School context statement

Black Mountain Public School is a small rural school promoting a dynamic, exciting learning environment, where all students are encouraged and supported to achieve their very best in all areas of school life.

At the end of 2014 Black Mountain had a student population of 27, drawn from farms as well as rural, residential and rented properties in the Black Mountain and Guyra area. The school parent community is made up of graziers and others who travel to the city of Armidale or the town of Guyra to work in a variety of trades and occupations.

The students at Black Mountain Public School enjoy a wide variety of high quality learning opportunities in a safe, supportive and focused environment. Outstanding literacy and numeracy programs support students’ development of solid foundations, ensuring they achieve their potential. The high quality education programs delivered across the Key Learning Areas engage and challenge students.

Black Mountain is a part of the Highland Learning Network and Snow Gums Alliance; two supportive collegial networks. The school works together with schools in both groups to provide many opportunities for students across the curriculum.

Black Mountain Public School has an experienced and dedicated staff who are committed to providing quality teaching and learning programs, catering for all students. Staff model lifelong learning through their commitment to their own professional development, which is consistently utilised to improve teaching and learning.

The enthusiastic P&C Association works tirelessly to support student learning, funding initiatives that enhance teaching and learning experiences for students. The P&C promotes cohesive partnerships between the families, community and the school.

Principal’s Message

2014 has been a year of opportunity, success, achievement and growth at Black Mountain Public School.

Black Mountain takes pride in its welcoming environment and supportive teaching and learning programs which value every student and build on their strengths.

Students have achieved across all areas of learning and have provided support to their peers, working cooperatively. Strong literacy and numeracy programs provide students with solid foundations in learning and the variety of opportunities in sport, creative arts, technology and cultural development ensure students are supported by a well-rounded curriculum and high quality opportunities for growth and development.

Small class sizes continue to ensure every student is provided with high levels of support across all Key Learning Areas. The You Can Do It Program continues to have a strong presence in our school. Students have a thorough understanding of the five keys and now integrate these to ensure maximum learning.

The high quality Transition to Kindergarten Program continues to move from strength to strength, engaging children in learning of early literacy and numeracy concepts, whilst providing support as children make friends and further develop their social skills and positive learning habits. This program ensures each and every student experiences an exciting and smooth start to their schooling in Kindergarten.

Student achievement is the core business of the school and all teaching and administrative staff utilise professionalism and dedication in their approach to planning and delivering
teaching and learning opportunities and in carrying out all tasks required. Staff engage in professional learning to ensure they are accessing the most current information and resources to support student learning and to ensure the school is always moving forward. It is a privilege to work with such a dedicated and committed staff.

The Parents and Citizens Association is a wonderful group of committed parents who consistently work with the school, raising funds to support its many initiatives. The support of student learning, staff growth and school improvement of the P&C Association is invaluable towards ensuring the successful future of our school. It is a pleasure to work with a school community that values and promotes education as the Black Mountain Public School community does.

Mrs. Carole O’Hara has taken leave from the end of 2014 to begin her retirement after nineteen years of dedicated service to Black Mountain Public School. Mrs. O’Hara has been an asset to our school, the Department of Education and Communities and the teaching profession as a whole. She paved a path of opportunity for each and every student at Black Mountain to grow socially, academically, creatively and in sport. Mrs. O’Hara provided support and built students’ confidence. She has been a wonderful colleague and I thank her for commitment to teaching. She will be remembered by all because she made a difference.

I feel incredibly fortunate to have worked with the focused and driven student body, dynamic staff and supportive families and school community at Black Mountain Public School in 2014. I look forward to beginning 2015 as Principal of Black Mountain Public School and am excited about the opportunities for students in the year ahead.

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
Principal

P & C Message

This year has again been a wonderful year for the P & C, due to the hard work of both the committee and the members of the P & C. I would like to thank the committee of Chrissy Bourke, Emma Pattison, Tim and Jo Youman and Darryl Savage for all their hard work and good humour.

This year the P & C made a decision to work on a smaller number of fundraising activities, but with a bigger scope. In 2014 we held a Fashion Parade, catered for the Speckle Park Bull Sale, held a huge wood raffle and catered at the Highland Fling.

