

Black Mountain School

Network: North Canberra/ Gungahlin

Action Plan 2019

The purpose of this document

This is a *working document* and should be read in conjunction with, and flows directly from, our School Improvement Plan which articulates:

- a commitment to the Education Directorate's three Strategic Indicators for 2018-2021
 - > *To promote greater equity in learning outcomes in and across ACT public schools*
 - > *To facilitate high quality teaching in ACT public schools and strengthen educational outcomes*
 - > *To centre teaching and learning around students as individuals*
- our priorities, as informed by the Directorate's Strategic Indicators, School Review findings and analysis of multiple sources of evidence are:
 - > *Positive Behaviour for Learning (PBL) is implemented and embedded across the school*
 - > *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 Victorian Curriculum.*
 - > *Improve staff capacity through an identified formal induction and coaching program targeting best practice pedagogy*

This Action Plan (AP) translates the actions to be taken in the current year of our five-year school improvement cycle, continuing the emphasis on:

- improving student outcomes
- monitoring and implementation of an inquiry approach to action school improvement
- monitoring and inquiry to inform daily teaching
- identification and mitigation of risks to the delivery of our five-year School Improvement Plan.

Changes affecting our school's annual planning

What challenges, changes or risks have been identified since the inception of your current five-year School Improvement Plan that could affect its delivery?

- [SCHOOL TO COMPLETE, noting supporting multiple sources of evidence]
- [SCHOOL TO COMPLETE, noting supporting multiple sources of evidence]
- [SCHOOL TO COMPLETE, noting supporting multiple sources of evidence]

Our school's approach to inquiry and professional learning communities

With a focus on improving student learning, what methods will you use to engage all staff in an inquiry approach within professional learning communities?

Strategies and actions

Priority 1: Positive Behaviour for Learning (PBL) is implemented and embedded across the school

Strategies

1. Expand PBL trained Action Team including 2 executive staff leaders

| What resources are needed? | Who will lead this action? | What will be produced to support this action? | How will this action impact on student learning? |
|--|---|---|--|
| ACTION: Regular time allocation in meetings for data entry | | | |
| <ul style="list-style-type: none"> Time allocation in meetings Regular agenda item Fortnightly Teacher Meetings designated to Action Groups | Jarrold McGrath with support from Ben Pegram | <ul style="list-style-type: none"> Implement Sentral Data Systems for recording and analysing student behaviour PBL is discussed at whole staff meetings twice per term | <ul style="list-style-type: none"> 100% of staff regularly logging positive and negative incidents all School Administration System (Sentral) leads to improved analysis of behaviours, improved learning programs and improved students' outcomes. Develop clear shared definition of major and minor negative behaviours. Leads to improved consistency and improved students' outcomes. |
| ACTION: Research, develop and implement whole school recognition system | | | |
| <ul style="list-style-type: none"> \$5,000 resources, printing School/directorate specific training (class cover) | Bronwyn Motion leading with support from PBL Action Group | <ul style="list-style-type: none"> Develop and Implement School wide Recognition System | <ul style="list-style-type: none"> Clearly displayed school PBL priorities across learning environments. Supports a |

| What <u>resources</u> are needed? | Who will <u>lead</u> this action? | What will be <u>produced</u> to support this action? | How will this action <u>impact</u> on student learning? |
|--|---|---|--|
| | | <ul style="list-style-type: none"> ▪ Branding consistent, visible and focused in relevant areas of the school ▪ Expectations are decided upon through staff, students and community consensus | <p>range of learning styles to improve positive behaviours.</p> <ul style="list-style-type: none"> ▪ 100% of staff can name the expectations |
| ACTION: Evaluate whole school recognition system | | | |
| <ul style="list-style-type: none"> ▪ In school coaching/mentoring | | <ul style="list-style-type: none"> ▪ External PBL coordinator is contacted once a term by a member of the PBL team to maintain appropriate focus. | <ul style="list-style-type: none"> ▪ Maintenance of the school satisfaction survey results of above 90% staff and families agree student behaviour at this school is well managed ▪ Clarify next area of focus to continue to improve students learning outcomes in socio/emotional learning |
| ACTION: Develop PBL Action Plan with fortnightly updates to executive team | | | |
| <ul style="list-style-type: none"> ▪ \$3,000 Professional Learning ▪ external school visits ▪ School/directorate specific training (class cover) ▪ School Board sets reserves to enact the plan to improve learning spaces | Jarrod McGrath leading with support from the PBL Action Group | <ul style="list-style-type: none"> ▪ PBL Action Plan ▪ Improved learning facilities, with a focus on outdoor learning spaces. | <ul style="list-style-type: none"> ▪ Majority of students surveyed can identify the expectations ▪ Expectations for 5 locations across the school environment are explicitly documented ▪ Improved student engagement and agency as students advocate for learning spaces improvements. |

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 Victorian Curriculum.

