



# Black Mountain School Strategic Plan 2017-2021 North/Gungahlin Network

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## Endorsement by School Principal

Name: Frank Fogliati

Signed

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## Endorsement by School Board Chair

Name: Samanta Salvaneschi

Signed

Date:

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## Endorsement by School Network Leader

Name: Judith Hamilton

Signed

Date:

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## School Profile

Black Mountain School is a specialist school setting catering for a diverse range of students from Years 7-12.

In 2017 there are 104 enrolments comprising of students with mild to severe intellectual disabilities, some of whom also have a diagnosis of autism spectrum disorder, physical disabilities and/or complex medical issues. Classes are organised within cohorts of students according to age, ability and individual needs.

## Strategic Priority 1

### Positive Behavior for Learning (PBL) is implemented and embedded across the school

#### Targets:

By the end of 2021 the school 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

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Establish Positive Behaviour for Learning team that includes across the school representation	2018	Deputy Principal External PBL Coach (Directorate)	Time allocated for PBL meetings Train PBL coaches Whole school PL and data collection at Week 0 PL	PBL team is established, coaches are trained and the team meets regularly
Improve and establish learning environments that support all students learning	2018-2021	Principal	Allocate budget for upgrades Secure grant funding Capital works support	Completion of an active sensory space Completion of a school library and flexible learning space Completion of a student wellbeing space
Collect student wellbeing/behaviour data using recognised assessments and surveys	2018 - 2021	PBL team Teaching staff	Time allocation for assessments PL for staff	Wellbeing/Behaviour data collected on an annual basis
Develop and implement school-wide PBL team action plan as per PBL guidelines	2018-2021	PBL team and external coach	Budget for PBL materials – printing, displays etc Time allocation for PBL team members	Action plan shared with whole school community
Launch Black Mountain School as a PBL school	2021	PBL team	Budget for launch	PBL launch

## Strategic 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, and the Australian Curriculum and AusVELS**

### Targets:

By the end of 2021 the school 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

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
<p>Strengthen staff capacity to deliver high quality class programs that support the needs of individual students.</p> <p>Increase staff capacity to use data and feedback to support high quality teaching and learning.</p> <p>Build teacher's knowledge of the Australian Curriculum.</p> <p>Review all BMS offered classes e.g. horticulture and create documentation clarifying the relevant domain Australian Curriculum</p>	2017	Principal, Deputy Principal Executive Teacher- Professional Practice to lead the process	<p>The Australian Curriculum is used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing</p> <p>BMS Capacities Proformas and templates of programs and lesson planning documents</p>	<p>The school demonstrates a school priority in making the curriculum relevant and adopts a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills.</p> <p>Teaching staff can demonstrate links to the Australian Curriculum or AusVELS within their ILP goals and planning documents.</p>
<p>Review whole school curriculum planning documents and the reporting format to ensure alignment with Australian Curriculum or AusVELS</p> <p>Curriculum team to review exemplary special education teaching and learning frameworks</p> <p>Curriculum team to review BMS functional Curriculum</p>	2018	Curriculum Committee	<p>The Australian Curriculum is used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing.</p> <p>BMS Capacities Proformas and</p>	<p>Teaching staff can demonstrate links to the Australian Curriculum or AusVELS within their class programming and planning documents.</p> <p>General capabilities and cross-curriculum priorities are understood, valued and used as active learning streams for all students.</p>

			templates of programs and lesson planning documents.	
Implement ABLES assessment across the school for all relevant students, twice yearly.	2018-2021	Executive Staff	Allocation at Teacher meetings to complete ABLES assessment	ABLEs assessment occurs twice a year.
Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those within specific cohorts and with a range of diverse learning needs.  The Framework for Teaching and Learning will reflect a shared vision (by the school's governing body, principal, school leadership team, and teachers) for the school, and outlines the assessment, curriculum and pedagogical practices of our school.	2010-2021	Principal Deputy Principal Executive Team Curriculum Team Community		A strong alignment has been achieved between the overall curriculum delivery plan, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.  The school's curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements.

### Strategic Priority 3

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

#### Targets:

By the end of 2021 the school 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**
- **100% of teachers implement systematic instruction approaches for appropriate ILP and program goals.**
- **100% of teachers work with an identified coach.**

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
<p>Develop a whole school plan to deliver a formal coaching program that includes: goal setting, teacher feedback, lesson observations and coaching contracts.</p> <p>Evaluation of Educator Impact using individual teacher's development plans.</p>	2017-2021	<p>Deputy Principal will lead the process All teaching staff will participate</p>	<p>Educator Impact resources, online support and surveys.</p> <p>Educator Impact development plans.</p> <p>ACT ED Teacher and School Leader Performance and Development Process</p> <p>ACEL resources</p>	<p>All teachers and leaders strategically evaluate their own practice and develop goals to improve their own practice.</p> <p>School leaders coach teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.</p> <p>PDP plan indicates that staff have shown an improvement in their identified areas of improvement by the end of the year.</p>
<p>Launch a streamlined Induction for teachers new to the school in 2018</p>	2018	<p>Leadership Team Teaching staff</p>	<p>The BMS induction</p> <p>AITSL resources</p> <p>Time allocation at team meetings for induction.</p>	<p>Every teacher new to the school in 2018 will have completed induction by the end of 2018</p> <p>Pre and post testing indicate an improvement in best practice teaching for students with disability.</p>
<p>Implement an executive in charge of whole school development in AAC implementation</p> <p>The reestablishment of 'chat groups'</p> <p>Symbol resource pack for all staff</p> <p>Training of all staff to promote AAC teaching and learning</p>	2010-2021	<p>Leadership Team AAC coach NSET Speech therapist</p>	<p>Time allocation for chat group</p> <p>Administration support for the development of the resource pack</p>	<p>An increase in student and staff performance against the AAC Iceberg Framework</p>
<p>Professional Learning Communities are embedded throughout each cohort.</p>	2018-2021	<p>Leadership Team Teaching staff</p>	<p>Exec to be trained in coaching</p>	<p>All teachers are highly committed to the continuous improvement of their own teaching and are focused on the development of knowledge and skills required to improve student learning.</p>

