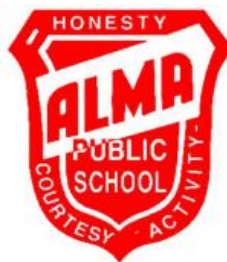


Alma Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Alma 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.

Glynis Lugnan

Principal

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Message from the Principal

As I complete my fifth and final year as principal at Alma Public School, I have been reflecting on the changes that have occurred during that time.

Our partnership with the NSW University Department of Rural Health continues to flourish and this year the Health Hub was completed. We continue to host occupational therapy, speech therapy and social work students from a number of universities.

Alma–Bugdlie Preschool has had a complete refurbishment in the last few years and is a beautiful, airy space for our growing numbers of four year olds. We already have a waiting list for 2017. Our preschool was put through the assessment and rating process in 2015. We met expectations in 6 out of 7 domains and were rated as 'exceeding' in the area of leadership.

The last 5 years have seen enormous changes in the syllabus that teachers deliver to your children. There has been a huge amount of professional learning necessary for all staff to keep up with the changes. My staff has shown wonderful professional growth, using the changes as a challenge not a barrier, and I am positive that no staff could be more committed to the positive development of each child.

The P&C, who have always worked so hard for our school, have continued their service to school and families. In 2015, we celebrated our 125th birthday – a monumental milestone, and the P&C were very heavily invested in the success of that. More recently, the P&C raised half of the total cost for the new multi–purpose court, which will be matched by a dollar for dollar government grant. This is a remarkable achievement and I congratulate and thank those who have played their role on the P&C over the last 5 years.

We receive extra funding due to our complexity and we used that to employ 6 additional School Learning Support Officers and a Quality Teaching Mentor in 2016. By building staff skills, your children benefit from high quality teaching.

I have been blessed with a fabulous executive and front office team who support the wonderful staff at Alma. Congratulations to Mrs Sharon DeGoumois on her promotion to the principalship following merit selection. I know I am leaving an amazing school in very good hands.

Thank you, all, for the opportunity to lead Alma. It has been a privilege and a pleasure.

Glynis Lugnan – Principal 2012 – 2016

Message from the school community

2016 has been a very busy year for the Alma Public School P & C. The small number of volunteers that form the Alma Public School P & C Association have raised a phenomenal amount of money which assisted the school to purchase and install a multi-purpose sports court for use by all current and future students. This major project has been supported by the school community and through the various P & C fundraising efforts including a variety of raffles, Mother's and Father's Day stalls and breakfasts, our annual fete, pie drives, discos, food stalls at community events and show gate sales.

The P & C uniform shop offers new and preloved uniforms at an affordable price and convenient location. Narelle Butcher took on the position of Uniform Shop Coordinator and dedicates 2 afternoons a week providing this service to the families of Alma School. The Alma School P & C supplies Alma sun smart bucket hats to all new enrolments at the school and an Alma sun smart bucket hat and drink bottle to all Kindergarten students, free of charge. The Canteen provides a great selection of food choices for the children of Alma School and is managed by the P & C Canteen co-ordinator, Julie Holmes, and her group of dedicated volunteers.

While the majority of P & C fundraising monies are being used for the multi-purpose sports court, other school groups such as Alma sporting teams, students representing PSSA teams, excursions for students K-6 and our preschool have been supported by the P & C to help with expenses incurred to represent Alma School and extend upon learning experiences at school. The P & C also continues to make a donation each year to assist with Alma students attending Stewart House.

The Alma P & C works tirelessly and in partnership with the school to support, provide assistance and raise important funds for the benefit of all our students. Special thanks to all the parents, community members, volunteers, staff and students that helped the P & C throughout the last year. The P & C extends an invitation to all to come and join the wonderful dedicated volunteers that form the Alma School P & C Association.

Kylie Jackson – Alma Public School P & C Secretary 2016

Message from the students

In 2016, we have represented Alma with pride and diligence throughout the year. Among some of our official representations for Alma School have been the laying of the wreath at the Town ANZAC Day ceremony, being guests at the Willyama High School SRC induction, addressing the school and community at an assembly on NAIDOC day and highlighting some of Alma's unique features on a video sent to Lindfield Public School .

Some of our other day to day tasks have included taking responsibility for raising and lowering flags at school, sports shed monitoring and assisting in the running of fortnightly school assemblies. We are both looking forward to our involvement in this year's presentation day. We think that we have gained in confidence and improved our public speaking as a result of being school captains.

Campbell Quintrell and Danika Hoskins

School background

School vision statement

Alma Public School aims to create an environment where children, teachers and parents work together to develop excellence in every child, staff and community member.

This is achieved through:

- The development of a positive, student-centered, preschool to Year 6 school culture
- Teaching and learning practices that respond to the needs of the children
- Developing and utilising the skills of staff and ensuring their needs are met
- The involvement of the whole school community in the support and development of the school at all levels
- A commitment to the continual improvement of the physical, social and educational environment of the school
- An emphasis on consultative management practices

School context

Alma Public School is situated in Broken Hill, 1220 kilometres west of Sydney, in a city of approximately 20,000 people. Mining is a major employer in Broken Hill and enrolments in the school are heavily influenced by the state of the mining industry. There are 6 other public primary schools and 2 high schools in the city. There is one Catholic primary school in town.

Nearly 34% of our 269 student enrolment is Aboriginal and the school operates a DEC Aboriginal designated preschool for up to 40 children on a separate site. The Wilykali people of the Paakantyi Nation are the predominant Aboriginal grouping in our school.

Alma receives additional funding to counteract the low-socioeconomic circumstances of our families.

As an Early Action for Success (EaFS) school, an instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students K-2.

Sport plays an important role in the Alma community, both in and out of school.

