staff wellbeing survey (based on research regarding organisational protective
- Healthy mind platter framework professional learning

Challenges we will address in our next Action Plan

- **Covid shutdown has meant that the embedding of processes has been slower than expected**
 - > Continued focus on embedding staff wellbeing processes to continue.
 - > Review of processes and the collection of additional data required.
- **Time for the wellbeing committee to meet and complete work outlined in the action plan has also meant that the plan is being implemented slowly.**
 - > Wellbeing questionnaire to be redistributed in term 2 2022 in order to review progress
 - > Wellbeing action plan to be reviewed and updated