We participated in an Indigenous Art Workshop via our video conferencing facilities.
Our school at a glance

Black Mountain Public School is a small school in a rural setting. It provides an outstanding education in a family environment. *Fellowship in Learning* is our motto, and helping one another is important to us and evident in all aspects of school life. High quality teaching and learning experiences, provided through our programs, inspire and challenge our students.

Students

2012 was a very productive year for the students at Black Mountain Public School. There were 31 students enrolled in our school in 2012. All students demonstrated achievement in academic, sporting and social areas of learning.

The Leadership Program at Black Mountain continues to grow. The student leaders were very proactive in 2012, raising funds to purchase a new outside clock for the school.

Students, teachers and parents have regular contact, to ensure that lines of communication remain strong, to support students. Parents are encouraged to participate in their children’s education and to be involved in the school.

Staff

The professional, enthusiastic staff work cooperatively and are dedicated to providing learning for students that is at the ‘cutting edge’. Staff consistently undertake professional learning to ensure that students have every opportunity and experience available to them.

In 2012, there were two classes at Black Mountain Public School. The students in the K–2 class were taught by Miss Gemma Blayney. Students in Years 3–6 were taught by Mrs Belinda Baker.

Mrs Carole O’Hara worked part-time in our school. Mrs O’Hara was our Learning and Support Teacher (LAST) and taught some of our Relief from Face to Face (RFF). The remainder of our Relief from Face to Face teaching (RFF) was taught by Mrs Peta Bale. Mrs Bale taught Library and Music to each of the classes at Black Mountain.

Mrs Barbara O’Neill was the school’s School Administration Manager, working seven days a fortnight in 2012. Mr Robert Norman performed the role of the General Assistant and worked one day a week. Mrs Deirdre Scott was our school cleaner for the first part of the year. During the latter part of 2012, the role was taken over by Ms Jessica Newberry.

Significant programs and initiatives

All students at Black Mountain Public School participated in a range of extracurricular programs and initiatives throughout the year.

Leadership Program

Every Year 6 student performed the role of student leader. Black Mountain’s Leadership Program continues to grow and is aimed at developing students’ leadership skills. Each student leader attended *Impact Leadership*; a course promoting leadership, for the first time. The students also participated in a follow up conference. In 2012, our Year 5 students attended the follow up conference to assist their development of leadership skills. This helped Black Mountain’s Year 5 students prepare for the role of leadership in the school.

*Impact Leadership* has renamed its course to *GRIP Leadership*, and the program has been reviewed and improved. The new program will
launch in 2013. The Year 6 of 2013 is looking forward to attending the event.

When accepting the role of student leader, each of the students takes on many roles of responsibility.

In 2012, the students coordinated and ran school assemblies. The students also continued to play a role in daily assemblies. The student leaders managed fundraising activities for the RSPCA, and to add to funds raised to purchase a new outdoor clock for the school. Each of the school leaders proudly represented our school when special guests came to visit, and when showing gratitude to those who hosted us for various events and activities.

The school leaders attended the annual Primary Leadership Luncheon with the leaders from the schools in the Highlands Learning Network. The students ran the Morning Bites program, preparing fruit for their fellow students every morning.

The students at Black Mountain Public School learn the skills of leadership throughout their time at school and have the opportunity to develop and enhance their skills through the Leadership Program. The student leaders learn the importance of leadership in their final year at Black Mountain, graduating with the skills to lead, help and support others to achieve.

Language Learning and Literacy (L3)

Language, Learning and Literacy (L3) is a research-based, Kindergarten classroom intervention program, targeting text reading and writing. Our K–2 classroom teacher participated in the first year of the two year training program in 2012, to implement the program at Black Mountain.

L3 promotes explicit instruction when teaching reading and writing strategies. Students work in small groups of three to four. Students then rotate to independent, individual or group tasks. This occurs in the daily Literacy session.

Every student benefited from this program. The classroom teacher will complete the second year of the training in 2013.

Morning Bites

In 2012, Black Mountain applied for a grant to support Personal Development, Health and Physical Education Programs. The application was successful, which meant the school was able to provide a healthy morning break for students every morning for two and half terms of the year. This program was aimed at widening students’ taste buds, encouraging them to try new fruits and vegetables. All students participated and enjoyed the program and now, as a result, bring healthy foods for the Morning Bites session.

Live Life Well

The school joined the Live Life Well program in 2012. Funds were received to implement this program at Black Mountain Public School. One of the initiatives supported by this program was Fill It Friday. Students were provided with the opportunity to make a healthy lunch every Friday, for a small cost. The students thoroughly enjoyed this initiative. In 2013, Fill It Friday will continue. The students will benefit from new sports equipment and an excursion to Armidale, where they will walk through a supermarket and learn how to complete a ‘healthy shop’. Each of these initiatives is supported by the Live Life Well funding.

