Introduction

The Annual Report for 2018 is provided to the community of Black Mountain Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Belinda Baker
Principal

School contact details

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Black Mountain Public School prides itself on providing outstanding teaching and learning opportunities, which inspire and challenge students to achieve excellence in academic, social, citizenship, sporting, technological and cultural areas of learning. Every child is known, valued and cared for to ensure each student's individual potential is developed. At Black Mountain Public School, students build their skills and understanding to make sense of their world, investigate it and challenge what is, through access to high quality teaching and learning and being immersed in a wide array of educational opportunities and experiences that build on students' strengths, interests and talents.

The many and varied opportunities offered at the school are strengthened by the expertise of the dedicated teaching staff. I thank our teachers for their commitment to ensuring every child succeeds in learning. I acknowledge the commitment each teacher has made to their own personal growth and learning, which ensures the school is able to provide cutting edge, future–focused learning opportunities for students each and every day. Our dedicated and highly professional administrative staff work tirelessly to support the effective operation of the school. I thank the staff for their work in collaboratively building the positive learning culture that underpins every decision made and action taken at Black Mountain Public School to achieve the school vision.

The school's P&C Association are dedicated to supporting the school. I thank the P&C Committee for their contributions to the school in 2018. The financial donations to support school events, such as the major school excursion to the Great Aussie Bush Camp, ensure no student misses out. The P&C Association have supported the school through the purchase of resources, identified by teachers and students following consultation. Parents have catered for events to raise funds for the school and ensure opportunities for the school community to come together. The organisation have financially assisted the operation of school programs, including the After School Activities Program.

2017 ended and 2018 began with the staff, students and parents engaging in consultation about the school's future strategic directions and the development of the new school plan. This year saw all members of the school community demonstrate a great level of understanding of the importance of working collaboratively towards achieving the school's strategic directions. The dedication and commitment of school staff and the strong partnership that exists between the school and its community has ensured continual school growth in 2018. The outstanding learning culture that exists, together with the effective partnership between the school and its community, will ensure that school growth will continue to be strong in 2019.

Teachers work in partnership with parents as active citizens in their child's/ren's education. The open communication that exists at the school ensures all students' needs are identified and met at all times. Parents engage in all aspects of their child/ren's education, which supports the strong positive school culture that exists at our school. The school has strong transition programs that are heavily supported by effective parent/school partnerships, to ensure successful transitions to primary schooling and when students move on to high school learning settings.

Every student, teacher and family at our school brings something special and makes it the happy, safe, warm and caring school that it is; one that promotes excellence, achievement and success in learning. I congratulate students on their achievements throughout 2018. I feel privileged to lead such a thriving school and to work within such a positive school environment and with a dynamic school community, where student learning is the aim, the goal and what underpins the future directions of the school. Every member of the school community work collaboratively to build the strong learning culture that is Black Mountain Public School.

Belinda Baker
Principal
**School background**

**School vision statement**

At Black Mountain Public School we are a school of growth and opportunity committed to the provision of future-focused learning programs. It is important that every student has an understanding of and respect for Australia’s Indigenous peoples and the cultures of the world – their histories, beliefs and values, languages and lifestyles. Students are nurtured, inspired and challenged to achieve their full potential as learners, leaders and responsible and productive citizens through the many and diverse educational opportunities that strengthen and enhance education for all students.

In doing so, our staff will pursue excellence in teaching through engaging in high quality professional learning, both within and beyond the school, utilising the expertise of the wider and school community, individuals and groups.

**School context**

Black Mountain Public School is a small rural school, situated eleven kilometres from Guyra on the Black Mountain Road, with a population of 32 students.

It provides a high quality education, with a curriculum designed to engage and challenge each and every student. Black Mountain promotes a strong emphasis on Literacy and Numeracy learning and encourages students to engage with many academic, sporting, creative and cultural activities.

Staff at Black Mountain Public School are enthusiastic about learning and willingly engage in high quality professional development to ensure planning and delivery of educational programs are of the highest quality, and programs are designed to cater for individual student needs.

The school is well resourced, offering students access to computer technology within each of the classrooms, which are equipped with innovative software students utilise to enhance their learning. Interactive whiteboards support learning in classrooms and video conferencing is utilised to connect with the world beyond the classroom.

Black Mountain Public School supports the development of leadership skills, through its leadership program. A culture to lead is embedded within the school and students strive to take responsibility for themselves and work to be active members of the school community.

Families value education and provide positive role models for students. The school has an active Parents and Citizens Association, focused on working collaboratively with the school to provide each and every student access to all that is required to ensure optimal learning. The strong partnership that exists between the school and the P&C Association promotes a value for education and a positive learning environment for students.
Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Teaching staff engaged in high level independent and collaborative critical reflection of school processes and achievements throughout 2018, to identify the final submission of the school's achievements across each of the three domains. As teaching staff unpacked each of the statements of excellence a clear understanding was attained by all staff to ensure that all new what attainment of each element in a domain looked and felt like within our school.

