

Black Mountain School
Learning Growing Achieving

Centre of excellence
Independence
Quality
Future focused
Maximum
potential

Black Mountain School

Annual School Board Report 2016

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This report supports the work being done in the ACT Education Directorate, as outlined in the *'Education Capital: Leading the Nation Strategic Plan 2014-17'*.

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The school website is <http://www.bms.act.edu.au>.

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School Board Chair Report

[ACTION - Required]

This section ensures that the Board Chair is provided with an avenue to report to the community. Add your Board Chair's contribution here.

Context

Black Mountain School (BMS) fulfils an important role within the ACT public education system, providing students and their families with a unique and specialised placement. BMS is a secondary specialist school located in O'Connor. 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. Over the past few years the school has been operating at capacity with 16 full-time classes in operation. Parent choice has a great deal to do with this. The school believes that the quality of its staff, programs, and facilities are key features that attract potential and future enrolments.

As a secondary school which graduates students directly into their post-school life, BMS 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.

In 2016 there was continued growth of Compass as it entered its fourth year. Compass is a relatively new placement program that increases options for families with children with mild intellectual impairment and/or AS (Autism Spectrum) living in northern Canberra. Our Compass program has stretched and expanded to successfully accommodate an ever-increasing minority cohort of highly disengaged students from other secondary settings. Based on feedback from parents, the wider community, and of course the students themselves, Compass has categorically demonstrated that it can rebuild futures for 'failing' students.

We continue to undertake further steps in diversifying and evolving our workforce. Our school adheres to the philosophy of the 'right person for the right job at the right time', leading a shift in school staffing from a one-dimensional model to a responsive flexible model that focuses on student improvement. We humbly believe we have the most dynamic high-achieving workforce of any specialist education setting in the ACT, one that is committed to the school community, working collaboratively to improve student outcomes.

Student Information

Student enrolment

In 2016 there were a total of 96 students enrolled at this school.

Table: 2016 Student Enrolment Breakdown

Group	Number of Students
Male	63
Female	33
Indigenous	3
LBOTE	15

Source: Planning and Analytics, December 2016

Student attendance

The following table identifies the attendance rate of students by year level during 2016. 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: 2016 Attendance rates in Percentages

Year Level	Attendance Rate %
7	91.0
8	87.0
9	87.0
10	85.0
11	86.0
12	89.0

Source: Planning and Analytics, December 2016

The school experiences very high levels of student engagement in their learning. Non-attendance issues are with few exceptions, a result of illness, both chronic and acute. The school manages student non-attendance through regular contact with parents and a unified approach to pastoral care and health. This occurs formally at the Personal Future Planning Process (PFPP) and In-school Review (ISR) meetings and informally, via phone calls and communication books. A designated school-based pastoral care team, as well as staff from ACT Health, is always available to discuss non-attendance issues.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2016.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2016 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	54

Source: Teacher Quality Institute, 16 December 2016

Workforce composition

The 2016 workforce composition of Black Mountain School 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.

Table: 2016 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff: Head Count	26
Teaching Staff: Full Time Equivalent	24.2
Non Teaching Staff: Head Count	37
Non Teaching Staff: Full Time Equivalent	30

Source: This data is from the 2016 August census date and is calculated using the parameters provided by the ABS.

There is one indigenous staff member at this school.

Volunteers

The estimated number of hours volunteers worked with the school during 2016 was 780.

Volunteers contributed in a variety of ways including constructing and/or modifying therapeutic and mobility equipment, providing design and infrastructure support for our social enterprise, development of a business plan, and several promotional key events. Volunteers are key to the ongoing success of our school.

School Review and Development

In 2016, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the new 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.

The introduction of a revised External School Review process in 2016 represented a significant change for the system. It is now a five-year cycle with an External School Review at the end, based partly on the school's self-evaluation of their progress documented in a Summative Report and substantially on the findings of External Review Panels when in schools. External Review Panels now include an external school review expert as the panel chair and an experienced system principal.

Black Mountain School was reviewed in 2016. A copy of the Review Report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/ September 2016 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2016, 95% of parents and carers, 93% of staff, and 0% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey 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 and students who agreed with each of the national items at this school.

The results for the 46 staff who took part in the survey are tabled below.

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

National Opinion Item	(%)
Teachers at this school expect students to do their best.	98
Teachers at this school provide students with useful feedback about their school work.	91
Teachers at this school treat students fairly.	98
This school is well maintained.	78
Students feel safe at this school.	96
Students at this school can talk to their teachers about their concerns.	98

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Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	89
Students like being at this school.	98
This school looks for ways to improve.	98
This school takes staff opinions seriously.	85
Teachers at this school motivate students to learn.	96
Students' learning needs are being met at this school.	91
This school works with parents to support students' learning.	93
I receive useful feedback about my work at this school.	87
Staff are well supported at this school.	93

Source: 2016 School Satisfaction Surveys, August/September 2016

The results for the 37 parents who took part in the survey are tabled below.

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.	95
Teachers at this school provide my child with useful feedback about his or her school work.	95
Teachers at this school treat students fairly.	95
This school is well maintained.	92
My child feels safe at this school.	86
I can talk to my child's teachers about my concerns.	97
Student behaviour is well managed at this school.	92
My child likes being at this school.	86
This school looks for ways to improve.	95
This school takes parents' opinions seriously.	95
Teachers at this school motivate my child to learn.	92
My child is making good progress at this school.	89
My child's learning needs are being met at this school.	92
This school works with me to support my child's learning.	95

Source: 2016 School Satisfaction Surveys, August/September 2016

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

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 is available on the school website.