A kitchen and garden program is run for all primary classes on a weekly basis to improve life skills and offer activities that may not be available at home – Broken Hill lead levels in the soil make it difficult for families to have vegetables gardens at home.

Alma Public School is an attendance focus school and while daily attendance is improving, late arrivals are still closely monitored.

The school has an excellent relationship with local business operators and agencies. We have a strong connection with the University NSW Rural Health Division and host fourth year students in speech pathology and occupational therapy four times a year on rotation. The Health Hub, opened in 2016, is used by the Allied Health students as a base.

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.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. The School Excellence Framework requires critical self-

assessment in a range of areas. Below are the report statements for Alma Public School.

In the domain of learning, we have delivered increasingly differentiated programs, including opportunities for gifted and talented students, to cater for student differences. We have begun to develop a positive mindset in students through programs like 'Kids Matter' and 'How 2 Learn'. We have focussed successfully on writing, through the 'Seven Steps to Successful Writing' program.

In the domain of teaching, the school developed an excellent teacher mentor program that enabled staff at all levels of professional experience to receive support from an outstanding practitioner. Collaborative planning days, instructional rounds and a greater emphasis on self-reflection and carefully planned individual goals have led to a team environment that values each member and strives for continual improvement.

The leadership domain has been dominated by capacity building in school executive staff as well as increased opportunities for student leaders.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Teacher Quality

Purpose

Every student has the right to a quality education so they can reach their potential. Our teachers will deliver high quality lessons that accommodate the needs of all students, based on evidence.

Overall summary of progress

Quality teaching, assessment and the use of effective data monitoring and feedback have been a key focus throughout 2016.

All K–2 teachers are now trained in L3 and TEN while all 3–6 teachers are trained in TOWN. These initiatives are having an impact on student outcomes, particularly for equity groups in the early years of schooling under the guidance and mentorship of the EA4S Instructional Leader.

A Quality Teacher Mentor has been working with Year 3–6 teachers in 2016 to aim for a flow on of improved student outcomes and support quality teaching development. A particular focus has been placed on writing and the improvement in results has shown this to be effective.

All teachers have attended at least three modules of 'How2Learn' training which is intended to equip them with the tools to teach students higher order ways to learn. Term planning days for each stage were provided to allow for the development of fair and consistent judgment, planning as a team, quality teaching, quality improvement plans and the opportunity to collaborate on data analysis to inform decision making.

The school executive team has been provided with additional executive release to allow for mentoring, observations, modelling of lessons and supervision. Along with this, aspiring leaders are undergoing training as 'How2Learn' facilitators and have taken on a lead role in delivering this training to staff. An aspiring principal has completed the second year of a two year professional development program, 'Learn to Lead'. This has enhanced her ability and confidence to liaise effectively with staff and students for improved quality teaching and student outcomes.

Progress towards achieving improvement measures

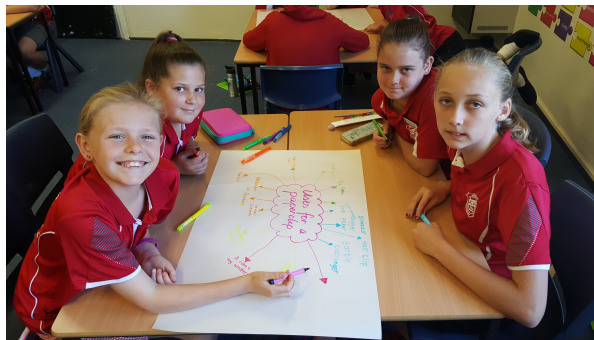
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasing percentage of students each year achieve at or above end of year expectations in reading, writing and early arithmetic strategies.	<p>Yr 3 writing (NAPLAN) shows growth from 49% to 75% at or above proficiency. Yr 5 writing results remain the same (NAPLAN).</p> <p>Year 3 reading shows a decrease from 57.2% to 42.5% of students achieving at or above proficiency. Year 5 reading shows an increase from 50.7% to 73.9% (2015 – 2016)</p> <p>Year 3 numeracy data indicates growth from 39.3 % to 46.2% of students reaching or exceeding proficiency. In Year 5, no children achieved Bands 5 or 6 (nor have they in the last 2 years) but there was a slight increase in Bands 5 and 6 from 41.3% to 43.4%.</p>	<p>Early Action for Success funding Support teacher</p> <p>\$ 113 320</p> <p>Innovation Grant \$ 20 000 Training</p> <p>\$ 4772</p> <p>'Seven Steps to writing Success' program.</p> <p>\$ 2 200</p>
Teaching/learning programs will reflect improved use of assessment data analysis and planning.	Supervision feedback, anecdotal supervisor's reports and increasingly more positive comments from teachers about their ability to program confidently and accurately indicates improved use of data analysis.	<p>Planning days</p> <p>Executive release and Quality Teaching mentor Professional development in NAPLAN analysis (L. Tyndall – 2 days to analyse school data and prepare a presentation for staff)</p> <p>Socio-economic</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching/learning programs will reflect improved use of assessment data analysis and planning.	Supervision feedback, anecdotal supervisor's reports and increasingly more positive comments from teachers about their ability to program confidently and accurately indicates improved use of data analysis.	background (\$2000.00)
NQS1.2.3. Critical reflection on children's learning and development , both as individuals and in groups, is regularly used to implement the program.	Team meetings and regular collaboration between service staff ensure that each child's achievements and interests are recorded and monitored. This leads to extension in the following week which is planned and organised.	Program jottings Individual and group observations Team meetings

Next Steps

Following the employment of the Primary Mentor in 2017, all students K–6, will show growth on the literacy and numeracy continuums. This will be achieved through quality teaching mentor sessions with the Instructional Leader, Primary Mentor and assistance from the Interventionist and Primary Mentor Specialist. A focus on sustained teacher quality throughout K–2 classrooms and the '7 Steps writing program' and teaching of comprehension will occur 3–6 classrooms throughout 2017. The focus on PLAN data and NAPLAN results being utilised to inform programming will continue over this year.



