

# Alma Public School Annual Report



2017



1028

## Introduction

The Annual Report for **2017** 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.

### School contact details

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### Message from the Principal

This report gives information about the programs and performance of Alma Public School. It has been written for accountability purposes for both our community and the Department of Education. It is part of our process of self–evaluation, reporting and planning.

2017 was the first year of my principalship and it has been an exciting and challenging experience. The fantastic support from staff and parents has contributed to the successful running of Alma P.S. In particular, the support from Miss Church who stepped in to the principal's position while I was on leave allowed our school to continue in the most efficient way. Alma Public School operates under the banner "Honesty, Courtesy and Activity". The school is set in a quiet residential area and has a wonderful Stephanie Alexander Kitchen Garden Program which sees students from Year 3–6 engaging in gardening and cooking activities. Alma Bugdlie Preschool operates successfully off–site of our school but our students enjoy the opportunities to come to 'big school' for many variety activities. This year saw the introduction of some exciting learning that proved deeply enriching for student learning and led to some significant achievements. Stage 3 students engaged in Mathematics programs led by our staff members with significant expertise in this area. The results from our students were outstanding. This year saw the transition to the Learning Management and Business Reform (LMBR) which had significant impacts on systems used by our administration and teaching staff. The staff of Alma P.S. is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. All staff members are active in pursuing professional development. The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Success is celebrated by the school community. The school provides a happy, safe and tolerant learning environment for its students.

I certify that the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievement and areas of development.

Sharon DeGoumois

Principal

## Message from the school community

2017 was another 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 worked hard to raise funds for the school. The P & C fundraising efforts included a variety of raffles, Mother's and Father's Day stalls and breakfasts, 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 bucket hats to all new enrolments at the school and an Alma bucket hat and drink bottle to all Kindergarten students, free of charge.

The Canteen provides a wide selection of food choices for the children of Alma School. The P & C Canteen co-ordinator, Julie Holmes, and her group of dedicated volunteers also supported the implementation of the breakfast program in 2017.

The P & C are committed to supporting the students of Alma PS, with expenses incurred when representing the school and to extend upon learning experiences at school. The P & C fundraising monies were utilised to support the school sporting teams, Alma students representing PSSA teams and to provide a subsidy to excursions for students P-6.

The P & C also continued to make an annual donation 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 who 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 – AlmaPublic School P & C Secretary 2017

## 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.

Nearly 36% of our 301 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 Public School 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.

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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/SEF-evidence-guide>



## 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 2017. All K–6 teachers are now trained in TEN, 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 EAfS Instructional Leader. A Quality Teacher Mentor has continued to work with Year 3–6 teachers in 2017 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. The school executive team has been provided with additional executive release to allow for mentoring, observations, modelling of lessons and supervision.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students K–3 achieve expected grade cluster levels of the literacy continuum for Reading, Comprehension and Writing.	Early Action for Success Intervention funding	In kindergarten 40% of students achieved expected cluster. In year 1 63% of student achieved expected cluster, year 2 52% of students achieved expected cluster and year 3 52% of student were at expected cluster.
40% of students in years 4–6 achieve expected grade cluster levels on the literacy continuum for Reading, Comprehension and Writing.	Early Action for Success Intervention funding	In year 4 25% of students reached expected clusters. In year 5 17% of students are at expected cluster and year 6 over 44% of students reached expected cluster.
12% of students in years 3 and 5 achieve in the top two NAPLAN bands.	SLSO Funding	In year 3 26% of students were in the top two bands of NAPLAN. There were only 1% in year 5.
NQS1.2.3. Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.	Extra SLSO	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.
Premier's Priorities– Increase the proportion of NSW students in the top 2 NAPLAN bands in literacy and numeracy by 8% including a 30% increase for Aboriginal students.	Quicksmart Program	There has been an increase of 14.05% in reading and numeracy for 2017 for Aboriginal students.

#### Next Steps

All processes from the 2015–2017 school plan have been evaluated and informed the direction for the 2018–2020 school plan. An Instructional Leader and Quality Teacher Mentor will continue to be employed for 2018. Students will be tracked and monitored on the new Literacy and Numeracy progressions using the PLAN 2 software. Writing and Numeracy will continue to be our main focus for 2018. The 7 Steps writing program will continue in classrooms and new teachers will be trained.