Active After School Communities (AASC)

The Active After School Communities program is a nationally-funded program that provides
Australian primary school-aged children with access to free, structured physical activity programs after school.

In 2012, the funding from this program enabled students to participate in free sessions at the Armidale Gymnastics Centre and Guyra Swimming Pool. All of the students had fun developing many fundamental movement skills which are used in a variety of sports. All students participated in sports, including swimming, gymnastics, cricket, athletics and soccer. Every Monday the students participated in a sport off the school site, outside of normal school hours, for two hours.

Homework Centre

In 2012, Homework Centre ran two afternoons a week, following AASC, on the days in which AASC operates in the school. This program provided students with the opportunity to complete their homework in a supportive, positive environment, where they were able to access all school resources to assist them.

EGATS

Three of the students from Black Mountain Public School participated in the regional Gifted and Talented program. Each of the students completed the program, demonstrating outstanding levels of achievement.

Transition to Kindergarten

In preparation for the first year of formal schooling, Black Mountain Public School offered an outstanding Transition to Kindergarten program, which ensured all students experienced a positive start to their schooling. This program was designed to orient children to the K–6 school environment and to introduce skills and concepts that are key aspects of the Kindergarten curriculum, such as phonemic awareness and early numeracy skills. In addition to this, transition children and families participated in many whole school events, designed to allow the children to feel comfortable and confident when engaging with the wider school community. The quality Transition to Kindergarten program ran every Friday from the beginning of Term 2 in 2012. There were five children in our Transition to Kindergarten class.

Student achievement in 2012

Michael Kuchlmayr, Sarah Walls and Benjamin Friend all participated in the ‘Educating Gifted and Talented Students’ (EGATS) program. The program targeted students who presented as gifted and/or talented. Each of the students were required to prepare a submission to gain access to the program and then worked extremely hard when given the opportunity to participate. Each of the students achieved great success.

Black Mountain Public School students continued their commitment to the Armidale Eisteddfod, participating with enthusiasm again in 2012. The students placed first for their choir performances and second for their percussion and recorder pieces.

Four students were given the opportunity of participating in the district cross country carnival held at Sport UNE. Sophie Jackson, Joshua Trindall, Benjamin Friend and Laurence Kuchlmayr were proud of their achievement.

Caitlin Bell received a Highly Commended award for her artwork in the University of New England
Schools’ Acquisitive Art Prize (UNESAP). Caitlin’s artwork was displayed in the ‘Let’s Hang It’ exhibition at the New England Regional Art Museum.

Sarah Walls, Joshua Bell, Sophie Jackson, Michael Kuchlmayr and Joshua Trindall all held a position of leadership within the school. The students shared the responsibilities of leadership and were excellent role models for their peers.

NAPLAN results indicated that Black Mountain’s students continue to grow in their learning, with all students in Year 5 showing value added from their Year 3 results.

The school has also continued its participation in many annual events, including The Highland Fling, Education Week, Book Week, Swimming, Cross Country and Athletics Carnivals.

Each and every student at Black Mountain is to be congratulated on the commitment they showed to learning and achieving in 2012.

Messages

Principal’s message
Black Mountain Public School has once again celebrated excellence in quality teaching and learning throughout 2012. There is a strong commitment to the welfare of all students, with programs including Child Protection and You Can Do It, and a belief that every child has the right to a safe and secure learning environment where they can work and are encouraged to achieve their full potential.

Individual achievement, personal best, quality of work and involvement in a wide array of school programs is valued and encouraged. Our school has a strong emphasis on open, positive interaction between students, teachers and parents, which promotes a supportive, dynamic learning environment for students.

Fellowship in Learning is our school motto, and is evident in all academic, social, sporting and cultural events and activities promoted at Black Mountain Public School. Our students work cooperatively with each other and encourage each other to achieve their best.

Our excellent Transition to Kindergarten program once again provided the adequate support to ensure every student’s smooth transition to Kindergarten.

In 2012, the students were a part of many healthy lifestyle programs, including Morning Bites, Live Life Well, and our Active After School Communities program. They developed an outstanding understanding of the importance of making healthy life choices, which is a great achievement.

Leadership opportunities and programs continued to grow and develop in our school and lay the foundations for our students’ future success. Our leadership program was aimed at building students’ self-esteem and developed a sense of responsibility in students. All Year 6 student leaders of 2012 are to be congratulated for the excellent role models they were for the students of our school and I wish them all the best as they begin their high school journey.

