Black Mountain Public School 2010

Annual School Report

1249
Black Mountain Public School is a New South Wales Department of Education and Training PP5 school located in the rural community of Black Mountain in the region of New England.

**Principal’s message**

It is with pleasure that I submit the 2010 Annual School Report. This report is prepared within the guidelines set by the Department of Education and Training (DET) and contains specific information about our achievements and initiatives for this year.

Black Mountain has a proud tradition of delivering high quality teaching and learning programs for our children from Kindergarten to Year 6.

This year saw the completion of the new classroom. A new interactive whiteboard was funded by the P and C and installed into the new classroom.

The students are well supported by our teaching and administrative staff. The staff strives to ensure that students enjoy high quality teaching and learning activities in a positive and encouraging environment. Each student is encouraged to do their best. The great results achieved by our students are a testament to the work of the school staff.

Our school has a strong and caring parent community who support us in all our endeavours. This year the P& C have provided the school with substantial enhancements which have significantly improved teaching and learning conditions for students and staff. This support is greatly appreciated by all staff and students. We have a commitment to maintaining and building our relationship with parents and the wider community.

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

*Margaret Cobb*

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**P & C Message**

I’d like to start off by thanking the executive members Carmel, Mandy, Sue and Vicki. The efforts of this group ensured the overall smooth running of P and C events and fundraisers. I want to put in a special thanks to Carmel for her involvement in the regional P and C as the Small Representative. Her involvement in this enabled us to access information on P and C matters which we were previously unaware of which enable us to function more effectively.

The committee members are the backbone of the P and C and have gone out of their way to ensure the success of all our fundraising events.

Behind the committee is a band of willing workers who are always there willing to help in one way or another.

Some of the events held during this year included two street stalls, The Harvey Norman BBQ, the election day stall, The Highland Fling, Rejuvenating the front garden and catering for the staff development day.

This year we are proud to have been able to help pay part of the costs of the major excursion to Sydney by reducing the overall costs to the parents.

We are very happy to see the everyday use of the smartboard which we purchased earlier in the year for the new school building.

We also contributed one thousand two hundred dollars to buy resources such as reading books for the classrooms. These initiatives support the school programs and ensure the best learning opportunities for our children.

*Graham Hoade*

**P and C President**

**Student representative’s message**

This year students at Black Mountain Public School have been involved in many activities and have achieved many things.

Early this year we did Swimming School for two weeks at the Guyra Pool. We attended Musica
Viva twice learning about wind and string instruments. All students participated in the Armidale Eisteddfod performing songs using percussion instruments. Some students participated in the NSW Mathematics Competition and one student achieved a Distinction. Our school went to the Finlayson Cup twice. We placed equal first in the first carnival and won the senior ball games award at the second. Black Mountain students visited the Parramatta Eels. The players taught us some skills.

In Term Three Black Mountain hosted the Highland Fling. Mr. Pickett opened the event and a local bagpipe player played for us. Bald Blair, Chandler and Ebor Public Schools joined in our day. There were many activities to choose from. The emergency services attended and provided many activities for us to do.

The senior class went to Sydney for a week and stayed at Narrabeen Lakes. We met the coach of the Sea Eagles who train there. We also visited the city and walked across the Harbour Bridge.

We saw Centrepoint Tower and were on Sunrise. We watched a Questacon show at the library and toured Parliament House taking a special walk through Mr. Torbay’s office.

This year we visited the Armidale Gymnastics Club each week for a whole term. We learnt how to do cartwheels and handstands. All of the children improved their strength using the bars and pummel horse. Our favourite part was learning to do back and front flips into the foam pit.

Libby Howey, Tyson Cahoon, Jordan Jerrard and Danny Nelson

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

Black Mountain Public school has maintained its enrolments over the last four years. The enrolment at the end of 2010 was 31. This enrolment will be maintained in 2011 with three students enrolled to enter Kindergarten and only four leaving for high school.

Student Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>22</td>
<td>27</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>
Student attendance profile

The attendance rates of students at Black Mountain are above that of the state and region. This year the school implemented the “Guidelines for Exemption from School” which allows students to be exempt from school to attend family holidays during the school term as approved by the principal.

Management of non-attendance

Black Mountain monitors attendance through the weekly checking of school rolls. The principal is notified by the classroom teacher if a student’s attendance is causing concern.

Class sizes

In 2010 the senior class totalled 24 students and the infants up to 15.

Staff information

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

Mrs Anne Cormie retired from teaching in 2009 and was permanently replaced by Mrs Belinda Baker who teaches the senior class.