Strategic Direction 2

Learning

Purpose

Our students are connected to their learning through an inclusive learning environment that enables equitable access to a high quality education. Our students will have the skills to problem solve and direct their own learning.

Overall summary of progress

In 2016, two Assistant Principals commenced the How To Learn training. Two out of three phases have been delivered to the new Assistant Principal with the third phase being completed in early 2017. One Assistant Principal went on to further training for How To Learn, becoming a lead trainer to deliver training across the Broken Hill region.

5 staff members completed training in Seven Steps to Successful Writing. This was an initiative that was implemented in the school, firstly to Yrs 3–6, to increase the number of children achieving at expected cluster in Aspects of Writing on the literacy continuum. The initiative was taken on by the staff with enthusiasm and staff saw student success and growth. As a result, the initiative was taken into Early Stage 1 and Stage 1, also with a positive response.

A Quality Teaching Mentor was employed at the beginning of 2016 who has provided professional learning and support for staff in years 3–6. This has seen the delivery of quality teaching and learning programs. Staff have collaborated and created learning programs that have increased student outcomes. An interventionist was also employed to support this program. This saw staff provided with the opportunity for weekly mentoring sessions and in-class support to work with students to move towards expected outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasing percentage of students are achieving at expected cluster in Aspects of Writing on the literacy continuum.	<p>PLAN data indicates the following results in Writing, comparing 2015 and 2016 data at the end of the year.</p> <p>K : 46% increase from 25% to 71%.</p> <p>Yr 1: 45% to 21%.</p> <p>Yr 2: increase of 17% reaching benchmark from 5 % to 22%.</p> <p>Yr 3 from 3% to 7 %.</p> <p>Decrease in Yr 4 from 4% to 3%.</p> <p>Yr 5: 21% to 35%.</p> <p>Yr 6: increase of 28% from 8% to 46%.</p>	Seven Steps to Successful Writing program \$ 2 500
Aboriginal students are achieving at expected cluster levels on the literacy and numeracy continuums.	<p>Data analysis demonstrates that Aboriginal students are achieving at the same levels as their non-Aboriginal peers on a percentage basis. As examples, in Kindergarten, Aboriginal students performed as well as their peers in all areas of literacy except oral language and phonemic awareness.</p> <p>In Year 6, there was no appreciable difference between Aboriginal and non-Aboriginal students in numeracy outcomes although vocabulary was lower in literacy.</p>	<p>Regular data collection and analysis.</p> <p>Stage consistency of judgement meetings and planning days.</p> <p>Instructional Leader mentoring and Quality Teaching Mentor support.</p>
Evidence in teaching programs	Anecdotal supervision notes indicate greater focus	Additional release for

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
that writing is taught explicitly and systematically in all classes K–6	on individualised planning and teaching. Stage planning provides the basis for teachers to differentiate. Supervision proformas adjusted to reflect closer scrutiny. Five staff members are now trained as trainers in 'Seven Steps' program. All classes have now taken this program on. Student attitudes to writing has improved enormously. Extremely reluctant writers, including some GAT students, are now eager to brainstorm, plan and write. Student resilience about their writing has improved.	Assistant Principals to mentor, observe and supervise. Quality Teaching Mentor and another teacher trained in Seven Steps Writing Program which was then delivered to all staff 3–6. K–2 Writing Tool used to assess writing in infants classes.
NQS 5.1.2: Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.	In 2106 some of the program focus was on self-help skills e.g. looking after personal belongings. Science, literacy and numeracy were the main areas of learning during the year.	Service educators (teacher, Aboriginal Education Officer, trainee, Learning support officer).

Next Steps

HOW2LEARN will continue in 2017 and aim to complete Phase 1 and commence phase 2 in 2017. This initiative is now being implemented P–6 across the school and a change in common language is becoming embedded in school culture. Two executive will complete training in 2017 to further embed the program in the school and continue the learning cycle for new staff.

Seven Steps to Writing – This initiative will continue in 2016 with new staff beginning in 2017 to receive professional learning in the implementation of writing in years K–6. Two staff members will train as trainers.

A new Quality Teaching Mentor will be employed for 2017 to provide professional learning and support staff 3–6 in the delivery of quality teaching and learning programs. An interventionist will also continued to be employed to support mentoring sessions and support targeted students to reached expected learning outcomes.

The Junior AECG will continue with new students to be nominated an elected at the beginning of 2017 to replace the leaving members.



Strategic Direction 3

Student and Community Engagement

Purpose

Our students will be successful learners, confident and creative with skills that will enable them to take ownership of their learning, accept the challenges and solve problems.

As a learning community, our parents will play a greater role in the direction of the school from a position of knowledge and understanding so that students are supported at home and benefit from the shared goals of families and the school.

Overall summary of progress

SENTRAL (an internal online management system) training has occurred for all staff. This program is used daily by staff to mark their rolls. Behaviour issues, contact with parents, welfare concerns, excursions have all been entered on SENTRAL. For one day a week, a specialist SENTRAL operator has been employed to collate academic and behaviour information from Preschool to Year 6.

The Junior AECG operated throughout the year with success. A 'Yarning Circle' is in the process of being established at Alma Public School. Personal Learning Plans, which are a mandatory requirement as part of the Aboriginal Education Policy, were developed for all Aboriginal students.

There has been a reduction in behaviour management issues at the school. In 2015 there were 23 suspensions for 11 students. In 2016 there were only 7 suspensions for 6 children. (of those, 5 suspension were from previous schools).

