Our school at a glance

Black Mountain Public School is a small rural school with a population of 34 students. The school has a talented staff with strong commitments to providing quality teaching and learning. Black Mountain Public School is part of ‘The Highland Learning Network’ and works collaboratively with the schools in this cluster.

Students
There were 34 students enrolled at Black Mountain Public School in 2011. Student achievement was seen across a range of curriculum areas. Students, teachers and parents communicate on a regular basis to ensure that students are supported throughout their learning journey.

Staff
Black Mountain Public School has two full time classroom teacher positions (including a teaching principal), a relief teacher, a Support Teacher Learning Assistance (STLA), one School Administration Manager (SAM) and a General Assistant (GA).

In 2011, students in the junior class (K-2) were taught by Miss Gemma Blayney. The senior students (3-6) were taught by Mrs. Belinda Baker, Relieving Principal.

Library, STLA and relief from face to face teaching (RFF) were taught by Mrs. Peta Bale and Mrs. Carole O’Hara.

Mrs. Barbara O’Neill was the School Administration Manager in 2011, working seven days a fortnight.

Mr Robert Norman was the General Assistant at the school working every Friday. The designated day for the GA was changed in 2011 from Wednesday to Friday to ensure that there was an extra person in the school every Friday when the SAM was not working.

All teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Every student at Black Mountain Public School was involved in a range of extracurricular programs and initiatives throughout 2011.

Buddy Reading
Our ‘Buddy Reading’ program has proven a positive program in the school this year. It has provided students will the opportunity to develop positive learning relationships across grades and stages, which is a unique opportunity, gained by students in small schools.

Active After School Communities (AASC)
The Active After School Communities program is a national program that provides Australian primary school aged children with access to free, structured physical activity programs in the after-school timeslot. Black Mountain Public School participates in this program three afternoons a week. The children were able to participate in sports such as lawn bowls, swimming, gymnastics, circus skills and hockey in 2011. Every Monday the students participated in a sport outside of the school for two hours.

Homework Centre
Homework centre runs two afternoons a week following AASC, on the days in which the program operates in the school. This program provides students with the opportunity to complete their homework in a positive and supportive environment, where they are able to access all school resources to assist them.

ACTION Program
The ACTION Program has been a program focused on the improvement of students’ language development in the early years. It has been a program which has enabled teachers to
work with speech pathologists to learn more about early language development, how to identify language difficulties, how to plan and implement strategies to assist students in the regular classroom.

**Frog Dreaming**
The senior students participated in a Frog Dreaming project in 2011. The project involved the students studying an environmental issue to learn of ways in which they can work to improve the local environment. The students worked cooperatively together on this project, presenting their information to a group of students from other schools during an overnight camp.

**Leadership Program**
Our school’s leadership program has continued to develop in 2011. Each student in Year six takes on the roles and responsibilities of being a school leader. The students in 2011 were presented with their leadership badges by the Regional Director; Mr Jim White. The students successfully coordinated and ran school assemblies. Each student played a role in daily assemblies. The students proudly represented the school when special guests were visiting and when showing gratitude to those who hosted us for various events and activities. The school leaders attended the first ‘Primary Leadership Luncheon’, which will continue as an annual event in our Highlands Learning Network. In 2012 the school leaders will be attending the Impact Leadership conference in Tamworth to assist them in developing leadership skills.

Students who participate in the program play at school assemblies and other special occasions and events. Many students have developed an enjoyment of music through these sessions demonstrating the value of the program to our school.

**Student achievement in 2011**
The students at Black Mountain Public School continued their participation in the Armidale Eisteddfod this year achieving great success.

Jaydn Trindall achieved junior boy champion at the Finlayson Cup event demonstrating outstanding sporting skills across a range of events.

Five of our students participated in the district cross country carnival held at Sport UNE. Thomas Smith, Matthew Smith, Hayden Jackson, Jacob Williams and Sophie Jackson all ran well and supported each other during their events.

Benjamin Friend was a finalist in the University of New England School Acquisitive Art Prize (UNESAP) and had his artwork hung in the ‘Let’s Hang It’ exhibition at NERAM.

Every Year 6 student held a position of leadership in the school. Each of the three students; Hayden Jackson, Jaydon Gaddes and Jacob Williams, shared the roles and responsibilities of leadership in the school equally.

We continued our participation in many annual events including ‘The Highland Fling’, Education Week, Book Week, Swimming, Cross Country and Athletics Carnivals.