Learning Domain

Strong partnerships exist between students, teachers, parents and the wider school community, to ensure that the school culture is strongly focused on learning. High expectations underpin what drives our school forward. Open and regular communication with parents is highly visible within our school. Teachers communicate with parents in many formal settings throughout the year, including three-way interviews twice a year, semestery reporting, Best Start meetings and through individual reporting for students accessing individual programs to support their learning needs. Teachers make themselves available to families for informal conversations that support student learning. These regular conversations also provide avenues for teachers to consistently nurture a culture of high expectations throughout the parent and wider school community. Close home/school partnerships ensure all students’ needs are met to enable them to engage fully in every learning experience. Students engage in SMART goal setting which has encouraged and enabled them to have high expectations for themselves and increased student accountability for their own learning and achievements.

Student attendance data is reviewed weekly by all teaching staff and strategies to improve student attendance rates are identified. Outstanding student attendance is recognised formally each term at school assemblies and at the end of the school year. The school's Transition to Kindergarten program ensures the readiness of all students starting kindergarten at Black Mountain Public School. This program allows staff to ensure effective early intervention for all. The school accesses outside agencies to support the successful transition of students to their first formal year of schooling. The partnerships between the school and local high schools continue to strengthen to support successful transitions for students moving to Year 7.

Every student is known, valued and cared for, ensuring every student's success and achievement in learning. The wellbeing of students is at the forefront of all decision making within the school. You Can Do It! and eSmart programs are embedded in the school and the explicit teaching of these programs by all staff supports the school in meeting the wellbeing requirements outlined by the Department of Education. The school continues to follow developed scope and sequences to ensure the consistent approach to implementation across the school, however we are looking to further enhance the programs in 2019. The school is looking to purchase new units of learning which have been developed for the You Can Do It! program and have accessed an outside agency to support the delivery of Child Protection programs to keep student engagement high. Expectations of student behaviour are communicated throughout all school programs, with student leadership programs ensuring all leaders model high expectations within the school. The teaching of high expectations is documented within teachers' independent teaching and learning programs. Regular contact with parents ensures the school has a thorough understanding of all students' needs at any given time. This is a wonderful aspect of our school, however it does limit parent involvement in surveys as, when asked to complete surveys, parents will often respond that they are very happy with the school. With society being very time poor and parents feeling happy that they have a strong relationship with the school, where they can raise and discuss any concerns they might have if or when they arise, often completing surveys is not seen as valuable. This is an aspect that requires extra communication in 2019.

Students articulate their learning and understanding of what they need to learn next, to enable continuous improvement, through their development and reflection of SMART goals. Through consultation with teachers, analysis of feedback received and three–way interviews with parents, students have many opportunities to model their understanding of their own ability, with a focus being on Literacy and Numeracy in 2018. In 2019, the school will focus on implementing the Learning Progressions, to replace the Literacy and Numeracy continuums. Staff will gain a deep knowledge of the progressions as a tool for tracking student improvement and will build student knowledge of these so as they too can use them as a tool to inform their learning goals and identify where to next. The school is working to implement standardised assessments to increase the validity of student assessment data across small cohorts and has begun this process in 2018. These assessments will inform teaching and learning programs across the school. Regular, comprehensive assessments of teaching and learning programs, through discussions between the Principal and teaching staff, lesson observations and written feedback assessing all elements of programs, ensure direct links to NSW Department of Education syllabus documents is a focus for all and identify and analyse adjustments provided across the school to meet
Visible learning continues to be a focus across the school, with individual classroom teachers implementing strategies to meet the needs of the individual student. WALTs and WILFs in Mathematics, success criteria in writing and traffic light systems are some of the strategies used to engage students in their learning and increase their accountability for their own learning. Consistent teacher judgement continues to be a focus for writing also. Rubrics are used to support teachers in providing consistent feedback to students. In 2019, Impact Walls will be introduced to enhance visible learning within the school. Project based learning will also be introduced, linked closely to Critical Creative Thinking skills and strategies investigated by staff and introduced to students in 2018. An assessment scope and sequence was developed and implemented across the school in 2018. Standardised assessments, including PAT assessments, have been introduced to support teachers in identifying student growth across small cohorts and to enable teachers to evaluate current teaching and learning programs for impact. Growth data will continue to be collected in 2019.

Reporting is clear and provides information to support further student progress and achievement. As we embark on a second year of the implementation of PAT testing in 2019, the school will have more standardised internal data to use to monitor student growth and achievement and will continue to expand its assessment practices. Teachers will continue to implement consistent teacher judgement to mark writing and use learning progressions to support assessment of student progress in 2019 also. Parents, students and teachers meet for three–way interviews twice a year to discuss learning goals, student achievement and areas where extra support is required. Detailed written reports are issued at the end of each semester and outline student achievement and the next steps for student learning. Regular contact is held with every parent of the school community and opportunities to discuss student progress are available and welcomed at any time.

The school continues to engage with many assessment tools and frameworks to collect and collate data to measure student achievement. In 2018, teachers continued to grow their knowledge of writing rubrics and use these to provide feedback to students. Teachers began creating writing rubrics with students to direct student learning and to use as success criteria for students. PAT testing was introduce in 2018 in response to a need for standardised data, to support teachers in identifying student learning needs and to overcome the challenge posed by smaller cohorts. PAT testing will continue into 2019 and beyond to provide more valid growth data on student student growth in Mathematics and Reading Comprehension. In 2019, Learning Progressions will be introduced and used to monitor student growth in learning across the school.