In total the P & C raised $5333 dollars, which is a total of $213 per child at the school.

From those funds the P & C have given the school a total of $8768 dollars this year, which is $350 per child at the school.

The money given to the school has been for the senior excursion to Canberra; to
subsidise bus costs for students to travel to a range of activities, such as the School Swimming Scheme, Musica Viva and gymnastics; teaching materials for both classes, mostly for literacy; the accident and incident insurance for the children at the school and a compost bin.

The P & C works hard to keep the cost of the many and varied activities that are provided at Black Mountain to a minimum for parents, so that all children are able to participate.

The Carols by Candlelight event, held at the end of the year, was a great success with many school and community members supporting the event.

The P&C will also be covering a shift at the Lamb and Potato Festival in the canteen over the school holidays.

It is wonderful to be able to celebrate the fantastic things a small school like Black Mountain can achieve.

As the president of the P & C I see firsthand the effort that the two teachers Belinda Baker and Emma Lindeman put into this school, and the achievements of the children in their classes are the proof of their dedication.

I have enjoyed my time as president especially for the people I have worked with and the sense that I can make a difference to the children at the school. I would like to ask all parents to think about the contribution they could make to this wonderful school by joining the P & C.

Jenny Friend
Black Mountain Public School P & C President

Student Representative’s Message

This year I have enjoyed the wide range of opportunities, responsibilities and activities I have been able to access at Black Mountain.

A list of my favourite activities this year include: the Highland Fling, Swimming Carnival, Sports Carnival and the Ben Lomond Cross Country. I really enjoyed the GRIP Leadership day and the Primary Leadership Luncheon, where I was able to take a friend to support his leadership development.

I was very honored to be the only Year 6 student and the school leader of Black Mountain Public School in 2014.

William Lee
Year 6 School Leader

Student information

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

Student enrolment profile

In 2014 Black Mountain Public School started the year with 23 students. 16 students were male and 7 were female. The school utilised school funds, together with the staffing allocation to operate with two full time teachers. There were 14 students in K-2 and 9 students in the 3-6 class.

The school ended the year with 27 students. There were two classes, with 16 students in the K-2 class and 11 students in the 3-6 class. The school’s staffing allocation reflected the increase in enrolments and the school received a second full time teaching staff member allocation.
In 2014 there were no students from Non-English Speaking Backgrounds and 22.2% who identified as Aboriginal or Torres Strait Islander.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.8</td>
<td>96.8</td>
<td>92.4</td>
<td>93.8</td>
<td>91.9</td>
<td>98.2</td>
</tr>
<tr>
<td>1</td>
<td>98.8</td>
<td>93.8</td>
<td>95.1</td>
<td>95.7</td>
<td>94.5</td>
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<td>93.5</td>
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<td>4</td>
<td>86.1</td>
<td>94.5</td>
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<td>89.1</td>
<td>95.5</td>
<td>na</td>
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<tr>
<td>5</td>
<td>95.8</td>
<td>90.2</td>
<td>92.6</td>
<td>98.0</td>
<td>95.5</td>
<td>95.4</td>
</tr>
<tr>
<td>6</td>
<td>92.9</td>
<td>92.9</td>
<td>94.2</td>
<td>95.0</td>
<td>96.6</td>
<td>85.9</td>
</tr>
<tr>
<td>Total</td>
<td>92.7</td>
<td>93.7</td>
<td>93.0</td>
<td>94.2</td>
<td>95.3</td>
<td>97.1</td>
</tr>
</tbody>
</table>

Student attendance at Black Mountain Public School is outstanding. The attendance rate of students has been above that of the state average in 2013 and 2014.

Management of Non-Attendance

The school community at Black Mountain value education and are aware of the importance of children attending school.

Parents and carers are required to provide an adequate reason for any of their child/ren’s absences from school. This information is provided in the form of handwritten notes, emails or phone calls.

Phone calls and letters to parents and carers are utilised to follow up on all unexplained absences. Student attendance concerns and records of these contacts are kept, as per the DEC policy.

Students arriving late and leaving early are required to be signed in or out of the school by a parent or guardian, to ensure student safety and accurate record keeping.