**Guitar**
Every senior student has the opportunity to attend Guitar lessons with Mrs Peta Bale.
Messages

Principal’s message

Black Mountain has continued its proud tradition of delivering high quality teaching and learning programs for our children from Kindergarten to Year 6. We have an excellent transition to Kindergarten program that runs throughout the year, preparing students for a successful first year at school.

In 2011, our school has upheld our school motto ‘Fellowship in Learning’. Students are consistently encouraged and provided every opportunity to achieve in the caring atmosphere that encompasses our school.

This year saw the improvement to the entrance to the school making it much safer for all. It also saw the removal of the teacher housing residence, which resulted in a larger and improved playing area for students. New boundary fencing was placed around three of the school’s boundaries, which was also very welcome and provides more safety for the students at our school. Our school has been working closely with The Highlands Learning Network on school promotions and will continue with this partnership into 2012.

2011 has been a busy year for all. I would like to thank the school’s very talented and committed staff for their efforts during the year. It is with great pleasure that I commend the professional work of the teaching personnel, Miss Gemma Blayney, Mrs. Peta Bale and Mrs. Carole O’Hara, on their efforts in supporting students to gain high academic results across a range of curriculum areas.

Mrs. Barbara O’Neill is to be thanked for her work in the office and administration areas of our school. Mr. Robert Norman and Mrs. Deidre Scott work tirelessly to maintain our classrooms and our school grounds. Mr. Wayne Larkin dedicates a great deal of time and effort to the school, running our Active After School Communities program, in addition to our weekly transition program.

Our Parents and Citizens Association deserve congratulations for coordinating our ‘Open Garden’ event this year, which brought a great deal of funds into the school. The funds are already benefitting students. The school will utilise the remaining funds to purchase new readers, which will enable us to participate in L3, a new and exciting early literacy program, in 2012. The levels of support and trust we receive from our parent community are always appreciated and something we will never take for granted.

Finally, the students at Black Mountain Public School are to be congratulated on their effort and achievement. All students set goals for themselves throughout the year and have achieved excellence in both academic and sporting areas. The older students at the school provide positive role models for the younger students. The school’s leadership program has progressed well this year. The Year 6 students were keen to accept responsibility and to take on roles of leadership, developing confidence in various aspects of the role.

It has been a privilege for me to act as Relieving Principal this year, working with wonderful children who have a desire to challenge themselves, achieve success and grow.

I would like to thank staff, parents, students and other members of our school community for their hard work and support during this year.

Belinda Baker
Relieving Principal

This report is prepared within the guidelines set by the Department of Education and Communities (DEC) and contains specific information about our achievements and initiatives for this year. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.
P & C and/or School Council message

2011 was a very productive year for the Black Mountain Public School P&C. During the year we provided a sausage sizzle at the ‘Highland Fling’, had a raffle at the Election Day stall and had a very successful open garden event.

I would like to thank the P&C Executive – Jenny Friend - vice president, Alison Graham - secretary, Amanda Smith - treasurer and Margaret Sloan - assistant secretary, for all their support and hard work during the year.

Our main fundraising event for 2011 was the open garden event. There have been many positive comments about how enjoyable and how well the day was organised. Despite the inclement weather, a substantial profit of over $8000 was made for the P&C, to assist the school in funding much appreciated resources for our children. I would like to again thank the P&C executive who worked tirelessly in October and November in preparing for the Open Gardens Day. Everyone worked very hard on the day and came together to support each other as a close knit team.

Special thanks go to the garden owners who graciously opened their beautiful gardens for the community to enjoy – John & Barbara Ross, Allen & Liz St Clair, and Roger & Geralyn Flower. Thank you to Donna Davidson for her hard work in the early stages of planning, and Pam Youman for her support and promoting the gardens for us. Many others in the school and surrounding community contributed to the success of this fundraiser and I would like to thank all those involved. Mrs. Belinda Baker and Mark Baker, Miss Gemma Blayney and Kurt Bock and all the school staff made major contributions to the success of the day.

During the year the P&C was able to donate valuable resources to the school which included $1 136.34 to purchase a PA system and $3585.00 for readers to assist in accessing the L3 program.

Mrs. Carmel Hoade
P&C President

Student representative’s message

This year Black Mountain Public School students have participated in many exciting learning experiences.

We attended Musica Viva, which was entertaining for all students. We performed well at the Armidale Eisteddfod early in the year, where we played many musical instruments. At the end of Education Week, Black Mountain Public School hosted the annual Highland Fling. It was excellent.