Teaching Domain

Black Mountain Public School is commited to further developing evidence based teaching strategies across the school. Visible learning continues to thrive at the school. Teachers have implemented WALTs and WILFs into everyday classroom practice, provide success criteria for learning and use different strategies to increase student reflection and accountability of their learning. In 2019, Impact Walls will be implemented together with Learning Progressions to provide tools and a language for teachers and students to talk about and reflect on teaching and learning and plan future learning experiences. Teachers work collaboratively to share curriculum delivery ideas and knowledge. In 2018, the K–2 teacher engaged in L3 training and shared her learning journey consistently with staff. Classroom teachers work collaboratively with Learning and Support Teachers to ensure consistency of teaching approach for students with additional learning needs. Feedback has been a focus of teaching staff in 2018 to drive student learning forward through enhancing student knowledge of their ability. Teachers use success criteria, rubrics and WALTs and WILFs to provide explicit feedback to students and have supported students to use these tools to assess and reflect on their own learning. Classroom Management practices are shared across the school and expectations are clear and set a high standard of learning behaviours for all students.

Teachers engage with data to identify the learning needs of each and every student and develop teaching and learning programs to cater for individual student learning needs. The implementation of PAT testing this year will assist the school in obtaining another quality source of data that can be combined with other data sources, such as internal class and topic assessments and NAPLAN data, to allow for data triangulation, supporting staff in building a more explicit picture of each student's learning needs by increasing teacher knowledge of student learning at any one point in time. Teachers engaged in whole school consistent teacher judgement professional learning in 2018 focusing on writing and continue to implement visible learning strategies to support student assessment of learning and increase student reflection and accountability of learning. Learning progressions will be utilised in 2019 to gather further data that can be used to triangulate assessment information, enhancing validity of assessment data further.

The Australian Professional Standards for Teachers drive our teaching and learning processes and programs across the school. All teachers have a thorough knowledge of the standards and all professional learning is linked closely with the standards. Teachers can confidently identify the standards to be achieved by professional learning. Learning walks and classroom observations engaged in by staff are linked to the standards, ensuring that staff engage in reflection of their current practice, in line with the expectations of the Department of Education, school planning and the Professional Development Framework.

Professional learning is closely aligned to the School Plan and clearly linked to our milestones. Every staff member seeks and participates in professional learning to improve their own teaching practice, as identified in their Professional
Development Plans. Classroom observations are linked to teacher learning goals and the school plan and, therefore, school improvement. Discussions and reflections on observations are driven by the Australian Professional Standards for Teachers, which is the framework used to plan for observations. As part of weekly professional learning, teachers engage collaboratively to share new learning, review teaching practices and evaluate the implementation of new strategies and programs and their impact on student learning. This practice ensures consistency of program implementation across the school, supports teachers in maintaining momentum when implementing change and promotes high expectations with all changes delivered. Experts, such as speech pathologists, are accessed to support the development of teacher expertise within areas of learning identified within the school plan that target student learning needs.

Leading Domain

The development of the current School Plan was based on the outcomes of collaborative discussions between students, teachers, parents and the wider school community. Effective collaboration has been crucial in ensuring all a part of the school community develop a strong understanding of the school vision. Community groups, including Banbai the local Aboriginal organisation, engage with the school to enhance student learning. The P&C Association form a parent voice for the school. Many parents from the group then have informed discussions with other parents and community members to ensure that the voice is a representation of the wider school community.

Teaching and non–teaching staff actively engage with performance and development processes, identifying learning goals linked closely to the school plan and vision and to their needs as a learner themselves. All staff actively seek professional learning that supports their achievement of their own goals. Staff are active participants in the Snow Gums Learning Alliance. This alliance provides an increased staff base to support teacher development. Teachers work collaboratively together to further develop their teaching and learning practices. All staff development days are shared and opportunities of professional development within our school are offered across the alliance, for example, staff engaged in the Personalised Learning OLT Course in 2018 and were joined by staff from another school within the alliance who identified a need to further their learning in this area also.

The School Plan is known to and clearly understood by students, teachers and parents. The current School Plan drives the direction of the school and the vision statement outlines what we strive to be as we move into the future. Students, parents and school staff were all engaged in an intensive consultation process in the creation of the current School Plan and their feedback is sought as evidence of movement towards our current directions. The School Plan and milestones are established in response to student need, as identified by school collected, collated and analysed data, which is also considered in conjunction with input from community sources. Student learning drives every decision made within the school. Our goal is that every student achieves in every lesson, every day.

Throughout 2018, the principal and school administration manager engaged in professional learning to gain a strong understanding of the new budgeting tools, to support the organisation of school funds. Teachers will work towards utilising Microsoft 365 as a tool for developing Performance and Development Plans in 2019, with the aim of increasing their flexibility as working documents. The school has elections, play groups and fire service training groups utilise school facilities. Funds raised from the use of these facilities support student learning. The P&C Association run a stall to raise funds on election days. The school is well equipped with technology. Strategic financial management is used to purchase resources required to support student learning and implement the school plan, for example, in 2018, PAT testing programs were purchased and planned for within the school plan and budget.