All students must be commended on their efforts in 2012. Each and every student demonstrated growth, development and achievement across all areas of the curriculum. The students at Black Mountain enjoy challenging themselves, which results in an amazing drive to achieve.
I would like to thank the school’s committed staff for their efforts during the year. The staff at Black Mountain lead by example and demonstrated a great commitment to their own professional learning in 2012. The students benefited greatly from this. It is with great pleasure that I commend the professional work of the teaching personnel, Miss Gemma Blayney, Mrs Carole O’Hara and Mrs Peta Bale on their efforts in supporting and encouraging students to gain high academic results across a range of curriculum areas.

I would also like to thank Mrs Barbara O’Neill for her work in the office and administration areas of our school. Our school was audited in 2012 and I would like to congratulate Mrs O’Neill on her excellent work with our school finances, which ensured the school passed with flying colours. Mr Robert Norman and Ms Jessica Newberry worked very hard to maintain our classrooms and our school grounds, to ensure that our school looked as good on the outside as it did on the inside. I thank them for their dedication.

Our P & C Association worked extremely hard this year under the guidance of this year’s President, Mrs Jenny Friend. The P & C raised funds to support all of the students at our school. The major fundraiser for 2012 was the Trivia Night. The funds, raised from this event and others, were utilised to purchase resources to support our excellent Literacy and Mathematics programs for our students. These resources have already been used and have enhanced teaching and learning programs. The P & C subsidised the senior excursion to Dubbo and the junior excursion to Guyra. We were very fortunate to have a supportive parent community who helped to ensure that our students had access to every opportunity in 2012 and I look forward to working with our fabulous P & C in 2013.

Every student at our school has made significant achievements this year. I have thoroughly enjoyed continuing on in the role of Relieving Principal at Black Mountain Public School and believe that I am privileged to be a teacher at our fabulous small school. My position provides me with the opportunity to see every student’s growth and achievements and to share in their successes with them. The students at our school are dynamic, enthusiastic and excited about learning. Black Mountain Public School is a great place to be. I am proud of our school and the facilities and programs we have to offer.

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.

Belinda Baker,
Relieving Principal

P & C message
Once again the Black Mountain Parents’ and Citizens’ Association (P & C) at Black Mountain had a very busy year. I would personally like to thank the office holders of 2012: Emma Pattison, Vicki Bell, Margaret Sloan and Darryl Savage for all their work.

The P & C held a variety of events during the year, including a Trivia Night, Pie Drive, Election Day stall and Wood Raffles. As a direct result of this fundraising, the children at Black Mountain benefitted from increased maths resources, subsidised excursions and resources for literacy. Thank you to all the parents who were involved in making these events so successful and for the support that they have shown the school.
A final thank you must go to the two wonderful full time teachers at Black Mountain, Miss Gemma Blayney and Mrs Belinda Baker. Their hard work and dedication to the children is obvious in the results the children received wherever they went, and their support of the P & C has been invaluable.

Jenny friend, P&C President

Student representatives’ message
Many of us began our time at Black Mountain Public School in the Transition to Kindergarten class and some of us joined the school later on.

We have had many opportunities across all of the areas of the curriculum. Black Mountain Public School offers great music and sport programs. Some of us have participated in guitar lessons, excelled in sports, completed the EGATs program and all of us have supported each other to achieve.

In our time at Black Mountain we have participated in many excursions, with the best excursions being those to Sydney and Dubbo.

We have seen many changes at Black Mountain over the years, including new teachers and students, the addition of the new classroom and Smart boards, and the new sports shed.

Our time here at Black Mountain Public School as student leaders has been great. We have participated in meetings and fundraising, and taken on many roles of responsibility. We have learnt to be good role models and to support our fellow students. We have learnt many new things and wish the new student leaders the very best for next year.

We are sure they will do an even better job.

Thank you to the teachers, staff and students who help to make Black Mountain Public School a great place for learning.

Michael Kuchlmayr, Sophie Jackson, Joshua Bell, Sarah Walls, Joshua Trindall, Year 6 Student 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 2012 there were 31 students enrolled at Black Mountain Public School. 19 students were male and 12 were female. There were 12 students in the K-2 class and 19 students in the 3-6 class. Black Mountain Public School has maintained its enrolments over the last six years.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>27</td>
<td>22</td>
<td>21</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>12</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

![Enrolments graph]
Student attendance profile

This year the school continued to follow the “Guidelines for Exemption from School”, which allow students to be exempt from school to attend family holidays and events during the school term, as approved by the Principal. The student attendance rates showed an upward trend, which was excellent.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>90.8</td>
<td>96.8</td>
<td>92.4</td>
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<tr>
<td>1</td>
<td>98.8</td>
<td>93.8</td>
<td>95.1</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.5</td>
<td>95.7</td>
<td>92.9</td>
<td>91.3</td>
<td></td>
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<tr>
<td>3</td>
<td>92.2</td>
<td>93.8</td>
<td>89.5</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>86.1</td>
<td>94.5</td>
<td>94.0</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.8</td>
<td>90.2</td>
<td>92.6</td>
<td>98.0</td>
<td></td>
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<tr>
<td>6</td>
<td>92.6</td>
<td>92.9</td>
<td>94.2</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.2</td>
<td>92.7</td>
<td>93.7</td>
<td>93.0</td>
<td>94.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is recorded daily. Absent and partially absent students are required to provide notes from parents or guardians with reasonable explanations for absences. Phone calls and notes are utilised to follow up student attendance issues, as per the DEC policy.