## 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

A Quality Teaching Mentor was employed at the beginning of 2017 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)	Funds Expended (Resources)	Progress achieved this year
Increasing percentage of students achieving at expected cluster in Aspects of Writing on the literacy continuum.	Interventionist Seven Steps PL	We have 51% of students in K–2 achieving at the expected cluster. This has decreased by 7%.  We have 35% of students 3–6 achieving at expected cluster. This has improved by 7%
Increasing by 30 % the numbers of Aboriginal students achieving at expected cluster levels on the literacy and numeracy continuums	SLSOs Quicksmart Numeracy	There has been an increase in K–2 by 16% in Literacy and 35% in Numeracy. In 3–6 the increase for Literacy is 26% and Numeracy is 57%.
Evidence in teaching programs that writing is taught explicitly and systematically in all classes K–6	Seven Steps L3	Program feedback sheet have addressed the explicit teaching of writing incorporating L3 and Seven Steps
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.	Extra SLSO employed at the preschool.	Students have been able to direct their learning through regular conversations with educators and collaborative planning processes.
Premier's Priorities– Increase the proportion of NSW students in the top 2 NAPLAN bands in literacy and numeracy by 8% including a 30% increase for Aboriginal students.	Interventionist and extra learning and support  SLSOs	There has been an increase of 14.05% in reading and numeracy for 2017 for Aboriginal students.

#### Next Steps

Seven Steps to Writing – This initiative will continue in 2018 with new staff to receive professional learning in the implementation of writing in years 3–6. The Quality Teaching Mentor will be employed for 2018 to continue to provide professional learning and support staff 3–6 in the delivery of quality teaching and learning programs. An interventionist in both K–2 and 3–6 will also continue to be employed to support mentoring sessions and support targeted students to reach expected learning outcomes. The Junior AECG will continue with new students to be nominated and elected at the beginning of 2018.

## 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 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

A 'Yarning Circle' has been 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. 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, Silverton Excursion and parent interviews. 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.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Identified students with social issues are engaged in meaningful activity that provides opportunities to build social skills.	Breakfast Club Got It Program	Alternate lessons and structured activities in breaks were held for identified students that needed extra support with social skills. Got It, Seasons for Growth and Revved Up programs have been run to build social skills.
Parents/carers are provided with increasing opportunities to participate in all aspects of the school.	Tunin In Project Parent packs Science and Numeracy days	Tunin In Project provision of Kinderloop has enabled electronic social media access to 2-way communication between parents and preschool.  Parent packs to support students learning were sent home to interested parents to consolidate what is happening within the preschool and the school classrooms.  Got It/Exploring Together Parent Training.
Assessment data demonstrates reduced numbers of students achieving below stage standards.	Literacy and Numeracy PL	Best start PLAN and NAPLAN data was analysed to identify students below stage standards.
Premier's Priorities– Increase the proportion of NSW students in the top 2 NAPLAN bands in literacy and numeracy by 8% including a 30% increase for Aboriginal students.	Breakfast Program	There has been an increase of 14.05% in reading and numeracy for 2017 for Aboriginal students. The students attending breakfast club has contributed to student engagement in literacy and numeracy.
NQS 5.1.3: Each child is supported to feel secure, confident and included.  NQS 6.2.1: The expertise of families is recognised and they	Smarter Stronger Tunin In Program	Increased parent involvement has been noted through the use of Smarter Stronger strategies and Kinderloop. We have also been part of the numeracy research project with Macquarie university which included family mathematics and science days at preschool. This resulted in one of

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
share in decision making about their child's learning and wellbeing.		our Indigenous families conducting a math and science day at Bugdlie in celebration of National Early Childhood Science Week. Families were invited to attend during terms 2, 3 and 4 for a math and science activity day. Term 4, 2017 gave rise to an 83% family attendance rate, representing children attending on the day. This included an increase in the number of fathers attending.