Financial resources are allocated to support teacher identified professional learning that links to the school plan, targeting student learning needs. In 2018, a commitment was made to fund a classroom teacher to engage in L3 training. A professional learning schedule is developed at the beginning of each year targeting priorities of the school plan. Funding was utilised to engage an expert to provide professional learning in the area of speech and language in 2018. The school's Resource Allocation Model (RAM) funding is strategically allocated to support school planning and priority areas every year. In 2019, some RAM funding will be allocated to continue to implement a transition to kindergarten program, employ an extra Learning and Support Teacher for one day per week and to continue funding another half a day of Learning and Support also. Extra Principal Relief funding will be allocated to employ an SLSO to provide technical support for the school and to support the School Administration Manager.

The school makes informed decisions regarding the administration of the school to optimise student learning. Financial resources are carefully planned for in response to student need, as identified by both internal and external assessment data. The school has worked hard to establish a close relationship with its community and responds to feedback, however, further work is required by the school to gather higher quality feedback from the school community. In 2019, the school will continue to work to build the professional effectiveness of all school members to drive school improvement and will utilise all aspects of the school community effectively to do so.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
Strategic Direction 1
Excellence in Teaching and Learning

Purpose
Excellence in teaching and learning is underpinned by highly professional teachers who are effective leaders of learning, deeply committed to ongoing learning and improvement, developing highly effective, evidenced based practices through collaboration, inquiry, reflection and feedback, setting high expectations and sharing responsibility for the improvement of every student and contributing to a dynamic, transparent, collegial learning culture that ensures learning builds the capabilities for every student so they are:

- literate
- numerate
- collaborative
- self-directed
- resilient
- innovative
- critical and creative life long learners

Overall summary of progress

In 2018, the school focused on student writing as a target area for school improvement. The implementation of the Seven Steps to Writing program moved into its second year at the school, with it being used as an intervention tool to support student improvement in writing. Staff continued to work collaboratively to further develop consistent teacher judgement practices in writing marking across the school, by engaging in regular professional learning sessions.

An assessment scope and sequence was developed and implemented by staff, with analysis of its implementation taking place throughout the year. Funding was allocated to purchase PAT tests to begin collating standardised data to inform teachers on student achievement in reading comprehension and Mathematics. These curriculum areas are target areas for focus in 2019 and 2020, as identified in the School Plan.

Visible learning continued to be a focus of 2018. Staff continued to implement WALTs and WILFs to support student learning in Mathematics. As mentioned above, cross marking of student writing was a focus of professional learning for teaching staff, to further develop consistent teacher judgement across the school. Rubrics for writing were used to explicitly convey success criteria, a visible learning strategy, and drive student improvement. Students were supported to use rubrics and success criteria to develop their own SMART Goals, with the aim of enhancing student motivation to learn through increasing their accountability for their own learning. New rubrics were developed collaboratively with students to provide success criteria for a variety of learning tasks, making learning visible to students and setting high expectations for student learning.

Professional learning in Critical and Creative Thinking (CCT) strategies was engaged in by all staff and strategies introduced to students. Staff evaluated current teaching and learning practices to identify how CCT strategies are already being implemented in the school and then identified ways in which to enhance the CCT skills and strategies of students within current teaching practice. CCT is not to be an extra component to our teaching, but more an enhancement of the way teaching and learning is delivered to make learning more effective for students, resulting in individual student and whole school improvement.

External expertise were accessed to support school programs and professional learning was engaged in by staff to build teacher knowledge in 2018, resulting in enhanced student learning and improvement. A speech pathologist was accessed to provide professional learning to staff to support the needs of students. Strategies for use in the mainstream classroom were a focus of the learning as too was the resourcing required to support school programs. The Centre for Effective Reading was engaged to enhance student learning also.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduction in the time students receive speech and language support for and an increase in the number of students meeting</td>
<td>Daily Speech and Language Program – RAM FUnding to emply SLSO for 0.304.</td>
<td>Daily Speech and Language Program – Professional learning delivered to all staff by Speech Pathologist. Daily program coordinated by speech pathologists and classroom teachers and</td>
</tr>
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Progress towards achieving improvement measures

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<tr>
<td>benchmarks in Literacy in Stages 2 and 3.</td>
<td>L3 – 10 Teaching Days $5000</td>
<td>delivered by an SLSO. Daily sessions provide the regular intervention required to drive improvement. Improvement is evident in student achievement of Literacy outcomes.</td>
</tr>
<tr>
<td>Student improvement and growth is clearly measured through the school assessment tools identified in the s&amp;s.</td>
<td></td>
<td>L3 – The implementation of the L3 program is in its first year and student growth is being monitored and tracked. It will enter its second year of implementation in 2019 and its impact once teacher training is completed will be tracked and monitored as students progress into stages 2 and 3.</td>
</tr>
<tr>
<td>Reflections of learning walks are evidence of the impact on teacher practice.</td>
<td></td>
<td>Assessment – An assessment scope and sequence was developed and implemented in 2018. Staff review of assessment scope and sequence was positive.</td>
</tr>
<tr>
<td>Visible Learning is evident in classrooms and teaching and learning programs.</td>
<td></td>
<td>Assessment – PAT Assessments for mathematics and reading comprehension were purchased and implemented. Student growth will be measured over this school planning cycle using these standardised assessments together with NAPLAN data and internal class and topic assessments.</td>
</tr>
<tr>
<td>Students use feedback to self–regulate.</td>
<td></td>
<td>Visible Learning – Teachers engaged in consistent teacher judgement professional learning. Teachers used NAPLAN rubrics as success criteria for students, to cross mark student work and as a tool to provide explicit feedback to students. Teachers are now confident in using the marking rubrics to moderate student writing samples. Senior students worked with the class teacher to jointly construct rubrics for a variety of learning tasks and assessed themselves and their peers against the rubrics.</td>
</tr>
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</table>

Next Steps

In 2019, a focus on writing will continue, with practices implemented in 2018 being further supported. A focus on reading comprehension will take place in 2019, following analysis of data collected on reading comprehension. PAT testing information can be utilised together with class and topic assessments and NAPLAN data to inform future steps.

