

Black Mountain School
Learning Growing Achieving

Centre of excellence
Independence
Quality functional education
future focused
Maximum potential

Black Mountain School

Annual School Board Report 2021



2021 Black Mountain School Dance Fest Team

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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 located in O'Connor, ACT. The school specifically caters for year 7 to year 12 students with an intellectual disability, 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 Australian Curriculum inclusive of the general capabilities 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 this reporting period there were a total of 133 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender – Male	92
Gender - Female	41
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	11
LBOTE**	27

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

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.

*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

Table: Attendance rates in percentages

Year level	Attendance rate
7	90.0
8	85.0
9	86.0
10	83.0

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 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/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	24.57
Teaching Staff: Full Time Equivalent Temporary	4.43
Non Teaching Staff: Full Time Equivalent	57.28

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 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, 79.3% of parents and carers and 80.6% of staff at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff

returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey.

A total of 31 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.	97
Staff get quality feedback on their performance.	45
Student behaviour is well managed at this school.	74
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	95
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	91
Teachers give useful feedback.	86
This school is well maintained.	77
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	62

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 29 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	
My child feels safe at this school.	90
My child is making good progress at this school.	79
Student behaviour is well managed at this school.	62
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	86
Teachers give useful feedback.	72
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	90
This school is well maintained.	100
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	62
This school works with me to support my child's learning.	76

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 95.83 % 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	541	0	584
Writing	0	522	0	544
Spelling	0	543	0	576
Grammar & Punctuation	0	538	0	576
Numeracy	0	548	0	588

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	342515.82
Contributions and Donations	4723.45
Subject Contributions	0.00
Hire of Facilities	1223.00
External Revenue	0.00
Sale of Assets	0.00
Interest Received	2015.00
Other School Revenue	31815.41
TOTAL INCOME	382292.68
EXPENDITURE	
Utilities and General Overheads	126149.72
Security and Caretaking	0.00
Maintenance	106080.55
Administration	11267.64
Staffing Expenditure	29374.89
Communication	2360.38
Assets & Leases	43913.25
General Expenses	45537.98
Educational Resources	12142.55
Subject Consumables	0.00
Directorate Funded Payments	753.34
Other Payments	41806.10
TOTAL EXPENDITURE	419386.40
OPERATING RESULT	-37093.72
Accumulated Funds	125660.66
BALANCE	88566.94

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


Black Mountain school has no reserves set.

Endorsement Page

Members of the School Board

Parent Representative(s):	Amanda Crawford,	Daniela Vrkic.
Community Representative(s):	Bill Cady	
Teacher Representative(s):	Emma Leonard,	Matthew Thompson.
Student Representative(s):	NA	
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.



2021 Board Chair Signature: [TYPE SIGNATURE – **ELECTRONIC ONLY**] Date: 22/ 06/ 2022

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: 17 / 06 / 2022