Staff Attendance

All staff gave access to leave entitlements such as sick leave and long service leave.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teaching Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary 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 SS Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>2.736</td>
</tr>
<tr>
<td>Primary School Administrative Manager</td>
<td>0.696</td>
</tr>
<tr>
<td>Primary General Assistant District Scheme</td>
<td>0.19</td>
</tr>
<tr>
<td>Total Non Teacher Entitlement</td>
<td>0.886</td>
</tr>
</tbody>
</table>

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

There are no Indigenous employees at Black Mountain at present.

Teacher qualifications

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

<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.
### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>28,396.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>47,933.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35,695.03</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17,966.25</td>
</tr>
<tr>
<td>Interest</td>
<td>1,295.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,014.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>132,301.09</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>4,660.64</td>
</tr>
<tr>
<td>Excursions</td>
<td>5,871.63</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3,634.35</td>
</tr>
<tr>
<td>Library</td>
<td>1,295.36</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,081.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>43,517.87</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5,337.34</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>26,027.86</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9,522.81</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3,560.63</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,147.82</td>
</tr>
<tr>
<td>Capital programs</td>
<td>11,477.04</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>119,134.95</td>
</tr>
</tbody>
</table>

| Balance carried forward                | 13,166.14 |

The school finished the year in a sound financial position. Unspent tied funds have been committed to programs in Term 1 of 2011.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the P and C. Further details concerning the statement can be obtained by contacting the school.

### School performance 2010

#### Achievements

#### Arts

Black Mountain School provides a diverse range of opportunities for students to explore and develop a range of learning outcomes. The students have again participated in a variety of creative and performing arts.

Highlights include achieving second in the eisteddfod and a number of prizes in the Guyra Show.

Mrs. O’Hara ran an art appreciation program every Wednesday morning and as a result the students have a broad knowledge of artists and styles.

#### Sport

The daily fitness program has continued to improve motivation confidence and an increase in fitness levels.

All students participated in the intensive swimming school. Students also participated in included the Guyra Cross Country, The Guyra Swimming Carnival, The Ben Lomond Cross country and Two Finlayson Cup days.

Black Mountain students represented the school in the Small Schools Knockout competition and participated in coaching clinics including cricket and rugby league.
In term three all students attended gymnastics training in Armidale at the Armidale Gymnastics Centre.

**Other**

During 2010 the senior students attended an excursion to Sydney and the infant class went to the Tomato farm and the Trout Hatchery.

The whole school enjoyed a day Green Valley for the last day of school.

**Transition Program**

Our transition to kindergarten program provided a strong start for five transition students. It operated from week three term one and ran for a full day each Friday.

The Black Mountain Playgroup has operated in conjunction with Gubi Gabun once again in 2010. This has fantastic program with toddlers and mothers alike enjoying interaction through a variety of learning experiences including story telling, art, dance movement and drama related activities. The playgroup meets once a fortnight on Tuesdays.

**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 the 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)

**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 reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

NAPLAN results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information should not be reported if results are available for less than 10 students.

- **Less than 10 students participated in the NAPLAN testing. Therefore results are unable to be reported.**

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

NAPLAN results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three-year school average, and average growth information should not be reported if results are available for less than 10 students.

- **Less than 10 students participated in the NAPLAN testing. Therefore results are unable to be reported.**

**Significant programs and initiatives**

**Aboriginal education**

The Aboriginal perspective is evident in all relevant curriculum areas with teaching programs that illustrate Aboriginal History, Culture and current Aboriginal Australia

**Multi-cultural 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, behavior and strong welfare policy.

The school’s student welfare policy closely aligns to reflect the new Department of Education and training Core Values in Public Schools policy which is regularly reinforced along with singing the ANationa! Anthem on the major 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 and the Highland Fling.

**Active After School Communities and Homework Centre**

The Active After School Communities program is designed to encourage students to be physically active and develop an interest in sport and physical activity outside school. The Homework Centre aims to provide a supportive environment to assist students to complete their homework.

The program has been operating at Black Mountain Public School for eleven years. The program operates for seven weeks a term for three afternoons a week.

**The Highland Fling**

Black Mountain Public School hosted the inaugural Highland Fling Day to celebrate education week and further develop relationships between the schools in the Highland Cluster. It was a very successful day Ben Lomond, Ebor and Chandler schools attended. The Rural Fire service
and a number of local organizations provided interactive displays on the day.

**Technology**

Each classroom at Black Mountain School has an interactive whiteboard and at least one computer between two students.

**You Can Do It**

You Can Do It! Education’s (YCDI’s) main purpose is to support communities, schools, and homes to optimise the social, emotional, and academic development of all young people. Students at Black Mountain Public School are given weekly lessons in their classroom to learn about how to use the ‘5 Keys to Success’.

