



# Black Mountain School

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## Annual School Board Report 2018



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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## Reporting to the community

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School report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports/ Annual Action Plan Reports
- newsletters
- other sources such as My School.

## Summary of School Board activity

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2018 was a wonderful year of achievement for the students of Black Mountain School and the community that supports them. From serving coffee in Six Degrees, to playing netball in the Tuggeranong Netball Association, to performing at Dancefest, students of Black Mountain have been involved in a diverse range of pursuits and demonstrated so much ability in a broad range of endeavours. Less obvious, however, are the daily routines in classrooms and deliberate steps towards individual learning goals that are central to the learning philosophy at Black Mountain.

These experiences, and the hard work that goes into creating them, support our students to grow and get closer to realising their potential. For me, in 2018, this was exemplified by the considered contributions of the student representatives on the School Board, and the calm, confident customer service delivered by the students working in the café during its busiest day of the year - the school fete. Hopefully, these anecdotes provide richer meaning to the facts and figures in this report.

None of these achievements would have been possible without the dedication and hard work of so many people in the school community. I continue to be in awe of the selfless generosity of the staff of Black Mountain School and the community members who support the School. In 2018, this was exemplified by the very successful school fete and the expansion of operations for Six Degree café. Tuggeranong Netball Association continued to support student athletes and, in doing so, demonstrated its genuine commitment to meaningful inclusion. Finally, I would like to thank my colleagues on the School Board for their support to the Board and School.

Lyle Dahms

Black Mountain School Board Chair

## School Context

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Black Mountain School is a secondary specialist school located in O'Connor, ACT. The school specifically caters for year 7 to year 12 students with learning needs, requiring a special education program and facilities. Throughout a student's placement at BMS the focus remains steadfastly on successful transition to post-school life.

As a secondary school which graduates students directly into their post-school life, Black Mountain School is focussed on 'capacity-building for independence, maximum participation, and quality of life'. The general capabilities of the Australian Curriculum provide the standards for this personalised academic and social learning which is both challenging and enriching. Educational priorities are established which assist students to live and work successfully in the twenty-first century. It is essential for young people with a disability to have a strong sense of identity and wellbeing, to feel connected with and contribute to their world, and be confident and involved learners and effective communicators.

## Student Information

### *Student enrolment*

In 2018 there were a total of 108 students enrolled at this school.

**Table: 2018 Student enrolment**

Student type	Number of students
Male	74
Female	34
Aboriginal and Torres Strait Islander	7
LBOTE*	18

\*Language Background Other Than English

Source: Analytics and Evaluation, December 2018

### *Student attendance*

The following table identifies the attendance rate of students by year level during 2018. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

**Table: 2018 Attendance rates in percentages\***

Year level	Attendance rate
7	88.0
8	91.0
9	87.0
10	78.0
11	**
12	**

Source: Analytics and Evaluation, December 2018

\* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

\*\* Attendance rate for years 11 and 12 was not available at the time of publication due to complications arising from transition to a new School Administration System. The Education Directorate is in the process of calculating this data. When finalised, 2018 'Attendance rate' data will be uploaded to our website by the Directorate as a separate document within the Annual School Board Report section.

## Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

## Staff Information

### *Teacher qualifications*

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

### *Workforce composition*

Workforce composition for the year of reporting is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

**Table: 2018 Workforce composition numbers**

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	17.60
Teaching Staff: Full Time Equivalent Temporary	6.00
Non Teaching Staff: Full Time Equivalent	37.96

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

## School Review and Development

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The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2021. A copy of the most recent validation report can be found on our school website.