## Next Steps

In 2018 there will be a review of wellbeing practices within the school as identified in the new school plan. Identified students will continue on the Got it program into 2018 and Breakfast Club will continue to support students with a free breakfast. We have trained two new staff in Drumbeat will be begin to be offered in break times. We are looking into doing a review of our current wellbeing practices in the plan for 2018–2020 which will include school wide expectations and level system.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AEO wages– \$131018 Quicksmart Program \$10000 Yarning Circle– \$1000	The preschool and main site received full time support from Aboriginal Education Officers.  Quicksmart program was implemented supporting 16 students year 4–6 with numeracy.  A yarning circle was created within the school.
<b>English language proficiency</b>	Support teacher employed– \$18 510	A support teacher was employed 0.2 to support 2 identified students needing support.
<b>Low level adjustment for disability</b>	1 .4 learning Support Teachers SLSO– \$18510 Additional LST support teacher 0.4– \$40000 Quicksmart Program	Students with learning needs or disabilities were supported to achieve growth in their academic and social endeavours. There were two student supported through integration funding.
<b>Quality Teaching, Successful Students (QTSS)</b>	Extra 0.2 IL– \$20416	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.
<b>Socio–economic background</b>	Kitchen/Garden SLSOs \$118672 Dance teacher 0.2 \$ 20000	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.
<b>Support for beginning teachers</b>	Additional mentoring–\$30963 Beginning Teachers Conference	Additional support was provided to beginning teachers to develop confidence and skills.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	115	115	114	120
Girls	115	108	122	127

Official enrolment figures are taken in February. These numbers do not include our preschool enrolments. During the year, we reached 260 children (including preschool children who are counted as 0.5 because they do not attend full time). This is an increase of 5 from 2016. Approximately 34% of our students are Aboriginal.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	91	91	92.8	87.3
1	93.3	88.9	92.2	92.7
2	90.8	92.6	90.7	93.3
3	93.6	89.5	90.7	88.3
4	89.7	92.4	90.5	91.4
5	93	91.5	90.8	91.4
6	91.3	89.7	91.7	92.8
All Years	91.8	90.9	91.4	91
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The school maintains accurate records and is proactive in implementation of the attendance policy. The school has employed an off class AP to closely monitor attendance and well-being. Regular communication is happening with families first by phone call then follow up letter. We also put reminders in the newsletter about

the importance of regular attendance. If attendance continues to be low after all attempts there is a referral put in to the HSLO. After 30 days out of 100 a report is made to child wellbeing unit.

### Class sizes

Class	Total
KJ	20
KM	20
1H	15
1J	15
2S	24
2A	23
3-4C	24
3-4L	24
3-4K	23
5-6L	28
5-6G	27

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	10.79
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	6.38
Other Positions	0

\*Full Time Equivalent

Public schools are required to report on the Aboriginal composition of our workforce. Alma has four permanent Aboriginal staff members employed at the school.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Professional learning in 2017 has been focused on the three strategic directions from the school plan. The focus of these directions included Beginning teacher conference, How 2 Learn, 7 Steps to Writing Success–Train the Trainer and Quicksmart Maths, Drumbeat and behaviour management. 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. Two teachers completed their 5 year maintenance accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school aligned with the Department of Education in relation to all process and procedures required for the financial management of schools in NSW. Alma maintained its expenditure identified in its Strategic Plan in all areas. Commitments were considered in the planning of programs and their costs, with some program planned to extend over two years for example a new bell system for the school.

Receipts	\$
<b>Balance brought forward</b>	<b>531,993</b>
Global funds	187,660
Tied funds	516,094
School & community sources	15,465
Interest	5,712
Trust receipts	9,268
Canteen	0
<b>Total Receipts</b>	<b>734,199</b>
Payments	
Teaching & learning	
Key Learning Areas	17,053
Excursions	1,086
Extracurricular dissections	54,490
Library	1,518
Training & Development	1,868
Tied Funds Payments	443,628
Short Term Relief	26,156
Administration & Office	52,028
Canteen Payments	0
Utilities	52,710
Maintenance	47,599
Trust Payments	4,433
Capital Programs	13,842
<b>Total Payments</b>	<b>716,412</b>
<b>Balance carried forward</b>	<b>549,780</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,068,979
Appropriation	1,041,181
Sale of Goods and Services	4,814
Grants and Contributions	22,918
Gain and Loss	0
Other Revenue	0
Investment Income	65
<b>Expenses</b>	-543,202
Recurrent Expenses	-543,202
Employee Related	-250,365
Operating Expenses	-292,837
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	525,776
<b>Balance Carried Forward</b>	525,776