Learning and Assessment

NAPLAN assessment

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 2016, 100.00 % of year 7 students and 100.00 % of year 9 students were exempt from testing based on nationally agreed criteria.

Performance in Other Areas of the Curriculum

Within the guidelines of the school's curriculum, and specifically addressing the areas of academic learning, social skills, independent living skills, and leisure and recreation options, the school seeks to maximise the successful transition to post-school life for every student. Additionally many of our students are engaged in authentic work education programs both on-site and out in the community, targeting genuine long-term employment opportunities.

As a secondary school which graduates students directly into their post-school life, BMS is focussed on 'capacity-building for independence, maximum participation, and quality of life'.

As part of its drive for continual school improvement, BMS is focussed on building effective community, corporate, and academic partnerships. One example of this is the development of 'social capital' focussing on social relations that have productive benefits and the value of social networks, bonding similar people and bridging between diverse people. For example the school contributes to the productivity of the territory through our long-standing weekly horticulture crew at the Yarralumla Nursery, and annually renewed employment pathways into organisations such as Greening Australia. BMS believes this provides tangible and public evidence of the importance of schools and community in partnership. Most significant in 2016 was the continuation of Six Degrees, the first social enterprise in Canberra wholly on school grounds. Six Degrees is a wonderful showcase of the seven general capabilities of the Australian Curriculum. These general capabilities play a significant role in equipping young Australians to live and work successfully in the twenty-first century. They encompass knowledge, skills, behaviours, and dispositions. Students of Black Mountain School can develop capability within Six Degrees, a training and certification facility where they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The Black Mountain School curriculum aims to build student capacity for participation in society with independence and quality of life. Students need an ongoing, highly prioritised, and coordinated program to deliver the goals to be achieved by graduation as set by parents/carers and staff during the Individual Learning Plan (ILP) process. These goals are envisioned in the student's Personal Futures Action Plan (PFAP) which is developed with parents/carers on enrolment and modified as required at successive annual ILP meetings.

Within the overarching framework of the general capabilities of the Australian Curriculum, BMS integrates all the school's processes from the creation of the PFAP to the development of each student's personalised curriculum. The PFAP provides the rationale for selecting 'capabilities' from the BMS curriculum as the basis of long-term and short-term ILP goals. The framework for the PFAP includes the domains: Vocational Training; Community, Leisure and Recreation Options; Residential; Transport and Mobility; Finance; and Advocacy, Legal and Citizenship.

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Our curriculum also incorporates programs such as week-long interstate camps, appropriate vocational placements, two-way peer support with local high schools and colleges, and engagement in sporting clinics.

Progress Against School Priorities in 2016

Below is Black Mountain School's 2016 Annual Action Plan Report (AAPR) in pdf and MS Word formats. The AAPR details the priorities and targets of the school for 2016. Progress against priorities and targets, and methodologies for measuring progress, are also described. Double click on the icon of your choice to open the report.

If you cannot open the document check to make sure you have clicked the yellow 'Enable All Features' menu that may have appeared at the top of your page. Please contact the school for an electronic or hard copy should none of these options work.

If you do not have Adobe Acrobat you can download the free Reader version [here](#) (large download).

- Double-click the icon below to access the Adobe PDF version



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- Double-click the icon below to access the Microsoft Word version



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Note to school: If providing the Annual School Board Report (ASBR) in hard copy please provide a printed copy of the above Annual Action Plan Report and append it to the ASBR.

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.

Financial Summary

INCOME	January to June	July to December	January to December
Self management funds	631531.60	214832.95	846364.55
Contributions & donations	5048.00	17034.09	22082.09
External income (including community use)	16218.45	9868.62	26087.07
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	2578.16	6462.98	9041.14
TOTAL INCOME	655376.21	248198.64	903574.85
EXPENDITURE			
Utilities and general overheads	40786.80	60767.74	101554.54
Cleaning	44026.22	55228.83	99255.05
Security	0.00	0.00	0.00
Maintenance	25346.22	46388.43	71734.65
Administration	75719.73	82837.32	158557.05
Staffing	62790.00	818.18	63608.18
Communication	11631.76	2711.24	14343.00
Assets	14640.12	10691.29	25331.41
Leases	0.00	0.00	0.00
General office expenditure	20403.47	23306.39	43709.86
Educational	15920.00	23602.77	39522.77
TOTAL EXPENDITURE	311264.32	306352.19	617616.51
OPERATING RESULT	344111.89	-58153.55	285958.34
Actual Accumulated Funds	105777.89	48306.22	114844.75
Outstanding commitments (minus)	-14015.18	0.00	-14015.18
BALANCE	435874.60	-9847.33	386787.91

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$981.

Voluntary Contributions

This school received \$nil in voluntary contributions in 2016. 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 2016.

Reserves

Name and Purpose	Amount	Expected Completion
nil	0.00	

Endorsement Page

I declare that the Evatt Primary School Board has operated in accordance with the provisions of the ACT *Education Act 2004* including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
- a) the member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not:
- a) be present when the board considers the issue or
 - b) take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

Members of the School Board

Parent Representative(s): Lyle Dahms Dawn Bowra


Community Representative(s): Samanta Salvaneschi

Teacher Representative(s): Rebecca Mackay Danielle Harrison

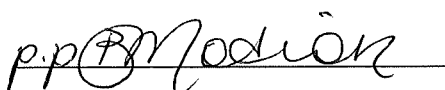
Board Chair: Samanta Salvaneschi

Principal: Frank Fogliati

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2016.

Principal Signature:  Date: / / 2017

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

Board Chair Signature:  Date: / / 2017