The senior class participated in a school science fair. Each student experimented and presented their findings. Students presented volcanoes, 3-D diagrams, electric currents and much more, to each other and then to the junior students at the school.

The senior students went to ‘Frog Dreaming’, which was an overnight camp that provided a lot of opportunities for students. This experience gave everyone a chance to learn about the environmental impact of rabbits and to present our information in an interesting way using each other’s strengths.
We have been to transition days at the high schools we plan to attend in 2012. We created magnificent things. We also attended a Year 6 lunch at Rafters, with students from schools in our Highlands Learning Network, to meet Mr. Richard Torbay. It was inspiring. He taught us about leadership roles and responsibilities.

On the 11th of December our school participated in the ‘Guyra Rotary Christmas Street Parade’. The students of Black Mountain decorated the float with a garden theme, which followed on from our ‘Open Garden’ fundraising event.

We participated in many sporting events and carnivals this year. We achieved first place in the marching at the ‘Finlayson Cup’, which meant that our school’s name was placed on the trophy for the first time. Some individual students achieved high standards at the carnival. Five students from our school attended the district cross country carnival.

In Term 1, Black Mountain participated in swim school. Its purpose was to help the students learn to swim, as well as gain more confidence in the water. We also went to the Guyra pool for the swimming carnival where everyone participated. Our school participated in lawn bowls every Monday for 7 weeks; Mr. Wilcox helped us with our bowling and gave us tips to help us improve.

Some students attended Active After School Care (AASC), which ran three afternoons a week. At AASC we get active. We spent time improving our athletics skills and gained some assistance with our homework. At the end of the year Mr. Larkin and Mrs. Baker took the students to the pool to celebrate.

In 2010 we moved into our new school classroom. In 2011, experienced workers built Black Mountain Public School a fantastic car park and bus stop, which made coming and going to and from our school safe. In 2011 the old house next door was knocked down to increase the size of our school playground. All of the students were excited about this.

We had an interesting experience here at Black Mountain. The experiences Black Mountain gave us were incredible. This school is an important part of our lives.

Jacob Williams, Hayden Jackson and Jaydon Gaddes
Year 6 School Leaders
School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
In 2011 there were 34 students enrolled at Black Mountain Public School, 24 were male and 10 were female. There were 12 students in the K-2 class and 22 students in the 3-6 class. Black Mountain Public school has maintained its enrolments over the last five years.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>27</td>
<td>22</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

Management of non-attendance
Student attendance was recorded daily. Absent and partially absent students were required to provide notes from parents and guardians with reasonable explanations for absences. Phone calls and notes were used as follow up to student attendance issues as per the DET policy.

Attendance certificates were presented to students for excellent and outstanding attendance at the end of each term. Four prizes were awarded to two Indigenous students with the best yearly attendance and two students with the overall best attendance results at the ‘Celebration of Learning’.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>K</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>3-6</td>
<td>3</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>3</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes
Students are divided into two classes. The junior class is made up of students in Years K to 2 and the senior class is comprised of students in Years 3 to 6.
**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teaching Principal 5</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Classroom Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Support Teacher Learning Assistance - Shared</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Total Teacher Entitlement: 2.736

School Administrative & Support Staff: 0.696
Primary General Assistant District Scheme: 0.19

Total Non-Teacher Entitlement: 0.886

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011 Indigenous Teachers’ Aides were hired to support our Indigenous students’ achievement.

**Staff retention**

Mrs. Belinda Baker relieved as Principal in 2011. Miss Gemma Blayney was employed under a temporary contract as the second classroom teacher. All other staffing arrangements remained the same in 2011.

**Teacher qualifications**

All teaching staff meets the professional requirements for teaching in NSW public schools to ensure the best outcomes for Black Mountain Public School students.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

**Date of financial summary:** 30/11/2011

**Income**

- Balance brought forward: 13166.14
- Global funds: 52909.49
- Tied funds: 76882.41
- School & community sources: 13897.22
- Interest: 3112.61
- Trust receipts: 1455.20
- Canteen: 0.00

Total income: 161423.07

**Expenditure**

- Teaching & learning
  - Key learning areas: 2612.32
  - Excursions: 1973.94
  - Extracurricular dissections: 9663.77
- Library: 501.46
- Training & development: 1210.67
- Tied funds: 36393.00
- Casual relief teachers: 4194.07
- Administration & office: 18100.70
- School-operated canteen: 0.00
- Utilities: 7753.51
- Maintenance: 2868.85
- Trust accounts: 1703.06
- Capital programs: 0.00

Total expenditure: 86975.35

Balance carried forward: 74447.72

The school once again finished the year in a sound financial position. Unspent tied funds have been committed to programs in Term 1 of 2012. Global funds have been allocated to projects requiring extra funding in 2012 including, but not limited to, the senior school excursion.