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Expenditure has been focused towards the identified Strategic Directions and School Plan. All other expenditure was in line with previous years, the exception being the rise in costs of utilities which is an area that we are trying to make future savings.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	1,957,714
Base Per Capita	38,515
Base Location	35,745
Other Base	1,883,454
<b>Equity Total</b>	819,348
Equity Aboriginal	197,058
Equity Socio economic	436,114
Equity Language	1,585
Equity Disability	184,591
<b>Targeted Total</b>	188,753
<b>Other Total</b>	733,184
<b>Grand Total</b>	3,698,999

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.

In Year 3 there has been a increase of 2% in band 4, 9% in band 5 and 7 % in band 6 in literacy. All of the lower bands showed a decrease in percentage of students within those bands. In Year 5, there was a decrease in the higher bands and a increase in the lower bands. Although there was a decrease of students in the higher bands most students showed growth.

### Percentage in Bands:

#### Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	24.1	10.3	17.2	20.7	20.7	6.9
School avg 2015-2017	26.4	7.5	31.0	19.9	9.8	5.5



**Percentage in Bands:**

## Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	7.1	28.6	14.3	14.3	14.3	21.4
School avg 2015-2017	17.0	28.3	21.0	16.1	8.5	9.2

**Percentage in Bands:**

## Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	6.9	20.7	20.7	24.1	13.8	13.8
School avg 2015-2017	16.0	18.8	24.4	19.8	12.3	8.6

**Percentage in Bands:**

## Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	10.3	10.3	24.1	24.1	27.6	3.5
School avg 2015-2017	17.9	13.2	35.9	20.2	10.0	2.8

**Percentage in Bands:**

## Year 5 - Grammar &amp; Punctuation

Band	3	4	5	6	7	8
Percentage of students	25.0	37.5	18.8	18.8	0.0	0.0
School avg 2015-2017	19.3	35.9	25.6	12.6	6.6	0.0

**Percentage in Bands:**

## Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	21.9	40.6	18.8	18.8	0.0	0.0
School avg 2015-2017	14.8	30.8	28.3	20.1	2.3	3.8

**Percentage in Bands:**

## Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	31.3	15.6	31.3	18.8	0.0	3.1
School avg 2015-2017	20.2	21.1	32.4	22.7	2.6	1.0

**Percentage in Bands:**

## Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	31.3	28.1	21.9	18.8	0.0	0.0
School avg 2015-2017	24.3	25.6	23.4	20.4	6.3	0.0

In Year 3 there has been an increase of 14% in band 4 and 21% in band 5 and band 6 remained the same. All of the lower bands showed a decrease in percentage of students within those bands. In Year 5, there was an increase of students in band 3 by 10% and band 5 by 8% and all other bands showed a decrease in students.

**Percentage in Bands:**

## Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	13.8	17.2	20.7	24.1	20.7	3.5
School avg 2015-2017	17.4	31.1	24.0	15.0	9.3	3.2

**Percentage in Bands:**

## Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	18.8	31.3	37.5	12.5	0.0	0.0
School avg 2015-2017	13.8	41.3	30.7	14.2	0.0	0.0

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.

There has been growth of 14.05% of Aboriginal students in the top two bands in line with the Premier's Priorities.

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

In 2017, 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. 77% 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, 86% of students had positive relationships.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 97% of students at APS valued School Outcomes. The NSW Govt norm for these years is 96%.

Students that do not get in trouble at school for disruptive or inappropriate behaviour. In this school, 81% of students had positive behaviour. The NSW Govt norm for these years is 83%.

Students are interested and motivated in their learning. 75% 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. 87% 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 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. 68% of respondents said that they felt good about their culture at school. 78% of Aboriginal students believe that the staff has a good understanding of their culture.



## Policy requirements

### Aboriginal education

One of the major focus areas for the Aboriginal Education team in 2017 was to get the Yarning Circle completed and in use. The Yarning Circle was completed in Term 3 2017 and opened by Aunty Maureen O'Donnell and Aunty Barb Clark during NAIDOC Week celebrations at Alma. The Yarning Circle was woven into the day's activities and proved to be very popular with the students and community members. The Yarning Circle is accessed during playtime and has become a quiet space for the students that need it. Miss Clark, Mr. Johnstone, Mr. Hopcraft and Mr. Delbridge played an integral part in this process.