Parent involvement at Alma has again increased. Activities include 'Meet and Greet', Easter Hat Parade, ANZAC Day, NAIDOC celebrations, regular school assemblies, Presentation Day, Year 6 Farewell, Famous Person Day, helping with reading, Mootwingee Excursion and parent interviews. The Alma phone app use is growing with 429 users. This year 113 messages have been sent out to parents and caregivers. The digital sign is operational and has been well received.

The sister/city relationship with Lindfield has strengthen with 40 students and 4 teachers travelling to Sydney. They stayed at the Narrabeen Sport And Recreation Camp. They spent a day at Lindfield with their pen pals and had 2 other days visiting the sights of Sydney.

The kitchen/garden program has been evaluated in 2016. Teachers have planned 4 major topics– Design a Restaurant, The Driving Force– (Water in the Landscape), Festivals around the World, Foods, Past, Present and Future – will be taught over 2 years. Teachers have planned these units to include kitchen, garden, science, geography, history, maths and English and incorporate the Aboriginal perspectives. Classes are trialing Design a Restaurant in Term 4 and this culminated in the children running their restaurants and producing foods from their chosen country.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Identified students with social issues are engaged in meaningful activity that provides opportunities to build social skills.	Personal Learning Plans which are a mandatory requirement as part of the Aboriginal Education Policy were developed for all aboriginal students. They have been added to SENTRAL for tacking purposes. The Project Room continues to provide a structured, supportive environment during lunch breaks for students identified with social issues e.g. extreme shyness, isolation behaviours etc. Children who attend have reported being happy to do so and they enjoy the activities e.g. jewellery making, making wooden toys, papier mache etc.	\$ 800
Parents/carers are provided with increasing opportunities and	An increased number of invitations for parents to join school activities has led to higher numbers of	NAIDOC, fete, carnivals, P&C,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
participate in all aspects of the school.	parents being physically on site during special events etc. Regular newsletter to Aboriginal parents did not occur. The Aboriginal Education Team were delayed with the Aboriginal resources audit and did not have time to establish the planned communication.	In-class reading groups
Assessment data demonstrates reduced numbers of students achieving below stage standards.	Data demonstrates increased percentage of students achieving at or above stage expectations, which means that a smaller percentage of students is below that. See previous sections.	K-2 five weekly data collection, Yr 3-6 ten weekly data collection. EAFS support for students and teachers. Term planning days to critically reflect on data.
<p>NQS 5.1.3: Each child is supported to feel secure, confident and included.</p> <p>NQS 6.2.1: The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.</p>	<p>Increased parent involvement has been noted and that has been promoted through a range of activities and invitations.</p> <p>Relationship building is a primary focus of the educators in order to support the children and their families through the early years learning journey/</p>	Service educators and Bugdlie resources.

Next Steps

In 2017, SENTRAL training will continue for all staff. Staff will continue to track behaviour, contacts with parents and awards.

Parent involvement will be further nurtured throughout the year with regular parent involvement in the school..

The sister/city relationship with Lindfield will continue. Lindfield P.S will visit Broken Hill in 2017.

Evaluations will be carried out in the primary regarding the SAKG program and the scope and sequence that has been planned.

Reintroduction of dance lessons.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal MultiLit tutors were employed each day to provide reading support for Aboriginal students at risk with reading.</p> <p>The preschool and main site received full time support from Aboriginal Education Officers,</p>	<p>Aboriginal North North / MultiLit tutors</p> <p>Aboriginal Education Officers x 2</p> <ul style="list-style-type: none"> Aboriginal background loading (\$0.00)
English language proficiency	<p>The student has developed English language facility through support from his teacher and the resources she developed.</p>	<p>Casual relief for the classroom teacher to develop resources.</p> <p>'Edublogs'</p> <ul style="list-style-type: none"> English language proficiency (\$684.00)
Low level adjustment for disability	<p>Students with learning needs or disabilities were supported to achieve growth in their academic and social endeavours.</p>	<p>1 .4 learning Support Teachers</p> <p>Additional SLSOs</p> <p>Additional LST support teacher 0.4</p> <p>iPad apps</p> <p>Specialised MC class equipment</p> <p>Drums for 'Drumbeat' welfare program</p> <p>reading resources</p> <p>Project Room</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$184 074.00)
Quality Teaching, Successful Students (QTSS)	<p>Mentoring for every teacher was implemented providing all teaching including executive with opportunities to improve their skills in programming, behaviour management, planning and data analysis.</p>	<p>QTSS staffing entitlement of 0.09 (approx 2 hours and 10 minutes) has been supplemented by school funds using RFF, PSP and equity funding to release staff.</p>
Socio-economic background	<p>Activities and experiences were provided to expand student horizons. Kitchen/garden program was run Yrs 3–6 each week. Dance was taught by a qualified teacher once a week for 6 months. Professional learning costs including relief was provided to support the <i>How2Learn</i> Program.</p>	<p>Quality Teaching Mentor</p> <p>Dance teacher</p> <p>Excursions including Lindfield</p> <p>Kitchen garden staff</p> <p>'How to Learn'</p> <ul style="list-style-type: none"> Socio-economic background (\$360 206.00)
Support for beginning teachers	<p>Additional support was provided to beginning teachers to develop confidence and skills.</p>	<p>Additional mentoring</p> <p>Beginning Teachers</p>

Support for beginning teachers	Additional support was provided to beginning teachers to develop confidence and skills.	conference <ul style="list-style-type: none">• Support for beginning teachers (\$13 376.00)
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	108	115	115	114
Girls	101	115	108	122

Official enrolment figures are taken in February. These numbers do not include our preschool enrolments. During the year, we reached 261 children (including preschool children who are counted as 0.5 because they do not attend full time). This is an increase of 11 from 2015. Approximately 30% of our students are Aboriginal.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.3	91	91	92.8
1	89.7	93.3	88.9	92.2
2	94.2	90.8	92.6	90.7
3	91.9	93.6	89.5	90.7
4	93.6	89.7	92.4	90.5
5	92	93	91.5	90.8
6	91.5	91.3	89.7	91.7
All Years	91.8	91.8	90.9	91.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

School attendance is steady and is only 2 % behind state averages. Non-Aboriginal students account for the majority of absences. A cohort of approximately 7 families is consistently late to school or regularly absent with no explanation and this has an impact on our final figures. The majority of students arrive at school every

day on time and ready to be fully engaged in their learning. The school newsletter carries regular items of information around attendance and the legal requirements.