Attendance certificates are presented to students at the conclusion of each term for excellent and outstanding attendance. These awards are valued by the school community and ensure commitment to education is embedded in school culture.

Certificates are awarded on Presentation Night to two students who have achieved the best yearly attendance results.

Information promoting the importance of regular attendance at school is provided in newsletters and other correspondence the school provides.

Workforce information

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

Mrs. Belinda Baker was appointed as Principal of Black Mountain Public School in 2014. Miss Emma Lindeman, employed on a temporary contract, worked as K-2 classroom teacher. Mrs. Tanya Siddell took on the role of Librarian and Music Teacher in 2014. All other staffing arrangements remained the same as in 2013.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>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>Learning and Support - Primary</td>
<td>0.2</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>2.536</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.19</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>0.496</td>
</tr>
<tr>
<td>Total</td>
<td>0.686</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014, there were no staff members who identified as being Aboriginal or Torres Strait Islander at Black Mountain Public School. There were no staff members who identified as using English as a second language.

Beginning Teachers

In 2014, there were no permanent teachers at Black Mountain Public School who were in their first year of teaching.
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>
</tbody>
</table>

Professional Learning

All staff at Black Mountain Public School participated in professional learning across Key Learning Areas throughout 2014.

Staff at Black Mountain develop a Professional Learning Plan, with support of the principal to identify target areas for professional learning, in align with the school plan. Staff are encouraged to seek professional learning opportunities which support their Professional Learning Plans.

Professional Learning in 2014 included:

- Staff attending the Small Schools’ Conference, selecting courses to increase their expertise across areas staff identified in their Professional Learning Plans.
- Professional learning on the Numeracy Continuum.
- Development of Literacy and Numeracy Continuum Data Wall to plot students across K-6.
- Completing Best Start training.
- Participating in Mathematics Adobe Connect Sessions relating to implementation of the new Mathematics curriculum.
- Completing Understanding Dyslexia and Significant Difficulties in Reading, an online learning course.
- Staff and students participating in a variety of activities to promote the Aboriginal culture, with all activities being supported by expert community members. Staff understanding and knowledge was deepened by these experiences.
- A presentation by Mr. Harry White to both students and staff, focused on Aboriginal perspectives looking at indigenous artefacts and ways of life.
- Successful implementation of Sound Waves spelling program from K-6, utilising professional learning on implementing the program.
- All mandatory training.
- Investigating the Science syllabus for full implementation in 2014.
- Your School and the new Mathematics Syllabus in Your School training.
- Emma Lindeman engaging in A Taste of TEN adobe connect sessions and Primary Connections professional learning – Linking units of work to the new curriculum.
- Belinda Baker attending Core Financial Literacy and Strategic Financial Management courses.

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>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>73,638.78</td>
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<tr>
<td>Global funds</td>
<td>60,216.12</td>
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<tr>
<td>Tied funds</td>
<td>58,831.98</td>
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<tr>
<td>School &amp; community sources</td>
<td>14,803.63</td>
</tr>
<tr>
<td>Interest</td>
<td>1,907.91</td>
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<tr>
<td>Trust receipts</td>
<td>1,937.80</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>211,316.22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

The school once again ended the year in a sound financial position. Unspent tied funds
have been allocated to be spent. Some global funds have been allocated to projects requiring extra funding in 2015 including, but not limited to, the purchase of technology items for the school.

The school purchased many programs for students, to support literacy and numeracy learning throughout 2014.

A full copy of the school’s 2014 financial statement is available at the school. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

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.

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

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 and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

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

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

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

Achievements

Creative and Practical Arts

Students have demonstrated a number of achievements in Creative and Practical Arts activities in 2014.

All students entered artworks in the Guyra Show and many students received awards for their efforts.
All students participated in the Currabubula Small School Art Show. Wahkeem Patterson received first place for his portrait. Francis Beard and Caitlin Bell both achieved second place ribbons for their portraits in their age groups also.

Students attended two Musica Viva performances, following their study of the various types of music.

Students participated in the Armidale Eisteddfod, placing second for their singing and ensemble performances.

Laurence Kuchlmayr and Hollie Hoade were selected as finalists in the University of New England Schools’ Acquisitive Art Prize competition. Hollie Hoade received a prize for her artwork and both works were displayed in the Let’s Hang It exhibition, which is an outstanding achievement.

