



Black Mountain School

Annual School Board Report 2022



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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

Schools 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
- newsletters
- other sources such as My School.

School Context

Black Mountain School is a secondary specialist school providing innovative and engaging learning programs for students with moderate to severe intellectual disabilities. Students are catered for throughout the school with specialised programs in communication, sensory development, functional literacy and numeracy and personal and social development. The school's curriculum is underpinned by the goals of capacity-building for independence, maximum participation and quality of life. The curriculum seeks to enable our students by providing a framework of functional skills that is consistent with best practice, reflects high expectations, enhances support for teachers and parents and promotes evidence-based pedagogy. The school has a particular focus on successful transitions to post-school life. Work education programs are offered both within the school and in external work environments including horticulture, hydroponics, recycling, Artwork, office and clerical and hospitality. The school's excellent range of facilities including a hydrotherapy pool, 'Liberty Swing', sensory garden, upgraded home science area, horticulture training centre, sustainability centre and extended gym support the curriculum. Neighbouring high schools complete peer support peer leadership and community service programs at the school building the social and spiritual capital of the school. This has resulted in greater opportunities in post-school life for our graduates. The core values of the school are: Respect: We celebrate diversity with a culture which is positive, promotes bold thinking/risk-taking, resilience and empathy; Team Work: We foster a collaborative approach between staff, stakeholders and partners; Feeling Valued: We show appreciation and celebrate achievements for our staff, students and partners and participate in decision making and ongoing planning for our school; Positive Challenges: We set high expectations to challenge ourselves and our students to be the best we can be; Safe: Providing an environment which is physically and emotionally safe and responsive to all members of the school community. The school achieves its mission through: effective and efficient communication between all key stakeholders, support and collegiality throughout the school, continual benchmarking of quality learning and teaching, sound school governance with accountable management and leadership practice, effective and efficient use of resources through effective planning, review and improvement, continuous improvement as a shared focus across the school and in classrooms, valuing everyone's role in the school community, authentic achievement of ILP (Individual Learning Plan) outcomes, positive and respectful relationships among teachers and students and a safe and supportive learning environment. School Improvement for 2010-2012 is focused on 4 priorities. Priority 1 is improving learning outcomes through quality pedagogy. Quality pedagogy in Moderate to Severe Intellectual Disability (MSID) requires improved teacher knowledge of pedagogical

instruction and improved teachers' professional practice in MSID. Implementation of tools such as coaching, systematic induction, the 'Plan-Do-Study-Act' Improvement Cycle' (PDSA) and 'System Maps', and moderation to agreed standards of practice will assist the school to achieve these goals. Priority 2 is improving the transition pathways for students. This will be addressed through a standardised Student Portfolio template and Student Profile, as well as the creation of a comprehensive package of 'agreed standard' documents within the Curriculum to assist teachers in planning. Systems are also in place to enhance community partnerships and to up skill teachers about transition pathways. Priority 3 is ensuring the school's vision is reflected and articulated in school policies, procedures and practices. This focuses on clearly defined and embedded roles and responsibilities across the school for all staff and will deliver a more systematic approach to communication across whole school staff. The school is also committed to a review of Workplace Health and Safety (WHS) operations and anticipates improvement in staff and student risk management and welfare. Priority 4 is creating education environments which are supportive and meet the needs of all students. The Pastoral Care Teams' roles and responsibilities have been defined and promoted and are focused on continual development of resources/systems/visuals and individual wellbeing and mental health programs. Positive Behaviour Support and "Team-Teach" practices are embedded throughout the school enhancing consistent support for students with challenging behaviours.

Student Information

Student enrolment

In this reporting period there were a total of 127 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	89
Gender - Female	38
Aboriginal and Torres Strait Islander	11
LBOTE*	29
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

Year level	Attendance rate
7	80.0
8	85.0
9	79.0
10	73.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position regarding 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 current reporting period is provided 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 of the reporting period, 153 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	30.04

Teaching Staff: Full Time Equivalent Temporary	2.00
Non Teaching Staff: Full Time Equivalent	56.83

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 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'*. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2022. A copy of the Report of Review 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. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 95.7% of parents and carers and 81.4% 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 59 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

National opinion item	
Teachers at this school expect students to do their best.	85
Teachers give useful feedback	84
Teachers at this school treat students fairly.	92
This school is well maintained.	78
Students feel safe at this school.	68
Students at this school can talk to their teachers about their concerns.	92
Parents at this school can talk to teachers about their concerns.	92

Student behaviour is well managed at this school.	56
Students like being at this school.	85
This school looks for ways to improve.	76
This school takes staff opinions seriously.	63
Teachers at this school motivate students to learn.	93
Students' learning needs are being met at this school.	78
This school works with parents to support students' learning.	85
Staff get quality feedback on their performance	37
Staff are well supported at this school.	54

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 23 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

National opinion item	
Teachers at this school expect my child to do his or her best.	96
Teachers give useful feedback	96
Teachers at this school treat students fairly.	91
This school is well maintained.	91
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	74
My child likes being at this school.	91
This school looks for ways to improve.	83
This school takes parents' opinions seriously.	96
Teachers at this school motivate my child to learn.	91
My child is making good progress at this school.	74
My child's learning needs are being met at this school.	83
This school works with me to support my child's learning.	91

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In this reporting period, 100.00 % of year 7 students and 93.33 % of year 9 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 7 School	Year 7 ACT	Year 9 School	Year 9 ACT
Reading	0	554	0	591
Writing	0	536	0	565
Spelling	0	554	0	584
Grammar & Punctuation	0	541	0	586
Numeracy	0	552	0	592

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

Outcome	Proportion of students
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

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

INCOME	January-December
Directorate Funding	459503.79
Contributions and Donations	9420.75
Subject Contributions	0.00
Hire of Facilities	15567.19
External Revenue	0.00
Sale of Assets	0.00
Interest Received	4610.89
Other School Revenue	44858.73
TOTAL INCOME	533961.35
EXPENDITURE	
Utilities and General Overheads	167087.67
Security and Caretaking	12190.33
Maintenance	71355.42
Administration	33058.73
Staffing Expenditure	11944.10
Communication	1937.92
Assets & Leases	42973.45
General Expenses	41706.63
Educational Resources	16623.26
Subject Consumables	0.00
Directorate Funded Payments	18461.88
Other Payments	55300.07
TOTAL EXPENDITURE	472639.46
OPERATING RESULT	61321.89
Accumulated Funds	90471.35
BALANCE	151793.24

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Nil		

Endorsement Page

Members of the School Board

Parent Representative(s): Kirsty Ross

Teacher Representative(s): Josh Leach Matthew Thompson

Board Chair: Kirsty Ross

Principal: Lara Coman

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

2022 Board Chair Signature: Kirsty Ross

Date: 13/ 11/ 2023

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: Lara Coman

Date: 08/11/2023