The Junior AECG was a focus area in 2017 and the meetings took place whenever Miss Clarke and Mr. Johnstone were available to run them. The Junior AECG played a major role in the running of NAIDOC Week activities and were given the responsibility of assisting group leaders with the younger children as they groups visited each activity.

The Aboriginal Education team were going to work on mapping wherever an Aboriginal Perspective exists in the Department's syllabus documents. This was then going to be workshopped with Alma Staff to assist classroom teachers to add a local Aboriginal

Perspective into the History Syllabus in 2017 and then the plan was to move into other KLAs in the following years. This still needs working on and did not happen in 2017.

The team no longer exists as Aboriginal Education is embedded within the school and the school plan.

Mrs Rita Hinchey

### NAIDOC 2017

The theme for NAIDOC day 2017 was 'Our Languages Matter' where we celebrated the Paakantyi and Wilyakali languages that are local to the Far West NSW region. Our NAIDOC celebrations started on Monday August 7th where we held a flag raising ceremony with community elder Aunty Maureen Clark welcoming us to Wilyakali country. We also had Community member Corey Paulson come in to speak a few words about this year's theme 'Our Languages Matter'. After the flag raising we walked towards the opposite end of the school to officially open the Alma Public School Yarning Circle, which was designed/created collaboratively between the Junior AECG, Aboriginal Education team and our Garden Coordinator/Bush Tuckerman Semitj Hopcraft.

The Yarning Circle will be used for outside activities including yarning, Paakantyi Language and Eco Tech. Students, staff and community members celebrated by participating in a smoking ceremony around the Yarning Circle with Aunty Maureen Clark while Corey Paulson played the didgeridoo. On Tuesday, classes were open from 9–11am for parents and caregivers to see the 2017 NAIDOC displays. We also had our Traditional Indigenous Games on the oval, where students explored the idea of playing games that Indigenous people had played hundreds of years before, but in a modern setting. Wednesday was a massive day full of fun activities running from 9am–3pm that included: Rock art, Bush tucker sessions with Mr Hopcraft, Aboriginal language lessons, Aboriginal Music, Weaving baskets and much more. Over a hundred community members came into the school see their children participate in the activities, as well catching up with their class teachers over a Johnny Cake and honey cooked by our fellow AEO's and community helpers. On Friday to wrap up the week the Junior AECG hosted our NAIDOC week assembly where we re-lived the week that was NAIDOC week 2017 through animations, photos and stories. This also gave us an opportunity to announce the winner of our NAIDOC classroom display 2017. We also congratulated the students who participated well by handing out our NAIDOC week awards. All in all it was a hugely successful NAIDOC day 2017, but we couldn't have done it without the help from our staff, community members and other networks who put in their own time to make this year's NAIDOC one of the best ever.

We will be looking forward to 2018's theme 'Because of her, we can!' Celebrating the strong Indigenous women from past and present.

Michael Johnstone AEO



## Other school programs

### Breakfast Program

The Alma School Breakfast Program was started in term 2 by Mr Griffin who identified a core group of students arriving at school having had little or no breakfast. While the reasons for this vary greatly, low income, poverty and lack of access to nutritious food make children and families vulnerable to food insecurity. The Alma School Breakfast Program ensures that all students have an equal opportunity to receive a wholesome, nutritious breakfast every day. Something as simple as a wholesome breakfast shared with friends helps students feel a sense of belonging and encourages them to arrive, stay, engage and excel in the classroom. Every day the Alma School Breakfast Program serves on average 80 students.

While soothing a rumbling tummy is the most immediate benefit of the program, the impact on students, teachers and the community has been far more profound than could initially be imagined. The Alma School Breakfast Program is improving the food security and nutrition of children living in disadvantage and providing them an equal opportunity to excel academically, emotionally and socially. The program would not be possible without the generous support of local businesses, canteen staff, parents and teachers. The program will continue to operate in 2018 with hopes to become bigger and better.

Mr Bojames Griffin

### Quality Teaching Mentor

The Quality Teaching Mentor position continued to support teaching and learning across years 3–6. Individualised support was provided for each teacher through weekly mentoring, demonstration lessons and coaching sessions. Best practices in teaching, learning, classroom management, effective feedback and assessment were examined in great depth.

Staff across 3–6 engaged in quality teaching rounds each term. This professional learning program provided the teachers with an opportunity to facilitate and observe 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.

A STEM class that ran once a week was created to replace the dated gifted and talented mindset and catered for students who showed great interest/skills in science, technology, engineering and mathematics. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context. It is inquiry and project-based learning and allows students to discover different ways of thinking to solve common problems. A vibrant capacity in science, technology, engineering

### 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. There have been no complaints of racism in 2017. Anti-racist education for students is covered in the Personal Development, Health and Physical Education syllabus. There are two staff members who are trained as anti-racism officers.

and mathematics (STEM) is pivotal to increasing our nation's productivity. Alma's STEM class was successful in engaging students and letting them take ownership of their thinking and learning. In 2018 it will be incorporated into the year 5–6 weekly learning program so it can continue to be a success.

Mr Bojames Griffin

### **Quicksmart maths program**

Quicksmart maths is a 30 week program that aims to improve the numeracy development of students who are experiencing learning problems or delays and, hence, not achieving their academic potential. In term 1 of 2017 Mr Griffin observed this trend throughout stage 2 and 3 at Alma and subsequently decided to do something about it. Quicksmart commenced in term 2 with the 24 participating students coming from indigenous and non-indigenous backgrounds and having varying levels of learning difficulties because of knowledge gaps, lack of practice, mild intellectual disability, anxiety, low confidence, or associated behaviour problems. We wanted to close the mathematical gap among all of these students.

Alma's QuickSmart program is a responsive small-group intervention that aims to develop fluent (Quick) and efficient(Smart) strategy use. QuickSmart uses research-based instructional strategies to support the learning of persistently low-achieving middle school students so that they are more actively and successfully engaged in inclusive classroom settings.

The prime purpose of the Alma QuickSmart program is to reverse the trend of ongoing poor academic performance for students who have been struggling at school for several years and who are caught in a cycle of continued failure. To build skyscrapers we must first have solid foundations. This is what Quicksmart provides, the solid mathematical base to be successful confident mathematicians in the real world.

The data collected at the beginning, during and at the end of the 30 week cycle has been impressive with the minimal effect size of 0.6 (1 years growth) and maximum effect size of 1.2 (2.5 years growth) for participating students. This proves that Quicksmart works and will continue at Alma in the years to come.

Mr Bojames Griffin

### **Library**

In the library this year, all classes were engaged in their weekly library lesson. Years K–2 enjoyed learning about Nursery Rhymes, History, Geography and an author study on Mem Fox. Years 3–6 also enjoyed learning about History, Geography, developed their research skills, and an author study on Paul Jennings.

The library was open 3 days a week for lunchtime play. Students used the computers, read stories and enjoyed activities together.

The library hosted two Book Fairs and had a successful Book Week in Term 3. The families enjoyed reading

with their child before the parade.

Our Alma Bugdlie Preschool used the library weekly and would look forward to their special adventure to the library where their teacher would read them a story. They enjoyed their own box of preschool books that they could read and explore.

Book Club was also popular from preschool to year 6 with new activities and books purchased for the library out of reward points from sales.

Mrs Emma Blore

### **Seven Steps to Writing Success**

The Seven Steps to Writing Success program grew since its implementation into the school in 2016. It was strongly imbedded into all areas of writing in Years 3–6. 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 continued to introduce the program to their classes and were seeing a greater engagement in the writing processes from their students.

A staff member attended the Seven Steps to Writing Success Leadership training in 2017 and now acts as the school-based trainer for other staff.

Miss Rebecca Green

### **Early Action for Success**

2017 signified the beginning of Phase 2 of the Early Action for Success (EAfS) strategy, which aims to improve students' performance through a targeted approach in the early years in primary schools. EAfS Phase 2 is a core component of the NSW Literacy and Numeracy Strategy (2017–2020), the strategy involves:

Early identification of the level of attainment in literacy and numeracy of each individual child (K–2); Differentiating teaching practice that focuses on the needs of the individual student; Using targeted interventions in literacy and/or numeracy according to need; and on-going monitoring of student progress against the Literacy and Numeracy Continuums/Learning Progressions.

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.

The instructional leader was supported by an additional staff member, who worked in the classrooms alongside teachers and providing release to enable teachers to attend weekly mentoring sessions with the Instructional Leader.

During 2017, the Instructional leader worked closely with Kindergarten teachers to deliver a numeracy program to develop students' understanding of number sense. As a result, data indicated that there was a 27% (from 71% to 98%) increase in the number of students reaching or exceeding expectations in the aspect of patterns and number structure on the K–6 Numeracy Continuum.

Underpinning the EAfS are the Language, Learning and Literacy program (L3) and the Targeting Early Numeracy Program (TEN). All teachers working in Early Stage 1 and Stage 1 classes have had access to training 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 all staff and this year particular emphasis has been on numeracy. This year, five additional teachers from K–6 have been trained in TEN.

Students have also benefitted by the purchase of additional literacy and numeracy resources to enable these programs to be implemented.

Mrs Judy Henry

### **Alma Bugdlie Preschool**

In 2017, Bugdlie Preschool offered a 5 day fortnight to two sessions of children; Session 1 being Monday, Tuesday and alternating Wednesdays and Session 2 being alternating Wednesdays, Thursdays and Fridays. Both of these sessions were offered to children aged four years and above who were looking to start school the following year. In addition to this, all Bugdlie children were offered access to an extended transition to school program at Alma Public School. This program ran throughout terms 2, 3 and 4 in the Bugdlie Preschool Rooms at Alma. Over the three terms children participated in a buddy reading program with Alma's year 5 students, participated in activities with Kindergarten, accessed the school library for story time, purchased from the school canteen, enjoyed gross motor activities on the Alma Oval and accessed the computer lab for group time. Children participated in whole school activities including athletics carnivals, school performances, NAIDOC Week, morning assemblies and presentation day. Over the three terms children and their families became familiar with the main school site and more comfortable in our primary educational setting.

Aboriginal Education Officer Michael Johnstone, taught the children songs in Paakantyi language. Our children participated in a daily acknowledgement of country and check in to see how they were feeling. These language

lessons, combined with our yarnning 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 Alma Bugdlie is built and to the community.

Strong community partnerships were maintained throughout 2017. We enjoyed our Healthy Cooking Program with Jess from the Maari Ma Aboriginal Healthy Corporation where we learnt how to cook snacks that were not only healthy for our bodies but also tasted delicious. Meg from the Maari Ma Aboriginal Healthy Corporation also taught us about oral hygiene and how to look after our teeth. Healthy Harold from Life Education taught us all about the healthy food we need for energy to play and Lead Ted Junior from Lead Smart taught us to always wash our hands after playing outside and before eating. The Banning family taught us all about snake safety and we partnered with Broken Hill High School for a work experience program that will lead to 2018 school based traineeships. We continued our family maths and science days having record numbers of family attendance for these activities along with parents conducting activities. Our families continued to be involved in our program by volunteering their time, efforts, resources and ideas.

Our program of sustainability grew to include a vegetable garden. The children made compost in our compost tumbler for this project and we upcycled an old sandpit, purchased second-hand from Lifeline, to make our vegetable patch. The children planted carrot, lettuce and cherry tomato seeds and were able to watch them grow then taste our produce when cooking.

### **Choir**

Throughout 2017, Alma Bugdlie Preschool filled all preschool placements. 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 family and community participation.

In 2017, Miss Edgar, Mr Lardner and Miss Cowdrey conducted the school choirs. All students were able to sing along with an accompanist on the piano and learnt about pitch, intonation and melody. Students worked hard and practised every week. The choir worked on tempo specifically this year along with the ability to read the conductors hand signals. They have performed using CD accompaniment and showed great skill in performing acapella (no instrumental backing) for one particular song. The senior and junior choirs enjoyed performing at local events such as the Broken Hill Choral Festival and the Broken Hill Eisteddfod. They also sang at many assemblies and performed for the wider school community at presentation day. The senior choir enjoyed singing *I got rhythm* and *Australia*, whilst the junior choir sang *Never Smile at a Crocodile* and *Sing a Rainbow*. Thank you to all of the parents and community members who supported our choir in 2017, and thank you to the student members who make it all work!