Appreciating art is one of the many things the students do well. Students spent time at NERAM viewing the various exhibitions on display, including an Arthur Streeton exhibition.

Students sang Paint You a Song with schools from around the nation as part of the Count Us In Music program in 2014. Students watched a podcast filmed in Parliament House.

Being Artist of the Week is a very special honor for students at Black Mountain. A piece of senior student artwork is selected each week and hung in the school foyer. Students are always very excited to see whose artwork has been chosen.

Sport

Students participated in a variety of sporting activities throughout the year including:

Daily fitness – Morning fitness occurred every morning at Black Mountain in 2014. Sessions are focused on providing opportunities for students to improve their fitness, fundamental movement skills, balance and sportsmanship.

Small Schools’ Swimming Carnival – Students demonstrated each of the five You Can Do It keys in participating in this carnival and all students are commended on their achievements.

Hockey Workshops – The workshops were aimed at developing students’ early hockey skills. Students participated in many fun activities demonstrating improvement in their execution of hockey skills.

Finlayson Cup/Athletics Carnival – Wahkeem Patterson, Samuel Savage, Lachlan Savage, Nathan Nelson, Laurence Kuchlmayr, Hollie Hoade, Sarah Savage and Francis Beard all received awards for their achievements at the carnival.

Walk Safely to School Day – This activity promoted the health benefits of walking and encouraged and reinforced safe pedestrian behaviours.

Small Schools Cross Country Carnival – Samuel Savage and Wahkeem Patterson ran in first place in their respective age races. Lachlan Savage, Laurence Kuchlmayr and Jacinta Alt ran in second place in their age races. Thomas Savage placed third and Caitlin Bell fourth in their races.
Zone Cross Country Carnival – Lachlan Savage, Samuel Savage and Laurence Kuchlmayr attended the carnival, representing Black Mountain Public School with pride.

Guyra Athletics Carnival – All students enjoyed the event, participating in all areas of the competition. Students displayed sportsmanship throughout the event and supported each other.

Gymnastics sessions at the Armidale Gymnastics Club – Every student demonstrated continued growth throughout sessions. Students’ strength improved, allowing them to execute many skills exceptionally well. This program was funded by the Active After School Communities program.

Zone Athletics Carnival – Samuel Savage, Lachlan Savage, William Friend and Patrick Faint competed in their 100 metre race and the junior relay. Students achieved third place in the Small Schools’ Relay Race.

AASC – This program offered students access to many outstanding sporting opportunities. Students were able to participate in gymnastics, swimming, lawn bowls, tennis, cricket, hockey, dance, soccer, multi skill programs and touch football as a result of the funding provided.

Premier’s Sporting Challenge – Regular physical activity that promotes healthy living is part of the teaching and learning programs at Black Mountain Public School.

School Swimming Scheme – This program operated in Term 4 and once again provided students with intensive swimming sessions, encouraging high levels of improvement in water confidence and stroke development in a short period of time. Ben Lomond Public School joined us for this program.

Key Learning Areas

Opportunities are endless at Black Mountain Public School. Some of the activities students engaged in that enhanced teaching and learning programs in 2014 and ways in which student achievements are celebrated at Black Mountain are explained below.

Zoo Mobile – This program brought the zoo into the classroom, teaching children about native Australian animals.

Premier’s Reading Challenge – All students participated in the challenge. Patrick Faint and Jake Faint received certificates for their outstanding participation.

Star of the Week – Each week a K-2 student is recognised for their achievements, receiving a certificate and many leadership roles throughout their special week.

GRIP Leadership – Year 5 and 6 students attended the leadership conference in Armidale. This program taught students to demonstrate HERO skills, which include Helping, Encouraging, Role Modelling and Organising.
ANZAC Day March and Service in Guyra – Students represented the school with pride. Caitlin Bell, Amity Hoade and Izzy Ward laid the wreath on behalf of the school.

Guyra Preschool Transition to Kindergarten Day – Students engaged in literacy, numeracy, art and gymnastics programs. All children enjoyed their visit. This event provided an opportunity for Kindergarten and Year 1 students to demonstrate leadership.