Strategies

2. Develop Inquiry Group of staff lead by executive staff members to drive writing in terms of pedagogy, curriculum and assessment at BMS
3. Develop Inquiry Group of staff lead by executive staff members to drive communication in terms of pedagogy, curriculum and assessment at BMS

Actions

| What <u>resources</u> are needed? | Who will <u>lead</u> this action? | What will be <u>produced</u> to support this action? | How will this action <u>impact</u> on student learning? |
|--|--|--|--|
| ACTION: Whole School Professional development (writing assessment) | | | |
| <ul style="list-style-type: none"> ▪ Engaging with Directorate Writing Inquiry Project ▪ \$6000 towards writing and communication resources ▪ \$5,000 Professional learning <ul style="list-style-type: none"> > <i>In school coaching/mentoring</i> > <i>external school visits</i> > <i>School specific training</i> | Stephanie Nott and James Malone with input from the Writing Action Group | <ul style="list-style-type: none"> ▪ Develop framework for teaching Writing at BMS ▪ Exemplars/samples for each Learning Team ▪ Identified assessment tool/s to measure growth in writing for each Student Learning Team. ▪ Process for collecting, assessing and moderating writing samples | <ul style="list-style-type: none"> ▪ Students demonstrate growth in writing. |
| ACTION: Develop Writing and Communication Action Plans with fortnightly updates to executive team | | | |
| <ul style="list-style-type: none"> ▪ Time allocation in meetings ▪ Regular agenda item ▪ Fortnightly Teacher Meetings designated to Action Groups | Stephanie Nott and Kate Taylor | <ul style="list-style-type: none"> ▪ Writing Action Plan ▪ Communication Action Plan | <ul style="list-style-type: none"> ▪ Greater consistency in delivery of communication and writing leads to improved |

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|---|--|---|--|
| | | | <ul style="list-style-type: none"> student learning in these areas ▪ Student learning growth in communication and writing |
| ACTION: Whole School Professional Development (communication) | | | |
| <ul style="list-style-type: none"> ▪ \$3000 towards communication resources ▪ \$5,000 Professional learning > <i>In school coaching/mentoring</i> > <i>external school visits</i> > <i>School specific training</i> | Kate Taylor | <ul style="list-style-type: none"> ▪ Develop framework for teaching Communication at BMS ▪ PODD books for each staff member | <ul style="list-style-type: none"> ▪ All identified students have access to appropriate AAC ▪ All staff model AAC in their learning program, improving student access to language ▪ Improved student outcomes in communication ▪ Improved socio/emotional outcomes due to consistent and accessible communication. |
| ACTION: New staff induction plan to focus on best practice communication and writing techniques. | | | |
| <ul style="list-style-type: none"> ▪ Time allocation in meetings ▪ Regular agenda item ▪ Fortnightly Teacher Meetings designated to Action Groups | Stephanie Nott, Kate Taylor and Christine Kirk | <ul style="list-style-type: none"> ▪ Programme completed for specific unit eg: writing | <ul style="list-style-type: none"> ▪ Improved student outcomes in writing and communication ▪ Continuing culture of using best practice strategies for delivering curriculum. ▪ Culture of collaboration and focus on improving practice. |

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

Strategies

4. Leadership Team to develop, implement evaluate whole school professional learning focus for 2019
5. ETPP to lead observations and feedback schedule targeting best practice pedagogy for curriculum, writing or PBL

Actions

| What resources are needed? | Who will lead this action? | What will be produced to support this action? | How will this action impact on student learning? |
|---|-----------------------------------|--|--|
| ACTION: Develop and maintain working annual calendar for PL meetings | | | |
| <ul style="list-style-type: none"> ▪ Improve staff knowledge and skills in utilising SAS calendar ▪ Time designated in executive meetings to review calendar and update links | James Malone | <ul style="list-style-type: none"> ▪ SAS calendar of all meetings and events ▪ Shared agenda and minutes for all meetings ▪ A resource bank of COMP | <ul style="list-style-type: none"> ▪ Sharp and narrow focus in all meetings on writing, communication and PBL will improve staff practice and student outcomes. |
| ACTION: Develop and communicate PL model for 2019 | | | |
| <ul style="list-style-type: none"> ▪ Time in week 0 to present model ▪ Resourcing for development and printing of graphics \$1000 | Lara Coman | <ul style="list-style-type: none"> ▪ A4 visual linking PL and Strategic Plan ▪ One page strategic plan overview | Weekly Professional Learning in team meetings linked to school priorities improves student outcomes in the areas of writing communication and socio/emotional development |
| ACTION: Implement and Evaluate Professional Learning Model | | | |
| Allocate specific learning space for Teacher Induction/feedback/PL with data wall/ Key points/ school values displayed | Christine Kirk | <ul style="list-style-type: none"> ▪ Develop formal BMS Induction module documents ▪ Develop and Implement a program focused on observation and feedback | <ul style="list-style-type: none"> ▪ 100% of teaching staff in their second year at BMS have accessed the BMS induction modules |

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| | | <ul style="list-style-type: none"> ▪ Induction feedback to be sought in Term 4 2019, looking to improve outcomes and relevance in 2020 ▪ All staff receive regular professional feedback on their teaching | <ul style="list-style-type: none"> ▪ 100% of teachers implement systematic instruction approaches for ILP and program goals ▪ 100% of permanent and long term contract teachers engage in observation and feedback system |