The use of WALTs and WILFs will continue. Teachers will make learning visible with an increased focus on using success criteria across all areas of learning. An example of evidence of effective visible learning strategies being put in place will be the ownership students are taking over their learning, through the setting and achievement of learning goals.

Professional learning for staff in the implementation of Learning Progressions will take place in 2019. Teachers will develop a deep knowledge of the Learning Progressions, enabling them to plot students along the progressions, identifying individual students’ levels of achievement at any point in time. Impact walls will be established to support the implementation of Learning Progressions building student knowledge of their own learning. Learning Progressions will be implemented and will support students in accessing the language required to set where to next goals for learning.

Professional learning for families to support student development in speech and language at home will be a focus for 2019 and into 2020. Ensuring families are well informed and have a deep knowledge of strategies that can be used to support the development of effective speech and langugae habits for students is crucial. The school aims to develop a highly effective wholistic home/school approach to supporting speech and language development within the current school planning cycle, to reduce the number of students requiring extra support in this area of learning.

Teachers will engage with Project Based Learning strategies in 2019 as an extension of work on CCT in 2018. Teachers
will visit other schools implementing this form of teaching to build their capacity to plan, deliver, analyse and reflect on
teaching and learning experiences that provide for critical, creative thinking opportunities within the project based
learning form. Teachers will work collaboratively to plan units of learning for students and deliver programs. Learning
walks will be conducted to share project based learning practice.
A Dynamic, High Performing School Culture

Purpose

Strong collaborative, collegial directions strengthen teaching and learning across the school and the Snow Gums Learning Alliance.

- Highly Professional, Collaborative Staff
- Continually Improving Evidence Based Practice.
- Empowered Systems Leaders

Overall summary of progress

In 2018, staff engaged in professional learning to develop a joint understanding of the expectations of the SEF V2. All staff engaged in whole school evaluation of each element of the SEF V2, identifying the focus areas of improvement within the school. Following the identification of where the school was on the framework, staff collected and evaluated current evidence linked to identified areas of focus within the School Plan to validate our decisions.

In 2017, staff embarked on a project to further develop school processes in planning and documenting Individual Learning Plans for students requiring extra support. It was identified that a common template for documenting curriculum adjustments would support a consistent teaching approach across learning settings, for students working in multiple settings with multiple teachers and support staff. It was planned that the documents would be accessed and updated by all staff to enhance communication across staff. This would support all staff, but more specifically those not at the school every day of the week. In 2018, staff engaged in the Personalised Learning Plans OLT course to further develop knowledge of what is required for a shared understanding of student needs across the school and to review techniques for supporting students requiring additional support. Ebor Public School staff joined us for this professional learning, as a partner school in the Snow Gums Learning Alliance.

In 2018, the school committed to training a teacher in the L3 Program. A regular information session was included in the school professional development schedule, to allow for all staff to build a shared understanding of the L3 program, skills and strategies used and its impact on student learning. The program involved a financial commitment, allowing for teaching relief for staff to attend professional learning. The mentor for the program provided in school support through modelling lessons, conducting classroom observations, providing feedback and engaging in shared teaching sessions.

Progress towards achieving improvement measures

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<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
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<tr>
<td>All students achieve expected growth or higher, on internal and external data sets (PLAN/NAPLAN/Progressions/PA TR, L3) with the school achieving at or above state averages and at or above like school groups in all measures; national minimum standards, % in top two bands, value added, attendance, equity measures.</td>
<td>Assessments – $1500 L3 – Teacher Relief $5000 (As above)</td>
<td>Assessment – PAT Assessments were purchased and implemented. Student growth will be measured over this school planning cycle using the PAT standardised assessments together with other internal and external assessment data. Triangulation of data will be used to gain a solid picture of student achievement over this planning cycle. L3 – The implementation of the L3 program is in its first year and student growth is being monitored and tracked. Students in kindergarten have demonstrated improvement following the implementation of the L3 program. Many alterations to the program needed to take place. Changes required were identified as a result of consultation between the mentor and classroom teacher. Discussions following observations, modelled teaching practice and team teaching situations supported 'where to next' planning. The new writing structure is supporting...</td>
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## Progress towards achieving improvement measures

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<tbody>
<tr>
<td>supporting their child/ren at home.</td>
<td></td>
<td>the improvement of student writing across K–2.</td>
</tr>
<tr>
<td>Student development and achievement of learning goals is evidence of knowledge of their own ability and a commitment to improve.</td>
<td></td>
<td>SEF V2 – Staff engaged in professional learning to unpack the SEF V2 and gain a deep understanding of the framework. Staff identified the school's position on the framework and the main focus points for improvement in the school and collected evidence of achievement in these areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual Learning Plans – Staff engaged in a 40 hour Personalised Learning OLT course to further develop knowledge of what is required for a shared understanding of student needs across the school and to review techniques for supporting students requiring additional support.</td>
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<tr>
<td></td>
<td></td>
<td>Learning Goals – Students identify SMART goals to drive improvement. Students evaluate their progress towards their goals and the steps required to achieve their goals. Students communicate this to their parents during three–way interviews twice a year. Conversations at home about goals are encouraged to help students maintain momentum. Students now use language of rubrics developed to support them in establishing goals that move them forward.</td>
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## Next Steps

All staff will engage in further investigation of the SEF V2 as they move through the external validation process in 2019. Staff will begin to investigate, as a whole school, literature focused on developing a growth mindset culture and will analyse their own thinking in light of this learning to enhance this culture within the school. This will compliment the work teachers will do as they engage with the external validation process, which is focused on looking at how we can grow our school into the future and promote school improvement further.

In 2019, staff will outline a whole school approach to documenting ILPs and will begin to share them using Microsoft 365 to ensure they are working documents that all staff contribute to. Staff will therefore be consistently sharing changes to teaching and learning processes for students, helping to ensure a consistent teaching approach for students with additional learning needs. Microsoft 365 will also be used to share PDPs throughout the year, encouraging staff to view these more as working documents that are fluid and can change.

L3 training extends over two years and therefore the school will continue to provide relief for teacher training in 2019 and will continue to have L3 identified as a professional learning focus for the whole school. Student progress and improvement will continue to be tracked as part of the L3 program and data will be used to identify, and as evidence of, student growth in learning.

The school will work towards engaging parents further in providing online feedback, utilising programs such as the Tell Them From Me surveys to gather quality, valid feedback.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background loading</strong></td>
<td>$18 235.00</td>
<td>SLSO employed to implement daily, individualised sessions for students, focused on speech and language, to improve English outcomes for all students involved, as measured by school assessment schedule and speech and language assessment by expert speech pathologist. Session content informed by speech pathologists. This will continue into 2019 as the need has been identified through assessment. SLSO to implement Centre for Effective Reading program. To support a student in literacy improvement.</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability</strong></td>
<td>$12 430.00</td>
<td>Included in this funding is the school's allocation for our Learning and Support Teacher (LaST) for 1/2 a day a week. Remaining funds used to employ LaST to attended training days each semester and to create resources to share with classroom teachers to provide consistencies across learning settings within the school.</td>
</tr>
<tr>
<td><strong>Quality Teaching, Successful Students (QTSS)</strong></td>
<td>$4 581.00</td>
<td>Funding utilised to release classroom teacher to attend L3 training and to work with mentor to implement the program. Improved student learning outcomes in English for Kindergarten students, with a positive impact on learning outcomes for Stage 1 students through the implementation of L3 program brought about by increased teacher professional knowledge and high expectations for students.</td>
</tr>
<tr>
<td><strong>Socio–economic background</strong></td>
<td>$12 312.00</td>
<td>Funding utilised to employ staff to coordinate and facilitate a Transition to Kindergarten program that operates every friday throughout the year. To develop independent, confident children ready to engage in the learning process from Day 1 of Kindergarten. To have assessed students to ensure all needs are being met before starting school.</td>
</tr>
</tbody>
</table>
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>Boys</td>
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<td>20</td>
</tr>
<tr>
<td>Girls</td>
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<td>11</td>
<td>12</td>
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In 2018 there were 29 students enrolled in the school. There were 0% of students from non–English speaking backgrounds and 48% of students who identified as Aboriginal or Torres Strait Islander.

Student attendance profile

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<thead>
<tr>
<th>School</th>
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<tr>
<td>K</td>
<td>95.3</td>
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<tr>
<td>1</td>
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<td>94.4</td>
<td>91.6</td>
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<tr>
<td>2</td>
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<td>3</td>
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<tr>
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<tr>
<td>5</td>
<td>71.4</td>
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<td>98.7</td>
<td>88.7</td>
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<td></td>
</tr>
<tr>
<td>All Years</td>
<td>95.2</td>
<td>93.9</td>
<td>93.9</td>
<td>91</td>
<td></td>
</tr>
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</table>

State DoE

<table>
<thead>
<tr>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<td>6</td>
<td>93.5</td>
<td>93.4</td>
<td>93.3</td>
<td>92.5</td>
</tr>
<tr>
<td>All Years</td>
<td>94</td>
<td>94</td>
<td>93.9</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

Black Mountain Public School’s attendance has fallen just below state average this year. Illness throughout the winter months affects attendance rates. Parents use a variety of methods to notify the school of absences, including notes, phone calls and emails.

Management of Non–Attendance

Student attendance at Black Mountain Public School is at a high level. Outstanding and excellent attendance results are recognised every term and effective processes are in place to identify students with falling attendance rates early. Information promoting the importance of regular school attendance is added to the newsletter regularly.

The administration system implemented in 2018 allows reports to be scheduled at regular intervals. An attendance report identifying students falling below 85% attendance was scheduled at the beginning of the school year to monitor student attendance. A report is scheduled to be generated each week and a plan to improve student attendance for those falling below 85% attendance is devised at weekly staff meetings, in accordance with NSW Department of Education requirements.