Integrated Curriculum Project – All students visited Thalgarrah Environmental Education Centre, working with students from schools in the Snow Gums Learning Alliance. Junior students participated in a variety of collaborative activities throughout the day. Senior students created short films about Thalgarrah, camping overnight.

Youth Online Writing Workshops – Students utilised the school’s video conferencing and Bridgit facilities to work with various writing experts. These workshops ignited the joy of writing in students.

Buddy Reading – Students buddy with a partner to read for twenty minutes every Friday. It is a great program, supporting students’ love of books and reading.

Library User of the Month – Students were awarded for their commitment to reading and their use of the library at Black Mountain.

Life Education – Safe living and healthy habits are taught as part of the PDHPE curriculum at Black Mountain. Positive health messages are promoted and teaching programs enhanced by the Life Education Van lessons and resources.

Banking Program – Learning to save and bank their savings is a priority at Black Mountain. Ms. Chrissie Bourke has ensured this program has been positive and beneficial for all students.

ANZAC Commemoration Project – Students in Years 2 to 6 worked through an inquiry model of learning to develop their understanding of war and soldiers’ experience. This unit encouraged students to form opinions about war and what it was like for those involved in early wars.

Scripture – Mr. Stephen Holt leads scripture lessons each week and engages all students in their learning.

The National Simultaneous Story Time – Mrs. Carole O’Hara ensured all children participated in this initiative in 2014.

Online Learning programs – Students access Reading Eggs, Reading Eggspress, Mathletics and Sound Waves to support literacy and numeracy programs.

Highland Learning Network Education Week Awards – Black Mountain Public School recognised the contribution to school of Mrs. Carole O’Hara, Mr. Matthew Friend and the Black Mountain Roadhouse and Motel staff, in addition to the academic achievements of Caitlin Bell, at this special event.
Easter Celebration – Parents and community members joined us for lunch, to make baskets and dance. The afternoon concluded with a fantastic Easter Egg Hunt, with no stone left unturned.

Responsible Pet Care Program – Students learnt of the importance of safety around all animals and how to look after pets, through this engaging program.

Primary Leadership Luncheon – William Lee together with Nathan Nelson, as a selected friend and upcoming school leader, attended the luncheon listening to Mrs. Sue Brown (Director) and Mr. Adam Marshall MP discuss leadership and inspire students.

Canberra Excursion – The senior class visited Canberra. Students travelled on trains, buses and a plane, which was incredibly exciting. Students visited the Royal Australian Mint, High Court of Australia, Australian National Botanical Gardens, National Portrait Gallery, Old Parliament House, Parliament House, National Capital Exhibition, National Museum of Australia, Mount Ainslie Lookout and the Canberra Arboretum. Students also travelled to the National Gallery, Telstra Tower, Australian Institute of Sport, Cockington Green, Electoral Education Centre, Questacon, Geoscience Australia and the War Memorial. There wasn’t much of Canberra students didn’t see. This excursion was heavily supported by the Black Mountain Public School P & C. It was an amazing adventure, a trip of a lifetime!

Highland Fling – To bring Education Week to an end Black Mountain Public School hosted the Highland Fling for students from the schools in the Snow Gums Alliance. The Banbai Rangers and the Jarjums worked together to ensure the opening ceremony was amazing. Students participated in a range of activities, covering many areas of the curriculum.

Celebration of Learning – This event was yet another opportunity for students to demonstrate their outstanding achievements across many areas of the curriculum, performing for those in attendance.

NAIDOC Week Celebration – Was a wonderful week of exceptional learning opportunities to increase student understanding and appreciation for the Indigenous culture.
Science Discovery Show – Students investigated many different ways of using energy and making electricity through hands on learning.

Three Way Interviews – These provide an opportunity for parents, teachers and students to discuss student progress across all learning areas at school, to celebrate successes and create Personalised Learning Plans for students, setting learning goals for the future.

Grandparents Day – Grandparents joined students during Book Week to share their favourite childhood stories.

Book Week Parade and Fair – Students keenly dressed up and paraded their book characters for their peers and the many family members in attendance, enjoying the afternoon of bringing characters to life.

Author Reading – Ms. Justine Brooks helped students celebrate Book Week delivering a live reading of her published book *When Aliens Come to Tea*.

Senior Science Fair – In Term 4, senior students brought science to life once again, delivering presentations of investigations that engaged and informed their peers.

School Assemblies and Newsletters – Student growth, achievement and success are celebrated at monthly assemblies, where all families and friends are invited to attend and in fortnightly newsletters.

Guyra Rotary Christmas Street Parade – In December 2014 students of Black Mountain created *The Enchanted Forest* by decorating the school float and dressing up as fairytale characters for the day. We achieved a prize for the float, which was very exciting.

Presentation Night – Students' achievements were acknowledged and recognized in front of many school and community members. Students performed for their families also. It was an outstanding event.

**Significant Programs and Initiatives**

**Food Gardens in Schools Program Funding Grant**

At the end of 2014 the school was informed it was successful in achieving a grant, supported by the NSW Government through its Environmental Trust, to establish a community garden. It is a very exciting opportunity that will see students, staff, parents and community members working cooperatively together.

**Sport Court**

The playground underwent some major reforms over the 2013/2014 school holidays, with a fantastic new court being put in at Black Mountain. The students have thoroughly enjoyed using this facility, which is an asset to our school.
Leadership Program

Leadership is held in high esteem at Black Mountain Public School. Every student in Year 6 is given the opportunity to become a school leader.

School leadership is accompanied by many roles and responsibilities. Students participate in a GRIP Leadership Conference, attend a Primary Leadership Luncheon, coordinate school assemblies and play a role in daily assemblies. The school leaders run fundraisers to support the school and outside organisations. Leaders are role models for their peers, expected to have good attendance and to wear their uniform with pride, in addition to modelling the five You Can Do It skills every day. Leaders greet special guests to the school also.

Over the past three years the school leaders of Black Mountain have been fundraising to purchase an outdoor clock for the school. In 2014 students reached the total they needed to enable the purchase.

Students develop their leadership skills throughout their time at Black Mountain and always demonstrate pride in accepting and carrying out the roles and responsibilities of leadership in the school.

Transition to Kindergarten

This program provides outstanding opportunities for students to develop early literacy and numeracy skills, in addition to allowing children to further develop their social skills in a safe, friendly and supportive environment. Children become familiar with the school and school routines, ensuring their first day of Kindergarten is a wonderful and memorable day.

Active After School Communities Program

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 participated in this program three afternoons a week, seven weeks a term in 2014. The children were able to participate in sports such as gymnastics, swimming, hockey and cricket, to name only a few sporting opportunities the program provided the students access to.

Multicultural Education and anti-racism education

Assembly discussions are frequently devoted to topics promoting inclusion. Black Mountain Public School promotes a positive learning environment where all feel included and a sense of belonging.

Students learn about the world and the many cultures that exist within it, throughout their
learning across curriculums, throughout the year.

Students celebrated Harmony Day once again this year, learning about England, Africa, Cambodia and Mexico. Students feasted on foods from these countries. Ben Lomond Public School students joined us for the day and all children worked cooperatively together, promoting an environment of inclusivity.

Aboriginal Education

Aboriginal perspectives are taught throughout teaching and learning units across the curriculum.

2014 has seen many fantastic activities promoting the Aboriginal culture across the school.

Students participated in many activities throughout NAIDOC Week. Students attended the Guyra Land Council Welcome to Country and Flag Raising Ceremony, hosted by the Banbai Rangers. Mr. Harry White educated students about historical aboriginal artefacts. Ms. Toni Patterson together with other members of the Aboriginal community cooked Johnny Cakes with the students. All children participated in the Great Book Swap, held in conjunction with National Indigenous Literacy Day, to raise funds for students in remote Indigenous Communities to purchase books. A school assembly followed by an afternoon tea was well attended during NAIDOC Week also. Miss. Stephanie Creagan, a teacher on her final practicum did some wonderful work in establishing NAIDOC Week within the school.

School leaders hosted a Mufti Day fundraiser where students were encouraged to dress in the colours of the Indigenous flag.

Banbai Rangers and the Jarjums supported the Highland Fling, coordinating an opening ceremony and other activities.

A mural is currently being painted at the school with the support of the local Aboriginal community.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Discussions and surveys conducted with all stakeholders.

School planning 2012-2014:

School priority 1

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

2014 target

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

Outcomes from 2012–2014

All students demonstrated significant growth in Spelling and Reading.

Evidence of achievement of outcomes in 2014:

- Students' results demonstrated significant growth in Spelling and Reading.

Strategies to achieve these outcomes in 2014:

- Full implementation of Sound Waves spelling program across the school. Ensuring staff and students developed and used a shared language when planning and implementing spelling teaching and learning activities.
- Follow Up to NAPLAN implemented by LAST, to support students in literacy.
• Staff completed Understanding Dyslexia and Significant Difficulties in reading.
• Professional Learning for staff on the English curriculum to support full implementation.
• Develop an English Scope and Sequence across the school.
• Develop a data wall to plot students across the school on the Literacy Continuum.
• Professional dialogue using the language of the continuum, to identify individual student need to inform planning.
• Staff access professional learning of the Numeracy Continuum and Adobe Connect sessions to support explicit and systematic teaching of the Mathematics curriculum, to be fully implemented in 2015.
• Mathletics utilised to support teaching and learning programs in numeracy.

School priority 3
To improve staff, student and parent knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia, through improved involvement of the Indigenous community in the school.

2014 Target
Improved attendance of the Indigenous community at school events.

School priority 2
Improve numeracy performance in the school so that every student achieves greater than or equal to their expected growth.

2014 Target
All Year 5 students achieve expected growth that is equal to or above state average growth in Numeracy.

Outcomes from 2012–2014
All students demonstrated significant growth in Numeracy.

Evidence of achievement of outcomes in 2014:
• Students’ results demonstrated significant growth in Numeracy.

Strategies to achieve these outcomes in 2014:
• Follow Up to NAPLAN implemented by LAST, to support students in Numeracy.
• Develop a data wall to plot students across the school on the Numeracy Continuum.
• Professional dialogue using the language of the continuum, to identify individual student need to inform planning.

Outcomes from 2012–2014
Target achieved.

Evidence of achievement of outcomes in 2014:
• The number of activities planned by the school and/or local Aboriginal groups involving the two to join together, increased dramatically in 2014.
• The Aboriginal community support students and school events.

Strategies to achieve these outcomes in 2014:
• The oldest Indigenous student at the school presents the Acknowledgement of Country with pride. This promotes an ongoing recognition of Indigenous Australians and creates a sense of belonging for all.
Accessed experts to support the implementation of teaching and learning programs with Aboriginal perspectives. The school accessed local community members and wider community members to support staff professional learning and enhance teaching and learning programs.

- Local Aboriginal community members lead activities within the school sharing their expertise, for example, cooking of Johnny cakes, discussing Aboriginal artefacts and tools, painting boomerangs and coordinating a smoking ceremony, to name only a few activities.

- The Aboriginal Community invited the school to attend a Welcome to Country and Flag Raising Ceremony, providing morning tea for all in attendance.

- Past students enthusiastically joined the school during Education Week to support student understanding of the Aboriginal culture.

- An increasing enthusiasm is felt across all parties to involve students in cultural experiences, such as NAIDOC week activities, coordinated by the Banbai group in 2015.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

The school has developed three strategic directions for the upcoming school plan:

1. Students are successful, self-motivated and engaged Life Long Learners.

2. Students are emotionally intelligent, value laden and active school and community citizens.

3. Staff are high performing, collaborative leaders and teachers.

Parent/caregiver, student, and teacher satisfaction

Throughout the consultation process for the new School Plan, the school sought the opinions of parents, students, teachers and community members about the school.

Through discussions with parents and community members, it was acknowledged that parents and community members want to be involved with the school and are happy to support school events. Families would like to see more community events. Parents enjoy the regular contact with the school and feel welcome. Parents and community members see that the school ensures students are the main focus.

Following discussions with students in Years 5 and 6, all students felt happy with the opportunities they were provided at Black Mountain Public School. Students find the Leadership Program to be something they look forward too and hope that this can evolve even more.
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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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

d/asr/index.php