The gardens were a focus in 2011 with the P&C running the ‘Open Garden’ fundraiser.

A new PA system was purchased with funds provided by the P&C. The P&C also provided funds to purchase sets of readers to enhance our reading programs in the early years.

Due to the high cost of bus travel, the school subsidised many excursions paying for bus expenses and entry fees to events.

A full copy of the school’s 2011 financial statement is available at the school. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts
- Students participated in the Guyra Show with many receiving prizes for their work.
- All students participated in the Armidale Eisteddfod obtaining a first, second and third prize for their performances, which required the use of various instruments.
- Benjamin Friend was a finalist in the New England Regional Art Museum UNESAP and his artwork was hung in the ‘Let’s Hang it’ exhibition for all to see.
- Senior students coordinated and performed musical and drama performances as part of their presentation for ‘Frog Dreaming’.
- Guitar lessons are accessible to all students every Wednesday during lunchtime, with Mrs. Peta Bale. Students perform at school assemblies and other school events.
- Benjamin Friend, Nicholas Graham and Samuel Graham access extra Guitar sessions with Mr. Dave Eddie once a week.
- Education Week activities involve students in various activities with students from The Highlands Learning Network schools.
- Whole school participation in the Conservatorium of Music Flute Trio performance.
- Two Musica Viva programs and performances.

Sport
The fitness program which runs three mornings a week continues to improve students’ skills and fitness levels.

Students have participated in many sporting events in 2011 including:
- Finlayson Cup – Jaydn Trindall achieved the Junior Boy’s Champion trophy.
- Sophie Jackson achieved the Senior Girl Champion.
- Intensive Swimming School
- Ben Lomond Cross Country
- Small School’s Swimming Carnival
- Guyra Athletics Carnival
- NSW Cricket Clinic
- Hockey training session at the Sport UNE Hockey Fields.
- Gymnastics sessions at the Armidale Gymnastics Club in Terms 2 and 3.
- District Cross Country Carnival held at Sport UNE.
- Rugby League Clinics

Other
Students at Black Mountain Public School have accessed a variety of experiences throughout the year including:
- Frog Dreaming overnight camp (3-6)
- Environmental studies
  - Rabbit Scan Project
  - Urandangie Tree Planting
• Teddy Bear’s Picnic (K-2)
• Buddy Reading Program
• ANZAC Day March and Service in Guyra
• Primary Leadership Luncheon (Year 6)
• Easter Hat Parade
• Book Week Parade
• Telstra Beach to Bush
• Ambulance Visit
• Senior Science Fair
• Grandparents Day
• Fun With Maths
• Open Garden event
• Questacon Show
• Guyra Rotary Street Parade in December of 2011
• Zoo Mobile
• School Banking (Introduced 2011)
• Students coordinated a Cup Cake Day to raise money for the RSPCA.
• Armidale Sport and Recreation Centre on the last day of Term 4 in 2011.
• The Highland Fling

The Black Mountain Playgroup has operated in conjunction with Gubi Gabun once again in 2011. This fantastic program is for toddlers and mothers alike to meet and interact, enjoying a variety of learning experiences, including storytelling, art, dance movement and drama related activities. The playgroup meets once a fortnight on Tuesdays at the school.

Black Mountain Public School offers an outstanding transition to kindergarten program which provided a strong start for six transition students. It operated from week three term one and ran for a full day each Friday throughout the year.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

The student population for year 3 was less than 10 therefore we are unable to include this report, as it may identify individual students.

Numeracy – NAPLAN Year 3

The student population for year 3 was less than 10 therefore we are unable to include this report, as it may identify individual students.
Literacy – NAPLAN Year 5
The student population for year 5 was less than 10 therefore we are unable to include this report, as it may identify individual students.

Numeracy – NAPLAN Year 5
The student population for year 5 was less than 10 therefore we are unable to include this report, as it may identify individual students.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are unable to be included in this report as the student populations for years 3 and 5 were less than 10 therefore we are unable to include this report as it may identify individual students.

Significant programs and initiatives

Aboriginal education
Aboriginal perspectives are embedded throughout our teaching and learning programs. These reflect the understanding and awareness of Aboriginal culture and traditions and promote Aboriginal History and current Aboriginal Australia.

