

Black Mountain School

Annual School Board Report 2019



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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.

Summary of Board Activity

The Black Mountain School Annual Report captures some of the many amazing achievements and experiences of our students in 2019. Learning and growth has occurred in many ways and many places both within the school and the broader community. Black Mountain School has continued to excel as a leading secondary school for students with alternative needs, and the varied learning experiences reflect the commitment of the school community to help each student achieve their potential.

Six Degrees Café Garden and Gallery has continued to expand and grow its number of loyal customers. The redevelopment of the outdoor area this year has created a wonderful space for the community to enjoy spending time at Six Degrees. YAMFFA and Dancefest were again highlights of the school's arts program and demonstrated the outstanding expressive skills of our students. With the support of the Tuggeranong Netball Association, Black Mountain School students continue to participate in the regional netball competition. It was particularly pleasing this year to see Black Mountain students selected to represent the ACT in the Marie Little Shield competition in Queensland. These are just some of the many outstanding achievements in 2019.

All of this has been achieved through the dedication and hard work of many in the school community. Many hours have been put in by the teaching staff to not only deliver rich classroom activities but to support the school's extra curricula program. The administrative and support staff have worked tirelessly to deliver excellent services and maintain and enhance the school's facilities and programs. The P&C has continued its fantastic support to the school through its organisation of the school fete, fundraising efforts, and its support of Six Degrees Café as a real, work experience for current and past students. I am deeply grateful to everyone who has supported Black Mountain School this year and for your contribution to making 2019 a stellar year.

Lyle Dahms

Chair School Board 2019

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 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 this reporting period there were a total of 111 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	75
Female	36
Aboriginal and Torres Strait Islander	7
LBOTE*	16

Source: ACT Education Directorate, Analytics and Evaluation Branch

*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.

Table: Attendance rates in percentages

Year level	Attendance rate
7	89.0
8	89.0
9	88.0
10	83.0

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, 119 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	18.27
Teaching Staff: Full Time Equivalent Temporary	5.40
Non Teaching Staff: Full Time Equivalent	42.45

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.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a 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 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 students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 93% of parents and carers and 94% 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 and staff who agreed with each of the national opinion items at this school.

A total of 54 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.	95
Staff are well supported at this school.	68
Staff get quality feedback on their performance.	66
Student behaviour is well managed at this school.	93
Students at this school can talk to their teachers about their concerns.	98
Students feel safe at this school.	88
Students like being at this school.	89
Students' learning needs are being met at this school.	95

Teachers at this school expect students to do their best.	98
Teachers at this school motivate students to learn.	95
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	91
This school is well maintained.	80
This school looks for ways to improve.	96
This school takes staff opinions seriously.	80
This school works with parents to support students' learning.	93
Teachers give useful feedback.	91

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 54 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.	93
My child feels safe at this school.	95
My child is making good progress at this school.	87
My child likes being at this school.	89
My child's learning needs are being met at this school.	87
Student behaviour is well managed at this school.	84
Teachers at this school expect my child to do his or her best.	91
Teachers at this school give useful feedback.	96
Teachers at this school motivate my child to learn.	91
Teachers at this school treat students fairly.	91
This school is well maintained.	86
This school looks for ways to improve.	91
This school takes parents' opinions seriously.	87
This school works with me to support my child's learning.	95

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

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, 94.70 % of year 7 students and 94.40 % 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.

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	205325.35	440134.58
Contributions & donations	26500.00	727.80	27227.80
Subject contributions	0.00	0.00	0.00
External income (including community use)	4035.82	12035.10	16070.92
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5804.64	3171.23	8975.87
TOTAL INCOME	271149.69	221259.48	492409.17
EXPENDITURE			
Utilities and general overheads	49157.52	81426.07	130583.59
Cleaning	29251.32	40303.93	69555.25
Security	862.22	0.00	862.22
Maintenance	69391.52	261949.94	331341.46
Administration	33847.57	23894.25	57741.82
Staffing	0.00	0.00	0.00
Communication	8204.81	3081.02	11285.83
Assets	29968.64	8276.79	38245.43
Leases	0.00	0.00	0.00
General office expenditure	28946.91	25665.64	54612.55
Educational	17186.18	13156.46	30342.64
TOTAL EXPENDITURE	266816.69	457754.10	724570.79
OPERATING RESULT	4333.00	-236494.62	-232161.62
Actual Accumulated Funds	22557.57	369878.88	244878.88
Outstanding commitments (minus)	-1634.27	0.00	-1634.27
BALANCE	25256.30	133384.26	11082.99

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
Horticulture Centre	\$20 000	Mid 2020

Endorsement Page

Members of the School Board

Parent Representative(s): [INSERT NAME], [INSERT NAME], [INSERT NAME].

Community Representative(s): [INSERT NAME], [INSERT NAME], [INSERT NAME].

Teacher Representative(s): [INSERT NAME], [INSERT NAME], [INSERT NAME].

Student Representative(s): [INSERT NAME], [INSERT NAME], [INSERT NAME].

Board Chair: [INSERT NAME]

Principal: [INSERT NAME]

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

Board Chair Signature: [TYPE SIGNATURE]

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: [TYPE SIGNATURE]

Date: DD / MM / YYYY