## School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September of this reporting period ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from Staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

## Overall Satisfaction

In 2018, 84% of parents and carers and 93% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 43 staff responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of staff in agreement with each national opinion item**

<b>National opinion item</b>	
Teachers at this school expect students to do their best.	98
Teachers give useful feedback.	91
Teachers at this school treat students fairly.	95
This school is well maintained.	74
Students feel safe at this school.	90
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	81
Students like being at this school.	95
This school looks for ways to improve.	91
This school takes staff opinions seriously.	72
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	93
This school works with parents to support students' learning.	95
Staff get quality feedback on their performance.	74
Staff are well supported at this school.	74

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

A total of 38 parents responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of parents and carers in agreement with each national opinion item**

<b>National opinion item</b>	
Teachers at this school expect my child to do his or her best.	89
Teachers give useful feedback.	92
Teachers at this school treat students fairly.	95
This school is well maintained.	87
My child feels safe at this school.	92
I can talk to my child's teachers about my concerns.	95
Student behaviour is well managed at this school.	89
My child likes being at this school.	89
This school looks for ways to improve.	81
This school takes parents' opinions seriously.	94
Teachers at this school motivate my child to learn.	92
My child is making good progress at this school.	84
My child's learning needs are being met at this school.	84
This school works with me to support my child's learning.	89

Source: 2018 School Satisfaction Surveys, August/September 2018

\*Prior to 2018, the item wording and placement was slightly different.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

## Outcomes for College Students

Year 12 outcomes are shown in the following table. The Board of Senior Secondary Studies has provided this data as it relates to the percentage of students receiving an ACT Senior Secondary Certificate (ACT SSC) and the Australian Tertiary Admission Rank (ATAR). It will not include data for those students who were successful in an equivalent pathway organised by the school. The proportion of students is based on the college's February census enrolment data.

**Table: Year 12 outcomes for students by percentage**

<b>Outcome</b>	<b>Proportion of students</b>
Receiving a year 12 or equivalent VET Certificate (without duplicates) within the school setting	0.00
Receiving an ACT Senior Secondary Certificate	0.00
Receiving an ATAR	0.00

Source: Board of Senior Secondary Studies 2018

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

**Table: Financial Summary**

<b>INCOME</b>	<b>January-June</b>	<b>July-December</b>	<b>January-December</b>
Self-management funds	247148.12	407446.52	654594.64
Contributions & donations	3580.00	1780.00	5360.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	5260.60	23939.23	29199.83
Proceeds from sale of assets	5854.55	0.00	5854.55
Bank Interest	5602.22	4896.14	10498.36
<b>TOTAL INCOME</b>	<b>267445.49</b>	<b>438061.89</b>	<b>705507.38</b>
<b>EXPENDITURE</b>			
Utilities and general overheads	43796.33	68793.78	112590.11
Cleaning	55751.23	60374.29	116125.52
Security	0.00	0.00	0.00
Maintenance	72819.12	57172.23	129991.35
Administration	35737.93	39724.81	75462.74
Staffing	63092.10	0.00	63092.10
Communication	13985.21	1571.09	15556.30
Assets	30139.86	21966.90	52106.76
Leases	0.00	0.00	0.00
General office expenditure	35273.77	27535.54	62809.31
Educational	20921.01	18731.07	39652.08
<b>TOTAL EXPENDITURE</b>	<b>371516.56</b>	<b>295869.71</b>	<b>667386.27</b>
<b>OPERATING RESULT</b>	<b>-104071.07</b>	<b>142192.18</b>	<b>38121.11</b>
<b>Actual</b> Accumulated Funds	117441.43	117441.43	117441.43
Outstanding commitments (minus)	-17772.72	0.00	-17772.72
<b>BALANCE</b>	<b>-4402.36</b>	<b>259633.61</b>	<b>137789.82</b>

## Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2018.

## Reserves

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Replacement Bus	\$100,000	2020
BBQ/Sensory Area	\$100,000	2020
Classroom Upgrades	\$37,254.55	2020

## Endorsement Page

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### Members of the School Board

<b>Parent Representative(s):</b>	Lyle Dahms	Suzie Kusetic	Assunta Corrado-Nitz
<b>Community Representative(s):</b>	Theresa Perry		
<b>Teacher Representative(s):</b>	Dorrie Chamberlain		
<b>Student Representative(s):</b>	Jeremy	SRC nominee	
<b>Board Chair:</b>	Lyle Dahms		
<b>Principal:</b>	Lara Coman		

I approve the report, prepared in accordance with the provision of the *ACT Education Act 2004*, section 52.

Board Chair Signature:



Date: 29/05/2019

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature:

Date: