



Black Mountain School

Annual School Board Report 2020



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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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Contents

Reporting to the community.....	1
School Context	1
Student Information	2
Student enrolment.....	2
Student attendance	2
Supporting attendance and managing non-attendance.....	2
Staff Information.....	3
Teacher qualifications	3
Workforce composition	3
School Review and Development	3
School Satisfaction	4
Overall Satisfaction	4
Learning and Assessment	5
Performance in Literacy and Numeracy	5
Early years assessment	5
NAPLAN	5
Outcomes for College Students	6
Financial Summary.....	7
Voluntary Contributions	8
Reserves	8
Endorsement Page.....	9
Members of the School Board	9

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 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 the area of 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 110 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender - Male	72
Gender - Female	38
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	8
LBOTE**	17

Source: ACT Education Directorate, Analytics and Evaluation Branch

* 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.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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 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 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, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	20.69
Teaching Staff: Full Time Equivalent Temporary	4.35
Non Teaching Staff: Full Time Equivalent	40.93

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

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*'. 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 will be reviewed in 2022.

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, 91% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 61 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	
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	80
Staff get quality feedback on their performance.	54
Student behaviour is well managed at this school.	93
Students at this school can talk to their teachers about their concerns.	93
Students feel safe at this school.	90
Students like being at this school.	87
Students' learning needs are being met at this school.	95
Teachers at this school expect students to do their best.	97
Teachers at this school motivate students to learn.	100
Teachers at this school treat students fairly.	98
Teachers give useful feedback.	86
This school is well maintained.	90
This school looks for ways to improve.	92
This school takes staff opinions seriously.	80
This school works with parents to support students' learning.	97

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 47 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	
I can talk to my child's teachers about my concerns.	96
My child feels safe at this school.	92
My child is making good progress at this school.	83
My child likes being at this school.	94
My child's learning needs are being met at this school.	85
Student behaviour is well managed at this school.	94
Teachers at this school expect my child to do his or her best.	89
Teachers at this school give useful feedback.	90
Teachers at this school motivate my child to learn.	89
Teachers at this school treat students fairly.	85
This school is well maintained.	92
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	83
This school works with me to support my child's learning.	89

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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-June	July-December	January-December
Self-management funds	234809.23	149558.83	384368.06
Voluntary contributions	0.00	0.00	0.00
Contributions & donations	26500.00	100.00	26600.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	4035.82	19588.00	23623.82
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5804.64	1361.21	7165.85
TOTAL INCOME	271149.69	170608.04	441757.73
EXPENDITURE			
Utilities and general overheads	49157.52	68938.14	118095.66
Cleaning	29251.32	4504.28	33755.60
Security	862.22	0.00	862.22
Maintenance	69391.52	81999.12	151390.64
Administration	33847.57	13544.36	47391.93
Staffing	0.00	1620.00	1620.00
Communication	8204.81	3931.10	12135.91
Assets	29968.64	4023.44	33992.08
Leases	0.00	0.00	0.00
General office expenditure	28946.91	16560.84	45507.75
Educational	17186.18	8705.86	25892.04
Subject consumables	0.00	0.00	0.00
Other Payments	0.00	22198.16	22198.16
Directorate Funded Payments	0.00	634.29	634.29
TOTAL EXPENDITURE	266816.69	226659.59	493476.28
OPERATING RESULT	4333.00	56051.55	60384.55
Actual Accumulated Funds (31.12.20)	22557.57	179543.46	202101.03
Outstanding commitments (minus)	-1634.27	0.00	-1634.27
BALANCE	25256.30	235595.01	260851.31

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		

Black Mountain school has no reserves set.

Endorsement Page

Members of the School Board

Parent Representative:	Daniela Vrkic
Community Representative:	Bill Caddy
Teacher Representatives:	Matthew Thompson, Emma Leonard.
Board Chair:	Amanda Crawford
Principal:	Kyrie Douch

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



2020 Board Chair Signature: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: DD/ MM/ YYYY

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: 25 / 06 / 2021