Attendance certificates are presented to students at the conclusion of each term for excellent and outstanding attendance. Four prizes are awarded on Presentation night to two Indigenous students with the best yearly attendance, and two students with the overall best attendance results.

Attendance is very important and the school community is reminded of the importance of regular school attendance through newsletters, and school assemblies.

Structure of classes

Students are divided into two classes at Black Mountain Public School. The junior class is made up of students in K–2 and the senior class is comprised of students in Years 3–6.

Class Sizes

Primary class sizes are included in the annual school report in order to provide parents with as much information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit.

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>
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<td>Primary Teaching Principal 5</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Classroom Teachers</td>
<td>1.0</td>
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<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 Learning Assistance Support Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>- Shared</td>
<td></td>
</tr>
</tbody>
</table>

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

In 2012 there were no teachers who identified as Aboriginal or Torres Strait Islander at Black Mountain Public School.

Staff retention

Mrs Belinda Baker continued to relieve as Principal in 2012. Miss Gemma Blayney continued working as the K–2 classroom teacher. She was employed on a temporary, one year contract. Ms Jessica Newberry joined our staff, as the new school cleaner, in the latter part of 2012. All other staffing arrangements remained the same as in 2011.
Teacher qualifications

All teaching staff meet 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>
</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
<td>52058.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>44358.04</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15443.61</td>
</tr>
<tr>
<td>Interest</td>
<td>3376.38</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1052.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>190736.45</td>
</tr>
</tbody>
</table>

Expenditure $190736.45

Teaching & learning

- Key learning areas 7726.10
- Excursions 11065.25
- Extracurricular dissections 12798.81

Library 195.40

Training & development 3411.43

Tied funds 33926.69

Casual relief teachers 8588.95

Administration & office 16702.80

School-operated canteen 0.00

Utilities 8897.99

Maintenance 1325.05

Trust accounts 919.50

Capital programs 0.00

Total expenditure 105557.97

Balance carried forward 85178.48

The school once again finished the year in a sound financial position. Unspent tied funds will be spent early in 2013. Some of the global funds have been allocated to projects requiring extra funding in 2013 including, but not limited to, the purchase of laptops and online programs for students to use.

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

The school and P & C subsidised the cost of the senior excursion to Dubbo to ensure all students were able to attend.

Many new resources were purchased by the P & C to support the Literacy and Mathematics programs in the school.

The school purchased Reading Eggs for all students in the junior class, enabling students to access age and grade appropriate tasks to compliment classroom work.

A full copy of the school’s 2012 financial statement is available at the school. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

- Caitlin Bell received a Certificate of Distinction for being selected as a finalist in the New England Regional Art Museum UNESAP competition. She also received a Highly Commended certificate in the Primary
Division of the competition. Caitlin’s artwork was displayed in the ‘Let’s Hang It’ exhibition for all to see.

- All students participated in the Guyra Show with many students receiving prizes for their efforts.
- All students participated in the Currabubula Small Schools’ Art Show. Sarah Walls received third place for her artwork, which was entered into the Stage 3 Portrait section. Hollie Hoade achieved an Encouragement Award for her artwork.
- The Education Week Highland Fling is coordinated by Black Mountain Public School. It involves all schools in the Highlands Learning Network coming together for a day of learning. This activity was nominated by our P & C for a local Australia Day award.
- Students participated in the Armidale Eisteddfod, performing in a number of categories. The students placed first and second for their efforts.
- The students participated in two Musica Viva programs in 2012 and attended two performances.
- The school participated in the ‘Count Us In Music’ Program. Black Mountain’s students sang with students from across the country, whilst watching the event live in Canberra, on the Smart board.
- Guitar lessons with Mrs Peta Bale ran weekly for all senior students wishing to learn to play the guitar. Students performed at school assemblies, Presentation Night and other school events.
- Benjamin Friend attended weekly guitar lessons with Mr Dave Eddie and performed a piece he had been working on at Presentation Night.
- Artist of the Fortnight was celebrated at our school. The student’s artwork was selected from artworks completed over the fortnight and their artwork was hung in the school foyer.
- Mr Steven Holt volunteered his time to complete art and craft sessions with the students. The students created many wonderful craft pieces as a result of his visits.