‘Welcome to Country’ is read before beginning any formal assemblies or events in our school in recognition of Indigenous Australians. The Aboriginal Flag is flown every day.

‘Frog Dreaming’ had many Indigenous Perspectives embedded into the program. Students learnt about Aboriginal symbols and placed designs onto boomerangs they painted during ‘Frog Dreaming’. Students learnt to throw a boomerang correctly.

Multicultural education
Assembly discussions are frequently devoted to such topics as acceptance and tolerance. Students and staff value our inclusive community. Every opportunity is taken to develop the understanding of different cultures, religions and belief systems.

Respect and Responsibility
Respect and Responsibility are the two significant features which drive our school-through our rules, behaviour and strong welfare policy.

The school’s ‘Student Welfare Policy’ closely aligns to reflect the new Department of Education and Communities Core Values in Public Schools policy, which is regularly reinforced along with singing both verses of the National Anthem at all assemblies.

The school provides the opportunity for students to celebrate and demonstrate these core values by participating in a partnership with the wider community in the Anzac Day March, the Guyra Rotary Street Parade, the ‘Highland Fling’ and many sporting carnivals and art events.

Leadership Program
The leadership program continues to grow and develop at Black Mountain Public School. Each Year Six student is a school leader and performs various duties in that role. School leaders understand that their responsibility is to assist others to be the best they can be and to encourage others to achieve. Each student takes this responsibility seriously.

In 2011, Mr. Jim White inducted our Year six leaders, presenting them with their badges. Parents pinned the students’ badges on. The school leaders met with school leaders from schools in the Highlands Learning Network and Mr. Richard Torbay, to discuss the role of leadership. In 2012, the school leaders will be attending Impact Leadership in Tamworth to assist their development of leadership skills.
Progress on 2011 targets

Target 1
Increase the proportion of students achieving expected growth in spelling from 2010 Year 5 NAPLAN data.

Our achievements include:

- The student population for year 5 was less than 10 therefore we are unable to include this information as it may identify individual students.
- Standardised testing was conducted throughout the year across all grades to monitor student progress in spelling.
- Professional development was completed by the senior classroom teacher in the use of SMART Data.
- SMART Data was utilized in programming ensuring student needs were at the centre of planning and programming.
- Classroom teachers attended professional learning in literacy to integrate spelling across all areas of literacy.
- Students attended individual and group sessions one day a week, which targeted different areas of literacy.

Target 2
Increase the proportion of students achieving expected growth in numeracy from 2010 Year 5 NAPLAN data.

Our achievements include:

- Greater engagement in Mathematics as a result of the increased use of technology.
- Classroom teachers attended professional development in numeracy.
- SMART Data was utilized in programming ensuring student needs were targeted and explicit teaching occurred around areas of weakness.
- Students attended individual and group sessions one day a week, which targeted different areas of numeracy.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Communication and Reading Comprehension.

Educational and management practice

SCHOOL COMMUNICATION

Background
Parents were surveyed about our schools communication process. Parents were asked their opinions on the ways in which the school provides information about the day to day running of the school, upcoming events and changes.

Findings and conclusions
Results indicate that parents are very happy with the current operation of the school. It was noted that more notice is required for working parents to return notes. The overwhelming response was to continue our clear communication with families and maintain the ‘family’ atmosphere of our school.

Future directions
A calendar with planned events throughout the term was implemented in 2011 and Term Calendars were prepared and attached to the first school newsletter of the term to inform parents of upcoming events.

The school will continue to provide opportunities for parents to speak with staff on a daily basis and will work tirelessly to maintain the family
atmosphere that our strong communication currently creates.

Curriculum

READING COMPREHENSION

Background

Our school participated in the first year of training in Focus on Reading in 2011. This program aims to extend and refine teaching and learning practices of reading to enhance student learning in Years 3-6. This program focuses on explicit strategies that students need to understand and use when comprehending text.

Findings and conclusions

Teachers taught the strategies to students and will continue to explicitly teach the strategies as students become more competent in using them. Students continue to demonstrate their developing ability in comprehending more complex texts.

Future directions

The K-2 teacher will now train in L3 over 2012 and 2013, a program designed to dramatically increase student reading levels in Kindergarten. This program has been seen to benefit students working in multistage classrooms also.

Parent, Student, Teacher Satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents responded with positive comments about our school. New families were made to feel welcome and felt that students are the school’s main concern. Parents commented that the teaching staff is dedicated to student learning and that academic programs target student needs.

Students indicated that they feel safe at school and supported in their learning. The students strongly indicated that they feel acknowledged for their effort and achievement and that they are encouraged to do their best. They strongly indicated that the teachers provided interesting lessons and feel that the school listens to their suggestions.

Teachers indicated that Black Mountain provides a safe learning environment in which good communication procedures exist between the school and parents/carers. Teachers have high expectations of students and work to provide engaging learning experiences for students. Teachers indicated that they encourage students and have the skills to deal with misbehavior fairly.

Professional learning

Staff engaged in a range of Professional learning in 2011.

- Teaching staff participated in Focus on Reading training and explicitly taught strategies to improve student reading comprehension skills.
- The Principal accessed training through School Education Group meetings once a term, the annual Regional Conference and Primary Principal Association Meetings.
- The Principal attended a “Writing the School Plan” course to assist with the writing of the new three year plan, for Black Mountain Public School, to commence in 2012.
- Literacy and numeracy professional learning was also accessed, particularly for NAPLAN analysis. The K-2 classroom teacher accessed Count Me in Too Training to assist planning and delivery of numeracy programs.
- Teaching staff attended reviews and feedback sessions of the new Australian Curriculum in Literacy.
- Best Start Training was accessed by the K-2 teacher. The classroom teacher was trained in administering the program and using information to guide teaching and learning programs. The teacher used the Best Start Program for all students in Kindergarten and utilised the continuum for students in Stage 1.
- Teaching staff worked with a speech pathologist as part of the ACTION program,
focusing on language development for students in their early years of schooling.

- Carole O’Hara participated in Support Teacher Learning Assistance training, networking with others performing the same role.
- Carole O’Hara participated in a Fiona Steel Visual Arts Course in Tamworth. This training was focused on embedding Art into the curriculum.
- Explosive Child training was accessed by parents and staff.
- All teaching staff participated in ‘One Note’ training.
- New Scheme Teacher training courses were accessed by Miss Gemma Blayney.
- Peta Bale participated in Musica Viva training.
- Our librarian, Mrs Peta Bale, participated in library network meetings with librarians from schools in the New England region.
- Peta Bale, our music teacher, participated in a Kodaly Workshop. Peta Bale attended the Primary Armidale Music Teacher Association meetings once a term also.
- Barbara O’Neill attended training in Guyra. She completed a training session on ERN as well as first aid training.
- Barbara O’Neill worked at the school with the Regional SAM at various times throughout on other administrative tasks.
- All staff accessed mandatory training throughout the year, including Child Protection and Keeping Them Safe.
- Classroom teachers attended CPR update at Guyra Central School.
- Collaborated with Highland Cluster Schools for professional learning.
- Robert Norman completed training relating to the New Maintenance and Cleaning Contract.

School priority 1
Outcome for 2012–2014
Improve Literacy performance in the school so that every student achieves greater than or equal to their expected growth.

2012 Targets to achieve this outcome include:
- Increase the number of students in the top two bands in the areas of Reading and Spelling.

Strategies to achieve these targets include:
- Reading Recovery strategies incorporated into teaching and learning programs for students in Kindergarten to Year 2.
- The L3 program is implemented as professional learning for teachers and integrated into teaching and learning programs for students in Kindergarten to Year 2.
- New programming and scope and sequence developments incorporating Department of Education and Communities documents and current and upcoming Board of Studies English syllabus requirements. Focus on Spelling.
- Assessment tasks in writing will align with NAPLAN priority areas for each year. These are to be used as common assessment tasks.
- Computer and technology use is implemented where possible to access online/outside programs and initiatives to compliment teaching and learning programs and to support LD and GAT students.

Classroom IEPs developed for all students with focus being on LD and GAT students.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 2
Outcome for 2012–2014

Improve Numeracy performance in the school, so that every student achieves greater than or equal to their expected growth.

2012 Targets to achieve this outcome include:

- All Year 5 students to achieve expected growth in NAPLAN in the area of Numeracy.

Strategies to achieve these targets include:

- Develop a K-6 scope and sequence for Mathematics using current and upcoming Department of Education and Communities and Board of Studies syllabus requirements.

- Utilise online programs to support students with learning difficulties and those who present as gifted and talented.

- Create assessment tasks that align with NAPLAN assessment and use data from previous NAPLAN to guide teaching and learning priorities and programs.

- Improved Count Me In Too and Counting On strategies in classroom lessons.

- Best Start assessment for Kindergarten students used to guide priority areas for programs in Mathematics.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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School contact information

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