The school will continue to follow all NSW Department of Education policies and procedures in 2019, with a focus being to bring school attendance rates back in line with or above state averages.

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.08</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>0.9</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

In 2018, there were no staff members employed at Black Mountain Public School who identified as Aboriginal or Torres Strait Islander.

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>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2018, staff at Black Mountain Public School engaged
Professional learning, supporting the school's work towards the achievement of strategic directions outlined in the School Plan included:

**Literacy**

**Writing** – School improvement in writing continued to be a focus of teacher professional learning.

**Consistent Teacher Judgement** – Cross marking of student work samples to further develop consistent teacher judgement across the school. Teachers engaged with existing NAPLAN rubrics and used these to mark student work samples and provide explicit feedback. Teachers also engaged in joint construction of rubrics with students to make success criteria visible to students. This was an extension of previous professional learning on visible learning.

**L3 Program** – In 2018, the school committed to training a teacher in the L3 Program. This was an initiative to support improvement in student writing also. A regular information session was included in the school professional development schedule, to allow for all staff to build a shared understanding of the L3 program, skills and strategies used and its impact on student learning. The program involved a financial commitment, allowing for teaching relief for staff to attend professional learning. The mentor for the program provided in school support through modelling lessons, conducting classroom observations, providing feedback and engaging in shared teaching sessions.

**Other areas of professional learning engaged in by staff, to support the achievement of strategic directions, included:**

**Speech and Language Professional Learning** – All staff engaged in professional learning lead by an expert in the field to consolidate previous professional learning. This provided an opportunity for staff to ask questions and seek clarification on strategies to support students in the mainstream classroom. With a large percentage of students enrolled requiring speech and or language support, the school also implemented a daily program for students lead by an SLSO with support provided by speech pathologists and monitored by teaching staff. This program was reviewed at Learning and Support Team meetings twice a term by all staff. This whole school approach will continue in 2019 as it is crucial in reducing the impact speech and language challenges have on student achievement.

**LaST Training Days** – Professional learning for LaST staff to build knowledge and expertise to support students with a variety of learning and support needs. These professional learning sessions also provide an opportunity for staff to share resources that support students. The school is also part of the Snow Gums Learning Alliance Learning and Support Team to access extra support if required and to combine support provided to schools to gain the most from it.

**Critical Creative Thinking Skills and Strategies** – Professional learning in Critical and Creative Thinking (CCT) strategies was engaged in by all staff and strategies introduced to students. Staff evaluated current teaching and learning practices to identify how CCT strategies are already being implemented in the school and then identified ways in which to enhance the CCT skills and strategies of students within current teaching practice.

**SEF V2** – Staff engaged in professional learning to develop a joint understanding of the expectations of the SEF V2. All staff engaged in whole school evaluation of each element of the SEF V2, identifying the focus areas of improvement within the school. Following the identification of where the school was on the framework, staff collected and evaluated current evidence linked to identified areas of focus within the School Plan to validate our decisions.

**Personalised Learning OLT** – Staff engaged in a 40 hour online learning course to further develop knowledge of what is required for a shared understanding of planning for and documenting adjustments made to cater for students requiring additional learning needs. Learning in this area will continue into 2019.

**Finance and Administration Systems** – The Principal and School Administration Manager engaged in training throughout the year to gain a deep knowledge and understanding of the many new school systems introduced over 2017–2018.

**PAT Testing** – The school purchased standardised testing for Mathematics and Reading Comprehension and engaged in professional learning to analyse student results. This will be ongoing as data is collated over time to determine student growth.

All staff have also completed mandatory training in each of the following:

- Code of Conduct
- Emergency Care
- CPR
- Anaphylaxis
- Child Protection

**Financial information**

**Financial summary**

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.
Department of Education budgeting tools are utilised to ensure all fund expenditure is carefully planned and all funds are spent in line with Department of Education policies and procedures.

All RAM funding was utilised to employ staff to coordinate and deliver school programs, or to provide teacher relief for teachers to engage in professional learning, that supported the school in achieving success across each of its two strategic directions.

Operational funding costs were consistent with the previous year in regards to maintenance, services and utilities.

The school continues to provide high levels of funding to subsidise the cost of transport for students to access various learning experiences and to subsidise the cost of entry fees and excursions.

Unspent funds are to support the funding of:

- Teacher to engage in music education professional learning mentor program in 2019 – $8 000.00
- Major school excursion 2020 – $4 000.00
- Storage shed for school equipment – $10 000.00 (P&C to add additional funding required)
- Hall to be erected on existing school concrete court – (A joint funding project will be applied for again in 2019 if available) – $100 000.00

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

**School performance**

**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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

To maintain confidentiality in Literacy, it is not possible to comment on results in this report. Analysis of data and teaching strategies address student learning needs.
Improving the Literacy outcomes of students through building staff expertise is a focus of the current School Plan. In 2018, Black Mountain Public School committed to the implementation of the L3 Literacy program to support early Literacy learning across the school. Seven Steps to Writing and Sound Waves are two of the programs that the school also implements to support student learning in Literacy. Staff are life long learners and are committed to learning to ensure that teaching is of a high quality at all times for all students and that teaching and learning programs target individual student learning needs.

To maintain confidentiality in Numeracy, it is not possible to comment on results in this report. Analysis of data and teaching strategies address student learning needs.

Black Mountain Public School is committed to delivering teaching and learning that is of the highest standard. In 2018, staff collaborated to review the Mathematics concept scope and sequence to ensure that links in learning are more easily identified by students. Once again, staff are committed, life long learners who work to ensure that Numeracy teaching and learning programs target the needs of all students.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

To maintain confidentiality, it is not possible to comment on Literacy or Numeracy results in this report. Analysis of data and teaching strategies address student learning needs.

**Parent/caregiver, student, teacher satisfaction**

The school utilised the Tell Them From Me (TTFM) survey to gain feedback from families about school satisfaction. The school included two additional questions to seek information to clarify parent opinion and seek further feedback about School Plan strategic direction focus areas. Feedback was also sought during three–way interviews.

The school promoted the completion of the TTFM survey in many ways, including the offering of school computers to parents to complete the survey, which one parent accepted. Unfortunately, the data was not made available as there were not enough parents who completed the survey. Many parents identified that they were happy to complete the survey but missed the closing date. The school will attempt this again in 2019.

Information obtained on school satisfaction through P&C Association meetings and in follow up discussions indicated that the school community is overall happy with the school and its current programs and are enthusiastic and willing to support new programs and initiatives. Parents indicated that they were happy to be a part of school planning discussions as the school plan was prepared and will be when it is reviewed. The sustainability of the After School Activities Program will need to consistently be revisited as funding and participation numbers fluctuate. Student feedback modelled some positive growth throughout the year as students took the survey twice. Teaching staff numbers are low and therefore obtaining data is difficult through the online survey. Regular communication around school planning and evaluation took place throughout the year, providing many opportunities for staff to identify areas requiring attention within the school.

School evaluation each year will allow teachers to monitor school improvement and focus areas requiring more attention.

**Policy requirements**

**Aboriginal education**

Black Mountain Public School enjoys a close relationship with local Land Council; Banbai, and the local Aboriginal community. The school flies the Aboriginal and Torres Strait Islander flags below the Australian flag every day, to celebrate the cultural diversity that exists at the school and within the wider community. School leaders take on the responsibility of ensuring the flags fly every day. The oldest Aboriginal student at the school opens all school events and every special occasion with the *Welcome to Country* and does so in language.

School events are supported by the local Aboriginal community. Staff model an enthusiasm to explore and learn more about Aboriginal culture and willingly seek advice and support from the local Aboriginal community on areas of culture and significance. The partnership that exists between the school and local Aboriginal community enhances the sense of belonging for all students at the school and their appreciation of country.

All students engaged with the *Shake a Leg* program in 2018. It is a health promotion school–based program presented by Aboriginal health workers with an Aboriginal perspective. It meets key content areas of the school curriculum in Physical Education and Personal Development, Health and Welfare. Some of the key topics covered included nutrition, oral health, otitis media, physical activity, identity and drugs and alcohol. The *Shake A Leg* program is not only aimed at improving health and practices of children, but also family and community. The engagement of students together with the conversations held between students following sessions were evidence of the impact the lessons had on students.

Excursions to places of significance to Aboriginal people are important for embedding a cultural understanding in children. K–2 visited *Wattle Ridge*, as part of a junior school program coordinated by Banbai this year. All students visited *The Keeping Place* in Armidale, where they participated in boomerang throwing, toured the exhibits and completed the bush
tucker walk, gaining invaluable knowledge and insight into Aboriginal culture.

Aboriginal perspectives across the curriculum are embraced by the school and wider community, who model interest in gaining a deep understanding of the culture and of embracing the beliefs and values that underpin the culture, promoting a respect for diversity.

**Multicultural and anti-racism education**

We live in a multicultural society and as a school we embrace and celebrate cultural diversity. The school promotes the values of tolerance, acceptance and appreciation of difference, which has ensured a culture of respect is embedded in the school. Students are encouraged and supported to be curious about other cultures and to learn about and embrace the many cultures of our multicultural society.

Students celebrated Harmony Day on the 21st of March. This is becoming a tradition at the school and students display an excitement to learn of the cultures they will learn about on the day. Ben Lomond and Ebor Public School students joined us for this event this year. Students engaged in collaborative learning whilst they investigated other cultures.

Senior students connected with students from South Korea using video conferencing throughout the year. The students from Black Mountain Public School taught South Korean students about our country. Students conducted language lessons with their overseas friends, discussed how they spend their leisure time and shared information about various aspects of Australia. Students wrote letters and prepared gifts for their e–pals and received letters and gifts also. Students not only were able to engage in deep learning about another culture, country and way of life, but were required to think more deeply about their own country and way of life and how they could share the best aspects of it. This was an outstanding learning opportunity for all.

The school welcomes international visitors throughout the year. Students are able to converse with them and ask questions about different cultures, modelling the values of acceptance, tolerance and inclusivity, as well as a curiosity to learn. Student teachers visiting Australian schools from Narou spent time learning about small schools at our school this year. A Japanese student studying in Australia visited the school also and shared her culture with students through different art and language lessons.

Black Mountain Public School offers many and varied opportunities for students to connect to the world beyond the classroom, community and country. These opportunities encourage students to investigate other cultures and to be excited about living in a rich multicultural society. Students are supported to find similarities and identify differences between their culture and others, whilst learning and expanding their knowledge and understanding of the world around them.