Sport

The fitness program that ran four mornings a week continued to improve students’ fundamental movement skills and fitness levels.

Students participated in many sporting events in 2012, including:
- Daily fitness – The students participated in morning fitness together as a whole school.
- Finlayson Cup/Athletics Carnival – Sophie Jackson achieved the Senior Girl Champion award.
- School Swimming Scheme – This program ran in Term 4 in 2012 and was a great success. Students’ confidence in the water had improved, as had every student’s swimming skills.
- Ben Lomond Cross Country – Sophie Jackson achieved Senior Girl Champion. Laurence Kuchlmayr placed third in the junior boys’ race and Benjamin Friend placed fourth. Joshua Trindall placed fourth in the senior boys’ race.
• District Cross Country Carnival held at Sport UNE – The students attending this carnival represented Black Mountain Public School with pride.

• Premier’s Sporting Challenge (PSC) – The students at Black Mountain participated in a wide range of activities that promoted healthy living in 2012. Participating in the PSC brought funds into the school, which were to be spent on new sporting equipment. The students helped to select the items that were purchased with the funding.

• Small School’s Swimming Carnival – Sarah Walls received the award for Senior Girl Champion, Joshua Trindall achieved 11 Year Boy Champion and Jayahla Trindall was awarded Junior Girl Champion. All students participated and had a great day.

• Guyra Athletics Carnival – The senior students from Black Mountain were keen participants in the carnival.

• Gymnastics Sessions at the Armidale Gymnastics Club in Terms 2 and 3 – The students’ balance improved immensely from continuous access to this great facility.

• Mini Olympics – As part of our Highland Fling we ran a Mini Olympics. Students represented a country and their successes were celebrated on official podiums. Students from Bald Blair, Ben Lomond and Chandler Public Schools also participated in the event.

• NSW Rugby League Clinics – The students gained a great deal of skills from these sessions.

• Rugby Union Skills Day – The students from Black Mountain attended this event, which was coordinated by Kingstown Public School. Students spent the day learning new skills and making new friends.

Other

The students from Black Mountain Public School have accessed a variety of experiences throughout the year, including:

• Excursions – The senior class went on a three day excursion to Dubbo. The students visited the zoo, art gallery, cultural centre and the observatory, among many other locations. It was a great excursion. The junior class visited Guyra and met many workers in the local community, to complement the learning they were completing.

• The Buddy Reading Program – It continued to operate every Friday. The students enjoyed sharing books with each other.

• Easter Celebration – These were a great success. Many parents attended the event and completed some Easter craft with their children, before hunting for eggs.

• A visit to Stewart House – One of our students attended Stewart House in 2012 and gained a great deal from the experience.

• Harmony Day – The students participated in activities from around the world and tasted foods from many different cultures.

• Life Education – This program enhanced Black Mountain’s health program. The Life Education Van visits Black Mountain every two years.

• ANZAC Day March and Service, Guyra –The students represented the school with pride.
Viewing a retired F1-11 – The students visited Guyra to view a retired F1-11, which was being transported through Guyra.

A visit by the Deputy Director General of Education, Mr Gregory Prior, and our Regional Director, Mr Jim White – Mr Prior and Mr White spent time in both the K-2 and the 3-6 classrooms. It was a wonderful opportunity for the students to share their learning.

Scripture – Mr Steven Holt presented scripture sessions to each of the two classes each week. He spent time assisting students with reading each week, in Terms 3 and 4. Mr Holt was a wonderful volunteer.

School Banking – This program continued to operate every Thursday. The number of children utilising the program continued to grow

Impact Leadership – Students in Years 5 and 6 participated in Impact Leadership. It proved to be an outstanding course promoting leadership and the school will continue participation in 2013.

Coordinating Fundraisers – The senior girls ran some terrific fundraising events in 2012. The students coordinated Cup Cake Day fundraisers, to raise funds for the RSPCA.

The National Simultaneous Storytime – Mrs Carole O’Hara read ‘The Very Cranky Bear’ to students at the same time that this story was being read right across the nation.

Science in the Bush – Students in Stage Three attended the University of New England for a day, to engage in science activities.

EGATS – The EGATS program was a regionally run program catering for gifted and talented students. Three students, Sarah Walls, Benjamin Friend and Michael Kuchlmayr, participated in the EGATS program.

The Book Week Parade and Fair – Both events received excellent community support. The students dressed up, as did the staff, to ensure that the Book Parade was very entertaining.

The Senior Science Fair – This event happens in Term 4 each year. The senior class prepared and presented science investigations. Students in K–2, and those in Transition, visited the Science Fair. It was wonderful to see students inspiring each other.

Highland Learning Network Education Week Awards – Black Mountain Public School recognised the contribution to school of Emma Pattison, Steven Holt and Robert Norman, in addition to the academic achievements of Michael Kuchlmayr, at this special event.

Highland Fling – Education Week ends every year with Black Mountain Public School’s Highland Fling. The small schools in the Highlands Learning Network participated and joined the students of Black Mountain in learning about a range of topics, covering many areas of the curriculum.

Primary leadership Luncheon – Year 6 attended the Primary Leadership Luncheon with leaders from the Highlands Learning Network, to celebrate their year of leadership. The students listened to an inspiring speech about leadership after lunch.
Celebration of Learning – Students performed many items covering many areas of the curriculum throughout this event and were outstanding. Mrs Jenny Murray, Relieving School Education Director (New England North), attended and was impressed with the students' achievements.

Chess Competitions – Students participated in two local chess competitions. They worked well together, encouraging and coaching each other. The students who participated included Dylan Howey, Joshua Bell, Benjamin Friend and Michael Kuchlmayr.

The Guyra Rotary Street Parade – In December of 2012 the students of Black Mountain Public School entered a float in the parade. Families came early to set up the float, which received the Best Youth Float Award.

Presentation Night – This was an outstanding event, held in Term 4, where students' achievements were recognised.

A visit from Dr Maree Puxty – The senior students learnt about the human body and Dr Maree Puxty enhanced the unit, teaching students more about the systems of the body.

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 this report is not included, as it may identify individual students.

Numeracy – NAPLAN Year 3

The student population for Year 3 was less than 10. Therefore this report is not included, as it may identify individual students.

Literacy – NAPLAN Year 5

The student population for Year 5 was less than 10. Therefore this report is not included, as it may identify individual students.

Numeracy – NAPLAN Year 5

The student population for Year 5 was less than 10. Therefore this report is not included, as it may identify individual students.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school box and select GO if you would like to find out more information.

Significant programs and initiatives

Aboriginal education

In 2012 the students of Black Mountain Public School studied Aboriginal Perspectives throughout all Key Learning Areas.
‘Welcome to Country’ is read before beginning any formal assemblies and Ty Patterson willingly agreed to play the didgeridoo at the beginning of formal assemblies.

The students participated in an Indigenous Art Workshop, via video conference, with the Australian Museum. They viewed artworks, Indigenous symbols and learnt various painting techniques during the workshop.

The senior Indigenous students at Black Mountain presented a PowerPoint presentation to their peers on a local property owned by Indigenous Australians.

Students produced a number of Aboriginal artworks to accompany units of work.

Attendance Awards were presented to two Indigenous students with the best yearly attendance at Presentation Night in Term 4.

The Aboriginal Flag was flown every day and was erected by the senior students.

Assembly discussions are frequently devoted to topics such as acceptance and tolerance. Students and staff value Black Mountain Public School’s inclusive community.

The students study different countries, religions and cultures from around the world each year.

Other Programs

You Can Do It

Getting Along, Organisation, Confidence, Persistence and Resilience are the five key strategies identified in the You Can Do It program. These strategies are explicitly taught to students every year.

School Promotions

Black Mountain Public School holds the funds for the Highlands Learning Network school promotions initiatives. This funding has been utilised to purchase banners for schools in the Highlands Learning Network. Funds will be utilised to purchase brochures and to access Professional Learning for staff to implement Positive Behaviour for Learning (PBL) in 2013.

Progress on 2012 targets

Target 1

Outcomes 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 included:

Increase the number of students in the top two bands in the areas of Reading and Spelling.
**Strategies to work towards this target included:**

- Reading Recovery strategies were incorporated into teaching and learning programs for students in K–2.
- The L3 program was implemented into the school. It provided valuable professional learning for the K–2 teacher and enhanced teaching and learning programs for students in Kindergarten.
- Black Mountain Public School continued using Best Start for all students in Kindergarten and used the continuum to support students in Stage 1. Teachers utilised the information to guide teaching and learning programs.
- Computer Technology was used to implement programs and initiatives. This complemented teaching and learning programs, supported all students and met their individual learning needs.
- Individual Personalised Learning Plans were developed during three-way interviews to encourage student goal setting and achievement.
- Individual Education Plans were developed for students, with the focus being on gifted and talented students, and students with learning difficulties.

**Target 2**

**Outcomes 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 included:**

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

**Strategies to work towards this target included:**

- The development of a K–6 Scope and Sequence for Mathematics, using current and upcoming Department of Education and Communities’, and Board of Studies’ syllabus requirements, is an ongoing school aim.
- Online programs were utilised to support all students and to meet their individual learning needs.
- Previous NAPLAN data was used to guide teaching and learning priorities and programs.
- Best Start assessment for Kindergarten students and NAPLAN data for students in Year 3 and 5 was used to guide priority areas for programs in mathematics.
- Count Me In Too and Counting On strategies were utilised in classroom lessons.