Class sizes

Class	Total
KK	17
KJ	17
1-2A	26
1-2S	25
1-2R	25
3-4J	25
3-4B	25
3-4R	24
5-6S	23
5-6A	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	9.99
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Counsellor	0
School Administration & Support Staff	6.38
Other Positions	1.69

*Full Time Equivalent

All permanent teaching positions are filled although some teachers have been utilised in specialist positions e.g. Mrs Morgan has taken the Learning Support Teacher role, Mrs Hinchey has undertaken the role of literacy and numeracy intervention teacher, Mrs DeGoumois has been taken off class to manage attendance, welfare, staff mentoring and supervision.

Public schools are required to report on the Aboriginal composition of our workforce. Alma has four permanent Aboriginal staff members, two temporary Aboriginal staff members and two casual

Aboriginal tutors.

Teacher qualifications

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

In addition to their teaching qualifications, Alma staff also have:

- 1 x Masters in Primary Teaching
- 1 x Masters Education (Teacher Librarianship)
- 1 x Bachelor of Science (Therapeutic Recreation)
- 1 x Bachelor Arts (Education, Communication Studies)
- 1 x Graduate Diploma in Educational Studies (Aboriginal Education)
- 1 x Graduate Diploma in Educational Studies (Literacy)
- 1 x Graduate Diploma in Educational Studies (Asian Studies)
- 1 x Graduate Certificate Teacher Librarianship

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

Professional learning in 2016 has been focused on:

Strategic Direction 1:

- coaching and mentoring,
- implementation of new syllabuses in History, Geography and Science,
- instructional rounds for teachers
- leadership
- strategic financial management.

Strategic Direction 2:

- How 2 Learn,
- 7 Steps to Writing Success

Strategic Direction 3:

- Drumbeats (welfare)
- Aboriginal cultural awareness

In addition to release from face to face teaching (designed for teachers to manage classroom assessments, programming and planning), each teacher receives an hour per week of mentoring from the Quality Teaching Mentor, Instructional Leader and/or stage executive.

Three early career teachers have achieved their proficient teacher accreditation and two others have completed their 5 year maintenance accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30.11.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	664 082.38
Global funds	316 892.24
Tied funds	696 254.54
School & community sources	86 367.72
Interest	15 107.34
Trust receipts	11 068.85
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	25 176.48
Excursions	32 506.12
Extracurricular dissections	164 121.41
Library	3 088.88
Training & development	16 257.41
Tied funds	729 024.88
Short term relief	35 965.61
Administration & office	97 905.81
School-operated canteen	0.00
Utilities	66 883.48
Maintenance	76 134.85
Trust accounts	10 715.30
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

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

School-based assessment

'Seven steps to Writing Success' has proven to be a wonderful resource to scaffold writing achievement. All students in Years 3– 6 were involved in the program during 2016 and Year K–3 came on board in term 4. Five teachers have been trained as trainers to continue the program. Students have demonstrated a clearer understanding of the writing processes, greater engagement with writing activities and, in some cases, have completed writing assessments etc for the first time. Reluctant writers have begun to produce quality work.

Literacy and numeracy data is collected every 10 weeks in Years 3–6 and every 5 weeks in K–2. This maps children on literacy and numeracy continuums which allow teachers to carefully monitor progress and plan appropriately for the next steps in learning. Every child in the school is tracked using PLAN (Primary Literacy and Numeracy).

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.

For detailed graphs, you can access Alma NAPLAN results through the following link:

<https://www.myschool.edu.au>

NAPLAN tests are one test on one day and may not reflect a student's skills in a particular subject area. They do, however, give schools a clear idea of the trend of learning for future planning and remediation or extension. Individual students are able to have teaching programs tailored specifically to their needs.

There has been an increase in the number of Year 3 students in Bands 4, 5 and 6 in Writing. We would expect to see a greater improvement in 2017 as the 'Seven Steps' program takes effect. Grammar and Punctuation continued to cause concern with an increase in students in Band 3 but a reduction in Bands 4, 5 and 6. The largest group of students in Year 3 Reading was in Bands 1 and 2.

Year 3 Numeracy results are fairly steady. Year 5 numeracy results are low with the majority of students sitting in Bands 4 and 5 (out of 8).

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au>

and insert the school name in 'Find a school' and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Students:

In 2016, students from Years 4,5 and 6 participated in the Tell Them From Me survey. Their responses to 20 questions were compared to NSW Govt norms.

Some of the areas for response and the results are as follows:

Students feel accepted and valued by their peers and by others at their school. 74% of students at Alma had a high sense of belonging. The NSW Govt norm for these years is 81%.

Students have friends at school they can trust and who encourage them to make positive choices. In this school, 78% of students had positive relationships.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 94% of students at APS valued School Outcomes. The NSW Govt norm for these years is 96%.

Students do homework for their classes with a positive attitude and in a timely manner. In our school, 68% of students had positive homework behaviours. The NSW Govt norm for these years is 63%.