These Keys to Success are Confidence (yellow), Persistence (purple), Organisation (orange), Getting Along (green) and Resilience (red).

Unique among educational programs, YCDI emphasises the importance of teaching children different “Ways of Thinking” that help them to develop in each of these five areas.

YCDI’s programs for parents and teachers prepare them to teach children of all ages the 5keys. Additionally, YCDI’s programs describe for parents and teachers the things they can say and do to support the achievement and social and emotional well-being of children of all ages.

Early Childhood and K-2 classes use puppets and characters in their lessons to learn the 5 areas of YCDI. Other resources used regularly to support the implementation of YCDI program are the Emotional Thermometer and the ‘Howbadzzat?’ posters.

Parents participated in Professional Development on supporting You Can Do It program at home.

**Best Start Assessment**

The Best Start assessment was first implemented in 2008. It is a state wide Kindergarten Assessment project.

The Best Start tasks assess each student’s literacy and numeracy skills on entry to Kindergarten. It isn’t an exam. It is a teaching tool to find out what knowledge and understandings the students already possess, so teaching can be tailored to support individual student needs.

The Best Start Literacy Assessment involves teachers using a series of specially designed tasks to find out whether a student can recognise familiar print in the environment; recall details about a picture story book that has been read to them; write their name; understand how books work; and recognise and use sounds and letters.

The Best Start Numeracy Assessment involves teachers interviewing students using a series of questions to identify how well students can count; which numbers they can recognise; whether they can add and subtract small numbers of objects; and whether they can recognise simple repeating patterns.

In addition to assessing student’s knowledge and understandings, the Best Start Assessment provides learning plans for students and feedback
to parents on how they can support their child’s learning.

Progress on 2010 targets

Target 1

A decrease from 2009 in the number of Year 5 students in the NAPLAN minimum bands in writing for 2010.

Results:
The student population for year 5 was less than 10 therefore we are unable to include this information as it may identify individual students.

Our Achievements include:
- Greater engagement in Writing as a result of the increased use of technology including software and web based programs.
- Smaller class sizes: Three days a week smaller classes were formed for literacy with a three/four class and a five/six class operating until lunchtime.
- Purchase of additional resources for writing.
- Classroom teachers attended professional development on writing.

Target 2

An increase from 2009 the number of Year 5 students in the top 3 bands for Number in the 2010

Results:
The student population for year 5 was less than 10 therefore we are unable to include this information as it may identify individual students.

Our Achievements include:
- Greater engagement in Mathematics as a result of the increased use of technology.
- Smaller Class sizes: Three days a week smaller classes are formed for maths with a three/four class and a five/six class operating until lunchtime.
- An extension program in Mathematics on session a week with Mrs. O’Hara.
- Purchase of additional hands on Mathematics resources.
- Elimination of the use of text books.
- Student participation in the Mathematics competitions. One student awarded a distinction.

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 2010 spelling and technology were evaluated.

Curriculum:

SPELLING

Background

The ability to spell is fundamental to literacy in particular to writing. Literacy is a key priority of the Department of Education and Training and Black Mountain Public School. It has been noted by teachers that Black Mountain Students have underperformed in the area of spelling.

Findings:

Work samples were collected and analyzed to establish the students’ ability to spell effectively when writing. It appears that they do not apply spelling knowledge and use skills that they have been taught. Students need to develop an understanding of the importance of spelling correctly as it is fundamental to written communication. In addition to this a higher priority needs to paid to spelling across the school.

Future Directions

1. Participate in the Premiers Spelling Bee. Firstly at school level then cluster level then state level.
2. Implement lessons which provide the opportunities for students to write for a real audience to amplify the importance if correct spelling.
3. Implement the Department of Education and Training New South Wales Phonemic Awareness and Phonic Program in the years K/1/2/3.
4. Analysis of NAPLAN data will assist to identify areas to be addressed and strengthen learning programs.
5. Black Mountain Public School will continue to focus on quality spelling programs for all students.

Educational and management practice:

Technology

Background:
In 2008 a connected classroom was installed in the senior classroom. The year six students used the laptops. No wireless connection was available. The Kindergarten to year two students had one computer lesson a week with the Principal in the computer lab. In 2009 the computer lab was dismantled and the computers were placed in the classrooms. The laptops were used by the three to six classroom only. The Kindergarten to year two classroom only required one computer. The balances of the computers from the lab were placed in the senior classroom where they were utilised in by students as part of their learning program. In 2010 a new classroom was built for the senior students and the P and C purchased an electronic smartboard and the classroom was allocated a number of computers from the T4L rollout as well as five laptops. The classroom was fitted with a wireless router for the laptops and the PCs were cabled. The kindergarten to year three class was allocated ten computers. Four computers were allocated to the learning support room but no cable was installed.