**School evaluation**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012, Black Mountain Public School carried out evaluations of the implementation of the L3 Literacy program, and of the effectiveness of the Active After School Communities and Homework Centre programs. The school also conducted a School Satisfaction Survey.
**L3 Literacy Program**

**Background**

In 2012, L3 was implemented into the K–2 classroom, with a specific focus on Kindergarten students. Miss Blayney (K–2 Teacher) undertook her first year of the two year training course. The training involved Miss Blayney attending regular training sessions throughout the year, in which skills and strategies for developing and building students’ reading and writing skills were the focus.

The program promotes explicit instruction in reading and writing strategies in small groups of three to four selected students.

**Findings and conclusions**

Overall, the program resulted in positive outcomes for Kindergarten students. All students made steady progress in the first few weeks of the program. Students demonstrated enthusiasm towards reading and writing very early, due to the high level of support they were provided and the structure of the groups. Students worked in similar ability groups of three to four students on both reading and writing.

The program focused on individual student ability in reading and writing and the records that were required to be kept ensured the teacher was always well informed of student progress.

Joining the program ensured that Miss Blayney was able to access some outstanding professional learning; however the focus of the program was on Kindergarten. The need for the program to cater for students in Years 1 and 2 is evident, to ensure that students in multi-stage classes can benefit from the program.

**Future directions**

In 2013 the K–2 teacher will undertake the second year of training. The training will be less frequent, but will progress to catering for students in Stage 1.

**Active After School Communities/ Homework Centre**

**Background**

The Active After School Communities (AASC) Program and Homework Centre continued in 2012. Attendance rates for the program were low and a review of the programs was required to identify improvements needed in order to keep the programs running for three afternoons a week. A survey was sent out to families to gain feedback on what, and how, improvements could be made to the programs, to make the programs more appealing to more families.

**Findings and Conclusions**

The results of the survey indicated that the main reasons for families utilising the programs included fitness, completion of homework and parents working. The main reasons for children not attending the programs included commitments after school, transport home and the cost of Homework Centre.

91% of surveys indicated support for the students visiting different venues after school, such as the Armidale Gymnastics Centre, Guyra Swimming Pool and the Guyra Bowling Club. 91% of surveys indicated that parents believed that the AASC and Homework Centre assisted their child/ren. The results from the surveys indicated that Monday, Tuesday and Wednesday were the most popular three days of the week for the programs to run. 66% of surveys indicated that parents would like the AASC program and Homework Centre to continue as joint programs.

The average rating provided by parents for the AASC program was 9.2 out of 10. The average rating for Homework Centre was 8.7 out of 10.
Suggestions for improving the program included that the school provide transport home.

**Future Directions**

The results from the survey were very positive. Transport home from the program appears to be a concern of parents. Unfortunately, the cost of transport home is beyond the capabilities of the school at this point in time. A suggestion for parents is to arrange car pools so as all parents do not have to travel out to school every afternoon. If you choose to arrange a car pool with other parents you will need to notify the school of who you have arranged for your child to travel home with.

The cost of Homework Centre was another concern that was raised, however in order for the school to cover the cost of the personnel to run the Homework Centre, financial support is required. The cost of Homework Centre will not rise in 2013 as a result of the information collected in the survey and the cost will remain at $5 per student per day for as long as possible.

Black Mountain Public School will continue to source valuable opportunities for students in AASC in 2013 and hope that more students are able to utilise the program.

### Parent, student, and teacher satisfaction

**Background**

In 2012 the school sought the opinions of parents, students and teachers about the school.

**Findings and Conclusions**

This survey was conducted for the second time online. *Survey monkey* was used to gather and collate the data. A paper copy of the survey was sent out to families to increase the amount the school received back. Survey results were:

- Students indicated they felt safe at school and that teachers provide interesting lessons, encouragement and support for their learning.
- Students indicated that they could approach teachers and discuss things with them and that their suggestions were listened to.
- Students believed that the school had a good reputation for learning and a positive image in the community.
- Students strongly believed that the teachers tried to make them do their best and that students were praised when they did good things at school.
- Parents’ surveys indicated that parents felt Black Mountain Public School engaged children in learning.
- Parents indicated they felt there was good communication between home and school. They felt they were able to discuss their child with the Principal and that the teachers understood parents’ points of view about their children.
- Parents believed the school had a good reputation for learning and high expectations for children.
- Parents indicated that they felt the school always aimed to improve the education provided.

- Teaching staff indicated that the school always aimed to improve the education provided.
- Staff indicated they were aware of the school’s strengths and weaknesses.
- Staff felt they made themselves available to people and acted upon any concerns.
- Staff believed they always encouraged the students to do their best and that the school rewarded student success well.

**Future Directions**

The school will continue to utilise staff meetings, school leadership meetings, class meetings and P & C meetings to encourage students, parents, teachers and school staff to be involved school decision-making.
The school will continue to utilise the You Can Do It program and explicitly and systematically teach the five keys; Persistence, Getting Along, Confidence, Organisation and Resilience. In 2013, the school will begin implementing PBL, which is a whole school approach to promoting positive behavior that enhances learning. This program will encourage students to utilise the strategies they have learnt through the You Can Do It program. It will move our school’s learning a step further, by equipping the school staff with the skills to explicitly outline how to utilise positive behaviour in a variety of school and community contexts to enhance learning opportunities for all.

Mrs Baker participated in the initial training in PBL, a welfare program to be implemented in the school in 2013.

Mrs Baker and Mrs O’Hara participated in an online learning course, titled Inclusion for Learners with Speech, Language and Communication Difficulties.

Mrs Baker participated in online learning courses including:

- Special Education Needs – Understanding Autism Spectrum Disorder
- Skills for Performance Management (PLLDD)

Mrs Baker and Mrs Bale attended Musica Viva Training.

Miss Blayney participated in Live Life Well training.

Mrs Bale attended a Kodaly workshop to support the teaching of music.

Mrs O’Hara participated in an Art Workshop to extend her knowledge and understanding of the teaching of the Visual Arts.

Mrs Baker and Mrs Moore, a School Learning Support Officer (SLSO), attended Cash Flow Budget training.

All staff completed all mandatory training, throughout the year, at weekly staff meetings.

**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 1

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

• All Year 5 students achieve expected growth that is equal to, or above, State average growth, in Spelling and Reading.

Strategies to achieve these targets include:

• Access professional learning on the new English Syllabus to ensure that staff is confident in teaching the new syllabus from the start of 2014.
• Computer technology is implemented where possible to access online programs and initiatives to compliment teaching and learning programs to meet the needs of individual students.
• Follow up to NAPLAN is completed for students in Years 3 and 5.
• Individual Education Plans are developed for students, with a focus being on gifted and talented students and students with learning difficulties.
• Reading Recovery strategies continue to be incorporated into teaching and learning programs for students in K-2.
• The L3 program continues to be utilised and the classroom teacher accesses the second year of training.
• New programming and scope and sequences are developed, incorporating Department of Education and Communities’ documents and current and upcoming Board of Studies English syllabus requirements. A focus will be on Spelling.
• Continue to develop Personalised Learning Plans for all students as part of three-way interviews, held twice a year.

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.

2013 Targets to achieve this outcome include:

• All Year 5 students to achieve expected growth, that is equal to, or above, State average 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. Continue to purchase kits to support strands of mathematics.
• Access professional learning on the new Mathematics Syllabus to ensure that staff are familiarising themselves with the content.
• Utilise online programs to support all students.
• Develop Individual Education Plans for students, with a focus being on gifted and talented students and students with learning difficulties.
• Follow up to NAPLAN is to be completed for students in Years 3 and 5.
• Create assessment tasks that align with NAPLAN assessment and use data from previous NAPLAN to guide teaching and learning priorities and programs.
• Increase the use of Count Me In Too and Counting On strategies in classroom lessons.
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.

Belinda Baker       Relieving Principal
Barbara O’Neill     School Administrative Manager
Gemma Blayney      Classroom teacher
Carole O’Hara       LAST/RFF
Peta Bale          Library/Music/RFF
Jenny Friend        P&C President

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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.schoo ls.nsw.edu.au/asr

School priority 3

Outcome for 2012–2014
To improve staff, student and parent knowledge and understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people as the First Peoples of Australia, through improved involvement of the Indigenous Community in the school.

2013 Targets to achieve this outcome include:

• Improved attendance of the Indigenous Community at school events.

Strategies to achieve these targets include:

• Promote Indigenous culture through school events.

• Utilise online programs to support students learning of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people.

• Access professional learning for staff to increase knowledge and understanding of the histories, cultures and experiences of Aboriginal and/or Torres Strait Islander people as the First Peoples of Australia.

• Increase involvement of our Indigenous Community in the school, utilising the expertise of Elders and Regional Personnel.

• Best Start assessment for Kindergarten students and NAPLAN data for students in Years 3 and 5 will be used to guide priority areas for programs in Mathematics.

• Continue to develop Personalised Learning Plans for all students as part of three-way interviews, held twice a year.