Students that do not get in trouble at school for disruptive or inappropriate behaviour. In this school, 86% of students had positive behaviour. The NSW Govt norm for these years is 83%.

Students are interested and motivated in their learning. 82% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%.

Students try hard to succeed in their learning. 94% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.

When asked about effective learning time, relevance of content and the rigour of lessons, Alma students were above the state norms in their positive responses. They felt that they had an advocate on the staff who spoke for them and rated student-staff relationships above the state norm. There was a strong student belief that there are high expectations at Alma, a positive learning environment and an inclusive culture. 69% of respondents said that they felt good about their culture at school. 82% of Aboriginal students believe that the staff has a good understanding of their culture.

Fewer than 40% of students believe they will go to university after school.

Parents/Carers:

In 2016, serious parent complaints dropped by almost 70%. 95% of parent interactions with school staff were polite, respectful and non-threatening.

Parent support for the kitchen and garden program continued to build. Our choir, dance and debating programs received very positive responses from parents. Parent involvement in whole school activities e.g. carnivals, NAIDOC, presentation day etc has been at an all-time high.



Policy requirements

Aboriginal education

The Aboriginal Education team in 2016 has consisted of 8 staff members and the Aboriginal Community Liaison officer (ACLO) from District Office. The focus for the team this year has been implementing and maintaining a Junior Aboriginal Education Consultative Group (AECG). The Junior AECG has had a meeting each term and been involved in designing the Yarning Circle. This will be an ongoing process in 2017 with a newly elected Junior AECG.

The Aboriginal Education team has also commenced an audit of the school's Aboriginal education resources. This will also be an ongoing process in 2017.

Michael Johnstone (Aboriginal Education Officer) has been working with the P-2 students once a week this year to teach Paakantyi language using the body parts as a major focus. It is intended to continue the lessons in 2017.

Robyn Scott, the Quality Teaching Mentor, organised a cultural awareness trip to Mutawinjee for staff, selected students and the parents. This trip was a huge success and was very worthwhile. Staff, students and parents reported back that they enjoyed themselves and learnt more about local Aboriginal culture. The team is working on implementing a local Aboriginal perspective into the new History syllabus and this will also be an ongoing and ever changing process over the coming years.

Rita Hinchey

NAIDOC 2016

The theme for NAIDOC in 2016 was 'Songlines: The Living Narrative of our Nation'. A successful NAIDOC week was conducted in term 3 with a focus on bringing some of our activities into the 21st Century. We started the week with a flag raising ceremony and 2 guest speakers from the Department of Aboriginal affairs to open Alma's NAIDOC week. They spoke about the significance of the week and explained what the theme meant. We also had a full day of activities which supported the 2016 theme. We had a huge roll up of community members and a great day was had by all involved. There were traditional indigenous games conducted on Alma oval and this was greatly enjoyed by the students and teachers. The week ended with a special assembly to conclude the week's events. Once again a hugely successful NAIDOC week at Alma!

Rita Hinchey

Multicultural and anti-racism education

Students celebrated Harmony Day in Term 3, highlighting cultures from around the world. Each teacher chose an activity that focused on the food, beliefs, lifestyles, costumes or art of another country and ran these activities with all classes on a rotational basis.

In Term 4, Stage 2 and 3 classes developed a restaurant during kitchen/garden, English, History, Geography, Science and Maths lessons, each choosing a different country to showcase. Students had to plan their restaurant, draw it to scale and cost their equipment, food supplies and restaurant layout. Working in small groups, a menu was chosen and recipes developed. In Week 9, staff were invited to share the restaurant experiences. Themes ranged from Mexican, Americana, Outback Tucker, French and Japanese cuisine.

There have been no complaints of racism in 2016. Anti-racist education for students is covered in the Personal Development, Health and Physical Education syllabus. There are three staff members who are trained as anti-racism officers.

Other school programs

Alma Bugdlie Preschool:

2016 saw the introduction of our Monday and Tuesday preschool session. This session was offered to indigenous children who were three years of age as well as children aged four years who were accessing other services. Our Wednesday, Thursday, Friday session was available for children aged four and above who were looking to start school in 2017. Government legislation requires that all children, aged four years or above, are offered a minimum of 15 hours per week preschool services on an equal basis. Our two sessions met this criterion and also gave our indigenous children

the opportunity for two years of formal early childhood education prior to starting school. This is a national focus.

Alma Bugdlie Preschool continued with its strong transition to school program. Many of our Bugdlie children have siblings attending Alma Public School. Our visits to Alma to participate in athletics carnivals, school performances, assemblies and NAIDOC week, saw many students connecting with their younger brother or sister. Our children participated in singing lessons on a weekly basis. Aboriginal Education Officer, Michael Johnstone, taught the children songs in Paakantyi language. These language lessons, combined with our yarning sessions with Aunty Barb, assisted our children to develop knowledgeable and confident self identities as well as a sense of belonging to the Wilykali land, on which Bugdlie is built, and to the community.

Strong community partnerships were maintained throughout 2016. We enjoyed our Healthy Cooking program with Maari Ma Aboriginal Health Corporation where we learnt how to cook snacks that were not only healthy for our bodies but also tasted delicious. Our visits from the Broken Hill City Library were a highlight of our program as well. Our children loved story time and enjoyed choosing a book to borrow to read at preschool.

In 2015, the Preschool met its accreditation requirements and we continue to work through the QIP (Quality Improvement Program) to ensure that we seek improvement to maintain and build on our high standards. This year, Bugdlie has improved its program of sustainability. A compost tumbler and recycling bins were installed to assist children's understanding about our environment. Regular activities and discussions around saving power and water were also embedded into our program to ensure children develop social responsibility and respect for their environment. Feedback from children and their families has resulted in the purchase of new outdoor climbing equipment this year. Shade sails for the children's soft-fall outdoor play area have also been requested by many families. The installation of these shade sails is due to completed by the end of term 4.

Throughout 2016, Alma Bugdlie Preschool filled all preschool placements and held a waiting list of new applicants. We continued to see returning families and welcomed many new families through our door. Our community relationships continued to strengthen our educational program. We have embraced the Early Years Learning Framework (EYLF), the National Quality Framework and truly appreciated all parent, caregiver and community participation.

Katie Bassett-White

Gifted and Talented Group:

Identified students across Years 3-6 engaged in focused enrichment activities within their classrooms and as part of a small group. Students investigated aspects of local Paakantyi culture including housing, navigation and bush medicine. The students developed

specific questions and conducted a formal interview with staff member Mrs Clark who explained traditional cultural practices. Mr Hopcraft made simple models of Aboriginal housing to explain the manner in which they were constructed. The creation of the NAIDOC banner provided students with the opportunity to develop skills in photography. With a specific theme each day, photographs were taken around the school and later assembled into photo collages. These collages represented the school 'Songlines' and featured the local bronze winged pigeon Dreaming story, as shared by Mrs Clark. These deep cultural experiences culminated in a weekend community excursion to Mutawintji National Park where students were immersed in Aboriginal culture and heritage. In addition, a link was established through the CSIRO with an engineer who worked with students as part of the Mathematicians and Scientists in Schools program. The engineer supported students to devise, investigate and action a problem of interest to the children. Through a digital link-up, investigations surrounding our ability to harness wind power in the school garden have provided rich thinking experiences which have inspired students and staff.

Robyn Scott

Quality Teaching Mentor

A Quality Teaching Mentor position was established to support teaching and learning across years 3–6. Individualised support was provided for each teacher through weekly mentoring and coaching sessions. Best educational practices in teaching, learning, behaviour management and assessment were examined.

Teachers engaged in whole day curriculum planning sessions each term. These days enabled the staff to collaborative program and resource quality units of study for students. Excursions were developed to enrich the teaching program which utilised resources across the local area. These included visits to the Broken Hill Aboriginal Lands Council, Pro Hart Gallery and an historical walk along Argent Street. Planning days also included staff professional learning. Topics addressed included strategies to cater for gifted and talented students, programming in English, catering for individual needs in the classroom and mathematical pedagogy.

The Stephanie Alexander Kitchen Garden program has been integrated into classroom programs through an opportunity for students to design their own restaurant. Programmed activities have included the development of a menu and designing of layouts, business cards and advertising. Integrated lessons in mathematics have challenged students to determine the associated costs of running a restaurant. Preliminary programming has been completed for future integration of learning across multiple subject areas including Science, History and Geography. Large scale semester themes include Water in the Landscape and Food. Past, Present and Future.

Staff across 3–6 engaged in quality teaching rounds, throughout term 3. This professional learning program provided the teachers with an opportunity to

best teaching practice as described in the Quality Teaching Framework. Small groups of teachers engaged in examination of professional readings and lesson observations. Through their subsequent discussions and evaluations, they deepened their knowledge and understanding of quality teaching practices.

Robyn Scott

Seven Steps to Writing Success:

The Seven Steps to Writing Success program was implemented across Years 3–6 to address school targets around improving student engagement and skills in writing. Through the use of highly engaging multimedia resources, the program targeted specific writing tools which the children learned, one by one. Mastery of these effective writing tools enabled the children to produce high interest, quality writing. The students' high engagement in the program has led to significant improvements in their writing skills. This has been celebrated and showcased throughout assemblies titled Half Hour of Power, in which a student representative from each class was selected to read their work in front of their peers.

Infants classes have recently come on to the program and are already seeing a greater engagement in the writing processes from their students. Mrs Scott, Miss Honeysett, Mrs DeGoumois, Mrs Morgan and Miss Green have all attended the training in Adelaide in 2016 and act as school-based trainers for other staff.

Library:

In the library this year, we had a teaching focus on Geography and History, which the students were able to enjoy during their weekly lessons. The library was open 3 days each week during 1st break so that the students could come in and use the computers, books and other resources. We had a big Term 4 as we celebrated Book Week in conjunction with our Scholastic Book Fair. This involved three days of book sales which had great results, as well as a book character dress up day that was enjoyed by all students and staff. We were also fortunate to have the fiction author Rosanne Hawke come to our school in Term 4 and do writing workshops with students across Stage 2 and 3 which was very successful and engaging for all students who attended.

Rayna Sundstrom

Infants Choir:

During Semester One of 2016, the Alma Infants Choir focussed on two songs, Agadoo by Black Lace and Walk Right In by The Rooftop Singers. These songs, conducted by Mr. Samuel Small, were rehearsed with the purpose of performing at the 2016 Broken Hill Choral Festival by all students in Stage One and willing students in Kindergarten. Beyond the Choral Festival, the choir was made voluntary for all students in K–2 where the same two songs were rehearsed for the 2016 Broken Hill Eisteddfod. In the latter half of 2016 the voluntary choir had a focus on Christmas songs for

performance at the Alma Fete and Presentation Day.

Sam Small

Drumbeat:

During Term Four, Mr. Samuel Small and Mr. Andrew Manly (social work placement, La Trobe University) facilitated the DRUMBEAT program for 10 students in years 4 – 6. This program focussed on drumming to engage students in school, while teaching valuable conversational, social, self-regulation and confidence skills. DRUMBEAT students, at the end of their program, performed for their peers and their parents, providing them with closure and purpose for the program.

Sam Small

Beyond the Line–Rural:

Alma Public School hosted three education students from Sydney through the BEYOND THE LINE PROGRAM. The program involved a week-long School Community visit. The program encourages students from Sydney and a range of other NSW locations to experience life and work in inspiring school environments in rural and remote settings. Our participants spent the week at Alma Public School soaking up new experiences and gaining first-hand knowledge of living and working in rural and remote areas.

Kylie Jackson

Early Action for Success:

Early Action for Success (EAfS), an early literacy and numeracy initiative of the Department, continued to operate at Alma Public School in its final year of Phase 1 implementation. Mrs Judy Henry continued in the role as the school's Instructional Leader. The Instructional Leader is responsible for setting targets for improvement in literacy and numeracy outcomes for K–2 students, building teacher capacity to identify the literacy and numeracy learning needs of students, leading intervention strategies, providing teacher professional learning and in-class support and monitoring the impact of practice and interventions on student literacy and numeracy learning.

Mrs Henry is supported by an additional staff member, Mrs Rita Hinchey, who has worked in the classrooms alongside teachers and provided their release to attend weekly mentoring sessions with the Instructional Leader. She has also provided targeted in-class intervention for students in literacy and numeracy.

Mrs Henry has also been trained in the delivery of lessons for Literacy Learning: an intervention for year 2 students (L2), which has enabled year 2 students to reach their benchmark levels in literacy.

Underpinning the EAfS are the Language, Learning and Literacy program (L3) and the Targeting Early Numeracy Program (TEN). Teachers working in Early Stage 1 and Stage 1 classes have been trained in

these programs. This has enabled them, along with the Instructional Leader, to monitor, identify and develop intervention strategies for those students not meeting learning expectations. The Instructional Leader has provided professional learning for staff and this year particular emphasis has been on numeracy. This year, 5 additional teachers have been trained in TEN and all K–2 teachers have participated in professional learning at collaborative planning days looking at the place value, numeral identification and multiplication and division aspects of the continuum and linking these to the mathematics syllabus.

Collection of data throughout Phase 1 of EAfS, indicates that in the aspects of Counting Sequences, Early Arithmetic Strategies, Reading, Comprehension and Writing, a greater percentage of students each year have met expectations when compared to the 2013 data when the initiative was first implemented. Students have also benefitted by the purchase of additional literacy and numeracy resources to enable these programs to be implemented.

Scientists and Mathematicians in Schools Distance Partnership Program 2016:

Through communication with the CSIRO's Scientists and Mathematicians in Schools program, a partnership has been established between Alma Public School and a professional designer and engineer to extend targeted students in the areas of Science and Technology.

Opportunities have been established for students identified as gifted and talented to undertake a research and design task, which is tailored to their specific interests. During Term 4, Year 4 student Luke White has begun to communicate with a professional engineer on a regular basis to develop a device that will utilise wind to assist with irrigation in an area of the school Garden. Luke has been highly engaged in and enthusiastic about the program and is gaining valuable exposure to effective ways of reflecting on and understanding various methods of scientific enquiry, as well as the use of technology to share his scientific finding and designs.

Brad Lardner

Senior Choir 2016:

The Alma Public School senior choir is comprised of students in Stage 2 and Stage 3. Under the lead musical guidance of Ms Cowdrey, students have performed drills and games to enhance their understanding and manipulation of volume, pitch, key and melody when singing. The senior choir has performed two songs at the Broken Hill Choral Festival as well as the Broken Hill Eisteddfod. At the Eisteddfod, the senior choir were awarded second place for the performance of their songs. We also rehearsed for the end of year assembly and the community Christmas pageant.

Brad Lardner

Sydney Lindfield Excursion:

implemented units of work back in their classrooms to incorporate the kitchen and garden knowledge into science, environment education, maths and English.

Glynis Lugnan

39 Stage 2 students travelled to Sydney by train on the 9/08/2016. Commendable behaviour, maturity and manners were frequently applauded throughout their 5 day Sydney trip. The students marvelled at trains, buses, ferries, cruise ships and the bright lights of the city. They met face –to –face with their Lindfield Public School buddies who welcomed them with a rousing band item and special school assembly. The trip highlights were many and varied from the 3D experience at the IMAX theatre to walking the Harbour Bridge to training with representatives from the Sydney Swans at the Sydney Cricket Ground. Everyone was impressed with the accommodation and meals at the Narrabeen Sport and Recreation Centre. An immeasurable educational experience was had by all students and teachers who attended.

Jess Townsend

Swimming Scheme:

Aquatic activities play a significant role in the lifestyle of many Australians. Therefore, it is essential that students are aware of the importance of water safety and are equipped with the necessary skills of safety and survival. The School Swimming Scheme saw a number of students choose Swim School as a sporting option for terms one and two this year.

Students attended intensive lessons over two terms accompanied by four teachers. They travelled by bus to the Broken Hill Aquatic Centre each week where teachers explicitly taught water safety, pool awareness and the development of stroke, kicking and breathing techniques. All students who completed the two term program were able to swim a minimum distance of ten metres at its conclusion.

Our 2016 School Swimming and Water Safety Program commenced again in term 4. This is a learn to swim and water safety program that develops water confidence and provides students with basic skills in water safety and survival for students in Year 2. The program operates daily with students completing ten consecutive, forty five minute, lessons over five school days. The intensive nature of these lessons provides the most beneficial student outcomes. Alma Public School has been successful in receiving grants for the 2016 Swim School and School Swimming and Water Safety Program. These programs have been run throughout terms 1,2 and 4 completely free of charge to Alma Public School students.

Katie Bassett–White

Kitchen Garden Program:

Our very successful Year 3– 6 kitchen and garden program continued in 2016 with extremely positive feedback from staff, students and parents. Mr Hopcraft provided a varied set of lessons that taught students about the environment, conservation and plant management. Mrs Langdon set a challenging recipe menu and students learned a range of skills around food preparation, cooking, kitchen hygiene, nutrition and healthy eating. The classroom teachers have