Findings:
All students at Black Mountain School accessed computers daily using a combination of software and internet programs. Programs accessed included Spell City, Dance Mat Typing, Mrs Mac’s Library, and Tumble Books, count Me in Too. Student used software to create movies. The infant class made digital animations using Stop Motion Animator and the senior class movies using Movie Maker.

Teachers accessed training on use of the Smartboard on three afternoons at Martin’s Gully school. A session at a staff development day was devoted to professional learning on the use of Wicks to assist with planning and classroom management.

One digital camera was purchased for each classroom. The cameras were used to record classroom and school events and were taken on excursions.

Future Directions

1. Continued provision of quality educational programs utilising technology.
2. Review of teaching programs with emphasis on the uptake of technology in all learning areas.
3. Provision of financial resources to cable the Learning Support room.
4. Explicit teaching of safe use if the internet in conjunction with Anti-bullying policy.
5. The development of a Technology Implementation Plan.
6. Further Professional Development to enhance the uptake and use of technology.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents, students and teachers indicated that they were very satisfied with the school. Students indicated that they feel safe at school and don’t get teased. They strongly indicated that the teachers provided interesting lessons and feel that the school listens to their suggestions. Teachers indicated satisfaction with the school
including that it is a safe working environment and they are able to encourage students and provided enjoyable lessons and have the skills to deal with misbehavior fairly.

Professional learning

Staff engaged in a range of professional development program throughout 2010 either at Black Mountain or regional venues including:

- All teaching staff engaged in professional learning on ‘You Can Do It’.
- All staff attended the Small Schools conference in Inverell.
- Mrs. O’Hara the Learning Support teacher attended Learning support Network meetings.
- All staff attended mandatory training including Child Protection and Keeping Them Safe.
- Classroom teachers attended ‘Explosive Child’ professional development on managing difficult children.
- Principal attended Principal Conferences and School Education Group meetings.
- Mrs. Baker attended a session with the school development Officer on analyzing Smart Data.
- Collaborated with Highland Cluster schools for professional learning.
- Mrs. Baker attended Anti-Racism Contact Officer training.
- Classroom teachers attended CPR update at Guyra Central School.
- Classroom teachers were trained as Active After School communities Coaches.
- $4586.66 was spent of professional development in 2010.

School Development 2009 – 2011

Targets for 2011(School plan one)

Staff at Black Mountain endeavor to provide students with a quality education, reflecting DET priorities, individual learning needs, interests, capabilities and community interests

Target 1

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

Strategies to achieve this target include:

- Ongoing professional learning at stage/grade level.
- Analyse assessment data to identify students at risk and implement support strategies.
- Continuing implementation of the Quality Teaching Framework and innovative technology to enhance teaching and learning.
- Participate in the Premiers Spelling Bee. Firstly at school level then cluster level then state level.
- Implement lessons which provide the opportunities for students to write for a real audience to amplify the importance of correct spelling.
- Implement the Department of Education and Training New South Wales Phonemic Awareness and Phonic Program in the years K/1/2/3.
- Analysis of NAPLAN data will assist to identify areas to be addressed and strengthen learning programs.
- Black Mountain Public School will continue to focus on quality spelling programs for all students.

Our success will be measured by:

- Analysis of 2011 NAPLAN data with a focus on growth.
- Participation in the Premiers Spelling Bee.
- Regular assessments used to inform teaching and learning programs.
Target 2

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

Strategies to achieve this target include:

- Analyse assessment data to identify students at risk and implement support strategies.
- Continuing implementation of the Quality Teaching Framework and innovative technology to enhance teaching and learning.
- Analysis of NAPLAN data will assist to identify areas to be addressed and strengthen learning programs.
- Offer opportunities for students to participate in optional assessments in mathematics, including the Australian Mathematics Competition.

Our success will be measured by:

- Analysis of 2011 NAPLAN data with a focus on growth.
- Teachers accessing professional development on Mathematics teaching.
- Regular grade and stage appropriate assessments analysed to identify strengths and weaknesses.
- Regular assessments used to inform teaching and learning programs.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Margaret Cobb  Principal
Belinda Baker  Teacher
Graeme Hoade  P and C President

Libby Howey, Tyson Cahoon, Jordan Jackson and Danny Nelson

School contact information

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Web: blackmtn-p.schools.nsw.edu.au
School Code: 1249

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr