

Alma Public School Annual Report



2018



1028

Introduction

The Annual Report for **2018** 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

Alma Public School
Comstock St
Broken Hill, 2880
www.alma-p.schools.nsw.edu.au
alma-p.school@det.nsw.edu.au
08 8088 2181

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.

2018 saw a year of change in leadership in the absence of myself. The fantastic support from staff and parents has contributed to the successful running of Alma P.S. In particular, the support from Miss Church, Mrs Trish Webb and Mr Jonathon Thomas, 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. This being said, 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 2 students and teachers engaged in 'Formative Assessment' led by the Schools Services team and our staff members with significant expertise in this area. The results from our students were outstanding and supported our quality teacher focus. This year the continuation of the Learning Management and Business Reform (LMBR), as well as the migration to the SAP HR protocols, 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.

Alma Bugdlie Preschool has had another successful year throughout 2018. All staff and children participated in a Rural and Remote Literacy Project. This saw our educators upskilled in how we teach concepts about print, provide literacy learning through play based experiences, developing children's fine motor skills needed for drawing and writing and developing children's oral language skills. Our service continued to be a part of the Tunin In project. This saw our increased use of Kinderloop. All programming, observations of children, anecdotes, team reflections, local procedures, newsletters and notes home to families are now accessible online through this application. The Tunin In Project also saw a number of successful Read and Play mornings involving our families in their children's literacy and numeracy development. With the addition of our new Aboriginal Education Officer, Kemeree Bottrell, our children experienced daily yarning. A morning check in circle also helped our children to share how they were feeling on that day and any special news. This was also a time to practice our Paakantji words that we had learnt throughout the year during our Paakantji Language Program. Term 4 saw a successful orientation and transition to school program for our preschool children. Multiple excursions to the school, assisted our children to navigate their way around the grounds successfully, build relationship with current Alma teachers and students and feel like they belong to the Alma community. Community involvement continued to grow throughout the year. This included our participation in National Children's Day celebrations at Sturt Park and the Early Years Discussion Group, walking excursions to local services such as Harold Williams Home, donations of books from Under the Silver Tree Co-operative Bookshop, Lead Ted Junior visits, Maari Ma Nutrition Program, Drum Beat and Health Promotion with Indira Sharma the Alma Public School Nurse, Willyama

students joining us for Harmony Day with Maria Kelly, practicum students from TAFE, school based work experience students and trainees from both Willyama and Broken Hill High Schools along with our many donations of goods and services from family and community members.

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

Jonathon Thomas

Relieving Principal

School background

School vision statement

Alma Public School empowers students through positive learning experiences to be responsible, resilient and creative learners who show respect to others.

School context

Alma Public School is situated in Broken Hill, 1220 kilometres west of Sydney, in a city of approximately 18,000 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 5 other public primary schools and 2 high schools in the city. There is one Catholic primary school in town.

Nearly 31% of our 273 student enrolment is Aboriginal and the school operates a DoE 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.

The school has an excellent relationship with local business operators and agencies. We have a strong connection with the University NSW Rural Health Division. The Health Hub, which 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

Curriculum and Learning

Purpose

To develop a consistent and engaging learning environment that differentiates curriculum and learning experiences to cater for the diverse needs of all students. Students become successful lifelong learners through reflective, integrated and student lead practices.

Overall summary of progress

Throughout 2018 we have had a focus on developing a consistent and engaging learning environment that differentiates curriculum and learning experiences to cater for the diverse needs of all students. In 2018 we have begun the journey to allow students to become successful lifelong learners through reflective, integrated and student led practices. The school executive have been monitoring differentiation and provide mentoring to teachers. They will also monitor data which will inform practice. All K–6 teachers received mentoring around Literacy and Numeracy Progressions through the engagement of the LanSa and EAfS Instructional Leader. A Quality Teaching Mentor has continued to work with Year 3–6 teachers in 2018 to aim for a flow on of improved student outcomes and support quality teaching development. A particular focus has been placed on 'feedback', and using data informed practices to monitor the learning progress of students in the elements of the Literacy and Numeracy Progressions, Quantifying Number and Creating Texts. 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
Increase the proportion of students demonstrating active engagement in their learning based on TTFM data.	Kitchen/Garden Program Alternative Play Areas SLso's	Extra Class
Increase the % of students 'on track' for all aspects for literacy and numeracy.	3–6 Intervention EAfS	In 2018 the school moved away from the previous data collection system of PLAN and changed to PLAN2 and progressions. Currently there is not enough data in the new system to show if there has been an increase in the % of students "on track" in all aspects for literacy and numeracy. In 2018 the school was in the trialling phase of PLAN 2.
A positive trend in value add is noted across three years.	EAfS 3–6 Intervention	Best Start to NAPLAN (K–3) from 2015 shows a downward (negative) trend with slight growth in 2016 and 2017. In 2018 there has been a positive trend in Value Added Data but currently still below the state average. NAPLAN (Yr 3 –Yr5) Value Added Data indicates an upward (positive) trend, each year from 2016, all above or at the state average. K–3 data indicates that the school is working towards delivering and 3–6 data indicates that the school is sustaining and delivering in value adding for our students

Next Steps

Following the employment of additional AP release to mentor in 2019, learning growth, for all students K–6 will be tracked and monitored through the Literacy and Numeracy progressions. This will be achieved through quality teaching mentor sessions with the Instructional Leader, executive mentors and assistance from the EAfS interventionist and other learning support staff . A focus on sustained teacher quality throughout K–6 classrooms focusing on monitoring of learning through progressions and using data to explicitly inform and differentiate student learning throughout 2019. The focus on PLAN2 data and NAPLAN results being utilised to inform programming, will continue over this year. Resources

will continually be introduced to build understandings and support of quality teaching in Mathematics. The Instructional Leader and stage team leaders will provide support, in numeracy particularly in inquiry based activities to develop problem solving strategies and mathematical reasoning. As Alma P.S receives the Connecting Country Schools Wi-Fi teachers and staff will have a greater focus on effectively integrating technology into lessons to enhance student learning and skills. Students and staff will build on actively using technology across all KLAs.

Strategic Direction 2

Collaborative Professional Practice

Purpose

To develop consistently high expectations through working collaboratively using evidence based practices to drive ongoing, school wide improvement.

Overall summary of progress

Alma P.S aims to develop consistently high expectations through working collaboratively using evidence based practices to drive ongoing, school wide improvement. A Quality Teaching Mentor was employed, 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. A collaboration and mentoring timetable was established to support the instruction of evidence based practices. This saw staff provided with the opportunity for weekly mentoring sessions and in–class support to work with students to move towards expected outcomes. Executive underwent PL in learning progressions and worked collaboratively with staff to support implementation in programming/ pedagogy. Class teachers used Learning Progressions to track all students K–6 on PLAN2 software in the elements of Quantifying Number and Creating Texts, so that they become familiar with the use of progressions as tool for formative assessment. The Instructional Leader, Mentor Teacher and LaNca collaborated with teachers, as a team and staff observed lessons, participated in reflection feedback session and monitored data.

To reinforce collaboration, all stages participated in planning days to workshop how to plan for continual (formative assessment). The SST delivered formative assessment modules to stage 2 and 3. ES1 and Stage 1 continued to work with the EAfS Instructional Leader.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of evidence informed strategies to identify and address needs of diverse learners.	Mentoring 3–6 EAfS	K–2 teachers have planned their teaching by identifying and focusing on targeted outcomes and relevant learning progressions which cater for the diverse needs of learners. Stage 2 and 3 have been involved in formative assessment activities, which have identified specific learning needs of every student and subsequently programs are developed to address individual learners. These practices are evident in class programs and Cohort Snapshot reports from PLAN 2 for the Quantifying Number and Creating Texts learning progressions.
A positive trend in value add is noted across three years.	Interventions SLSO's	Best Start to NAPLAN (K–2) and NAPLAN (Yr 3 –Yr5) Value Added Data indicates an upward (positive) trend, each year from 2016, K–3 data indicates that the school is working towards delivering and 3–6 data indicates that the school is sustaining and delivering in value adding for our students.

Next Steps

Teachers will continue to develop programs by utilising their developing understanding of the Literacy and Numeracy Progressions and to target the learning needs of their students. Executive will mentor teachers in allocated times to support Stage 2 and Stage 3 to use formative assessment skills to inform and support student learning. Staff will use data skills and knowledge to inform their teaching inline with the school assessment schedule. This will continue with targeted professional development to support the strengthening of school systems and data collection through PLAN 2. Staff have been working towards becoming efficient collaborators and will work towards a framework of agreed protocols for collaborative practice. Through mentoring, staff meetings, focus groups and planning days, staff are embedding collaborative practices.

Strategic Direction 3

Building Positive Relationships

Purpose

To build a positive school culture through mutual respect, transparent communication and consistent approach to educational objectives.

Overall summary of progress

The current approaches to Student Well Being were identified by all stages via a 'school Well Being Mapping Scaffold' activity. The following approaches and programs were identified; MC Class, SRC, Junior AECG, How 2 Learn, PDH programs, girls group, Boys Shed, Healthy Harold, Stop–Think–Do, road safety programs, Drumbeat, Revved Up program, Got It program, NAIDOC celebrations, community events, Child Protection, Speech therapy program, Occupational therapy program. A survey was conducted of the staff to determine the use of PBL to support the building of positive relationships. Staff would like to select one program or direction for all of the school to take on in order to provide a streamline approach to meeting the well being needs of our students. There are many community partnerships in place including NOVITA, UDHR, Centa Care, Mission Australia and we have been working with these agencies to support the relationship of the school and the community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The percentage of suspensions will decrease over 3 years.	SLSO's	
Increased parent/community involvement in school events.	NAIDOC Celebrations Breakfast Club Mothers/Father's Day Morning Tea CEO– TuninIn	<p>Community involvement continued to grow throughout the year. This included our participation in National Children's Day celebrations at Sturt Park and the Early Years Discussion Group, walking excursions to local services such as Harold Williams Home, donations of Books from Under the Silver Tree Co–operative Bookshop, Lead Ted Junior visits, Maari Ma Nutrition Program, Drum Beat and Health Promotion with Indira Sharma the Alma Public School Community Nurse, Willyama students joining us for Harmony Day and NAIDOC celebrations with Maria Kelly, practicum students from TAFE, school based work experience students and trainees from both Willyama and Broken Hill High Schools.</p> <p>The Easter Hat Parade was a stand out event for increased family and community involvement throughout 2018. Due to this it has been suggested that our Teacher Meet and Greet with families be conducted at this time to enable maximum involvement in 2019.</p> <p>NAIDOC parent community involvement decreased in 2018. This event was not driven by a whole school committee this year, but rather a strategic direction team. Due to the decline in involvement in 2018, it is suggested that NAIDOC celebrations are once again driven as a whole school event in 2019.</p>

Next Steps

Re–evaluate the direction of the well–being strategies in the school and use data collected in the PBL survey to support future direction. School to investigate the implementation of Positive Behaviour Learning to support this strategic

direction in developing meaningful, consistent relationships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer employed 5 days per week to work with Identified Students. Programs included: Boys Group, Girls Group, Aboriginal Language Group and Drumbeat. During NAIDOC Week, we employed additional Aboriginal staff and community members to run programs in school.</p> <p>\$48530 Extra SLSO employed to support students in the classroom.</p>	<p>*Improved ability of students to build positive relationships, connect to Aboriginal culture and develop a strong identify</p> <p>*Improved relationships with guest mentors</p> <p>*Improved participation in workshop activities, cultural projects and NAIDOC Week</p> <p>*Participation in the Broken Hill NAIDOC Week Public Speaking Competition.</p> <p>* continued connection to community culture and land for all</p>
English language proficiency	0.2 staff member employed to support Japanese student.	Identified student received support from SLSO during Term 4.
Low level adjustment for disability	\$48530 Extra SLSO employed to support students in the classroom.	All identified students had Individual Education Plans, Safety Plans, Behaviour Plans, Health Care Plans or Personalised Learning Plans developed in collaboration with their families. Students actively engaged with their Safety and Behaviour Plans and utilised them when required.
Quality Teaching, Successful Students (QTSS)	\$42 686 off class AP.	Additional RFF for Executive staff to be able to mentor teachers under their supervision.
Socio-economic background	\$104 113 for extra teacher	Funding was used to employ a temporary classroom teacher on staff. Monies were used for training and development for SASS and teaching staff
Support for beginning teachers	<p>Term Planning Days were purchased using casual relief.</p> <p>Teacher employed using 128 days for collaborative practice.</p>	Mentor teacher provided program feedback, reporting support, behaviour management support mentor teacher allocated to support teachers in the development of their evidence. Weekly sessions scheduled in the teaching and learning timetable. Nine teachers completed accreditation at proficient level



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	115	114	120	134
Girls	108	122	127	132

SCOUT School enrolment data indicated that during the year we reached 293 Students enrolled at Alma P.S. 107 of which identify as Aboriginal and 191 identify as neither Aboriginal nor Torres Strait Islander. 9 Students are EAL/D

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91	92.8	87.3	89.5
1	88.9	92.2	92.7	87.8
2	92.6	90.7	93.3	91.7
3	89.5	90.7	88.3	90.1
4	92.4	90.5	91.4	85.6
5	91.5	90.8	91.4	89.3
6	89.7	91.7	92.8	89.2
All Years	90.9	91.4	91	89.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school maintains accurate records and is proactive in the 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 a referral put in to

the HSLO. After 30 days out of 100 a report is made to the Child Wellbeing Unit.

Class sizes

Class	Total
AR0012	17
AR0019	15
AR0013	16
AR1012	19
AR1005	20
AR1019	20
GR1001	23
GR1006	24
GR1005	24
ER0012	26
ER0009	25
ER0008	27

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.21
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	6.48

*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	15

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

Professional learning and teacher accreditation

Professional learning in 2018 has been focused on the three strategic directions from the school plan. The focus of these directions included Beginning Teacher Conference, Berry St Educational Model, 7 Steps to Writing Success, 3D Printing ICT in education, Best Start, Literacy Progressions, Numeracy Progressions, 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. Staff worked with School services on a pilot program to target teacher professional learning. Alma P.S targeted formative assessment and staff were supported with professional development from the Literacy and Numeracy Strategy Advisor. Two teachers completed their Proficient Teacher Accreditation and 1 completed 5 year maintenance accreditation. Staff were supported through their accreditation process through the mentoring period and / or principal.

	2018 Actual (\$)
Opening Balance	525,776
Revenue	4,445,257
Appropriation	4,354,430
Sale of Goods and Services	23,920
Grants and Contributions	65,866
Gain and Loss	0
Other Revenue	0
Investment Income	1,041
Expenses	-4,627,092
Recurrent Expenses	-4,627,092
Employee Related	-4,206,057
Operating Expenses	-421,036
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-181,836
Balance Carried Forward	343,941

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 programs planned to extend over two years, for example a new bell system for the school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,140,671
Base Per Capita	50,798
Base Location	37,779
Other Base	2,052,094
Equity Total	841,477
Equity Aboriginal	172,058
Equity Socio economic	455,243
Equity Language	6,461
Equity Disability	207,715
Targeted Total	187,769
Other Total	780,061
Grand Total	3,949,978

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

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

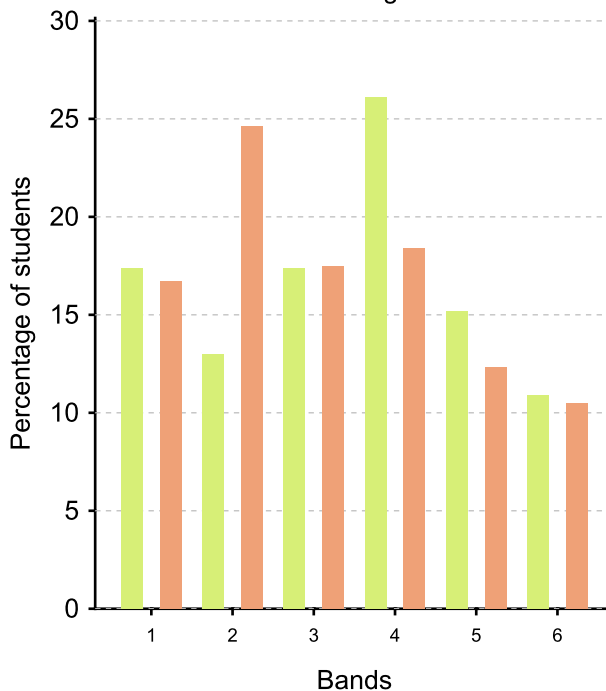
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The Student Growth Across Bands report show how the performance in bands of individual students has changed from NAPLAN 3 to NAPLAN 5. This report provides a longitudinal view of NAPLAN performance in bands for students in a school. This showed that there has been a increase in student achieving in Band 5,6 and 7. In Year 5 reading there were 4.7% of students

achieving in the top 2 bands. In 2018 Yr 5 had a increase of 6.69 to 44.2% student achieving in the middle bands in reading.

The School–Level Growth report allows schools to analyse their NAPLAN performance average scaled growth in each item of the assessments and compares the percentage of students who have exceeded the expected growth. Year 5 demonstrated that in the reading (124.6), writing (40.3), spelling (97.3) and grammar– punctuation (99.3) scores were all above the level of growth when compared to the state.

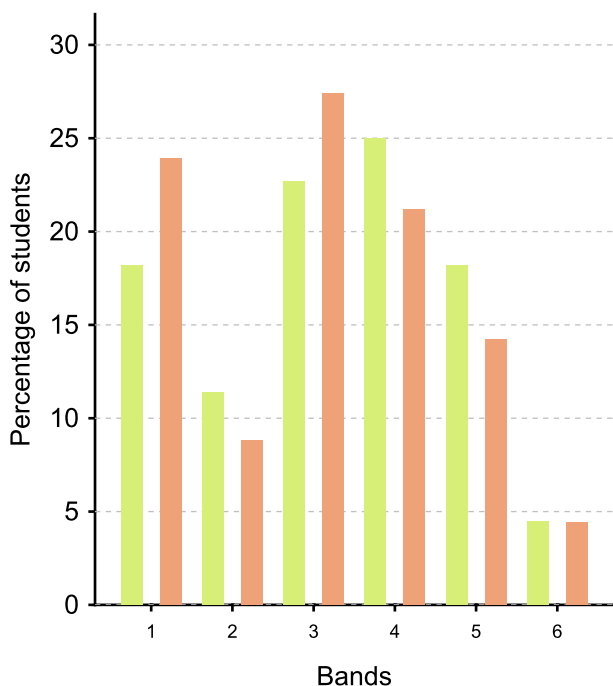
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	17.4	13.0	17.4	26.1	15.2	10.9
School avg 2016-2018	16.7	24.6	17.5	18.4	12.3	10.5

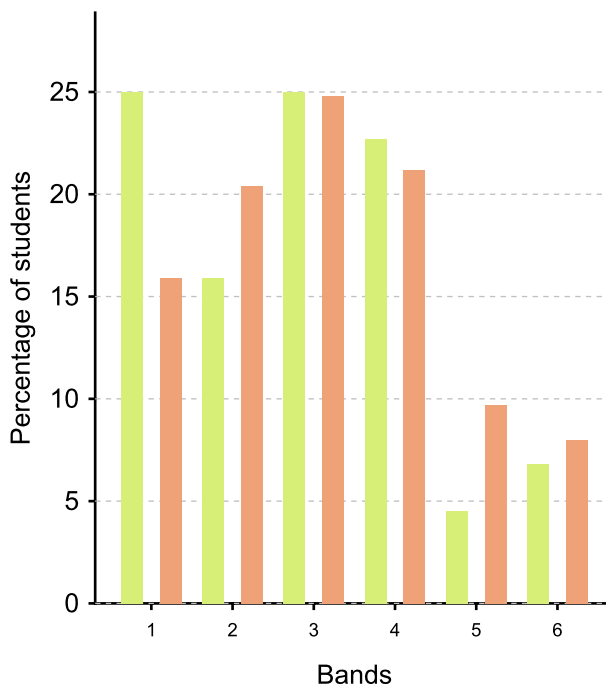
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	18.2	11.4	22.7	25.0	18.2	4.5
School avg 2016-2018	23.9	8.8	27.4	21.2	14.2	4.4

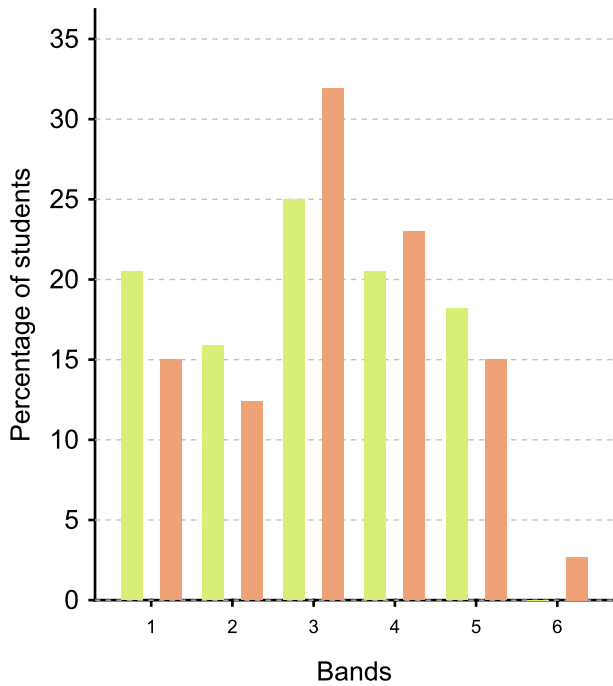
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	25.0	15.9	25.0	22.7	4.5	6.8
School avg 2016-2018	15.9	20.4	24.8	21.2	9.7	8

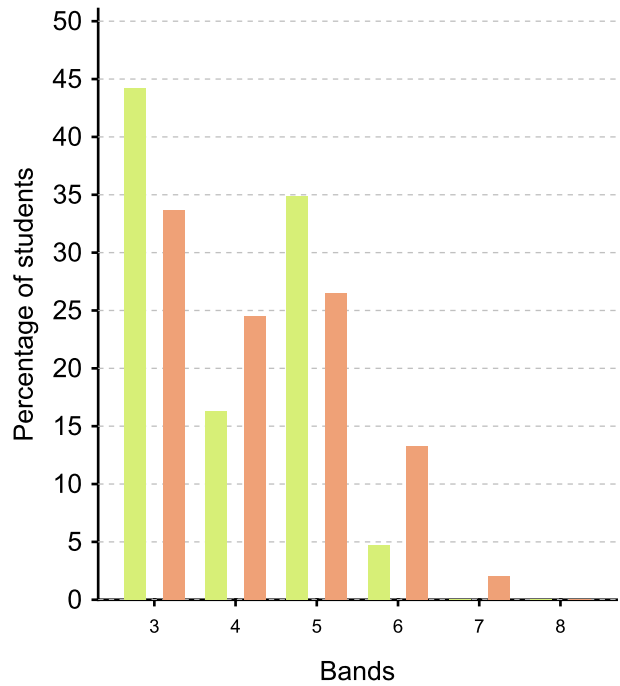
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	20.5	15.9	25.0	20.5	18.2	0.0
School avg 2016-2018	15	12.4	31.9	23	15	2.7

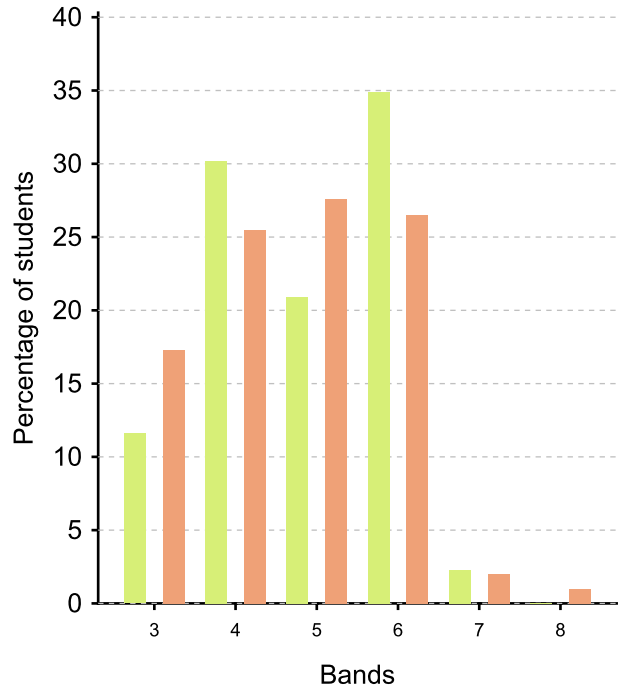
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	44.2	16.3	34.9	4.7	0.0	0.0
School avg 2016-2018	33.7	24.5	26.5	13.3	2	0

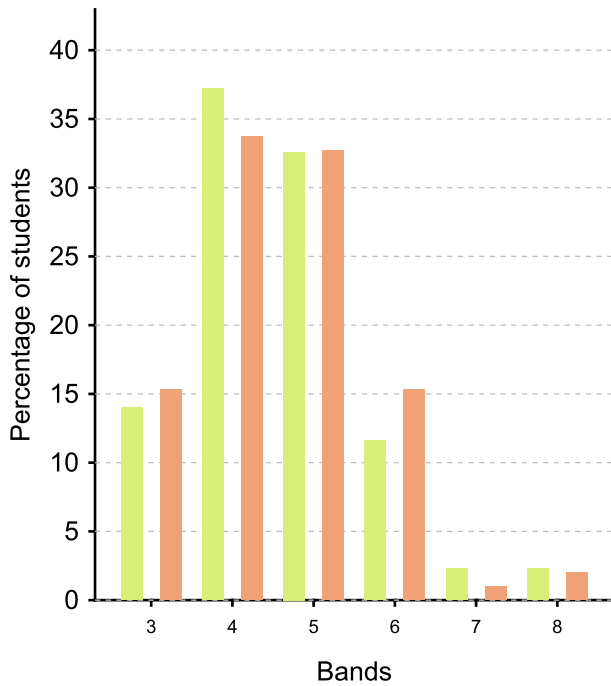
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	11.6	30.2	20.9	34.9	2.3	0.0
School avg 2016-2018	17.3	25.5	27.6	26.5	2	1

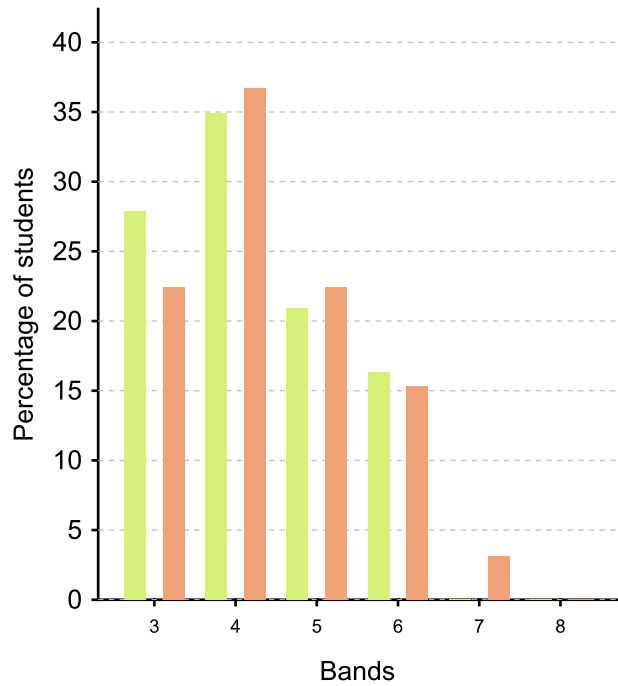
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	14.0	37.2	32.6	11.6	2.3	2.3
School avg 2016-2018	15.3	33.7	32.7	15.3	1	2

Percentage in bands:
Year 5 Grammar & Punctuation

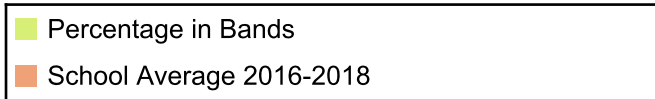
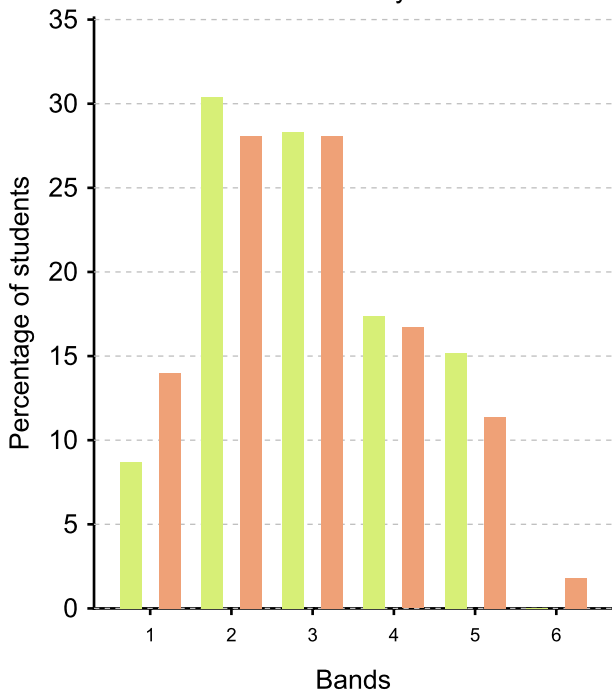


Percentage in Bands
School Average 2016-2018

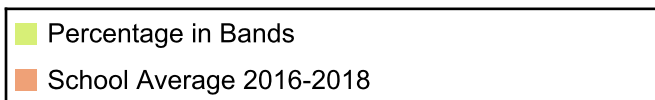
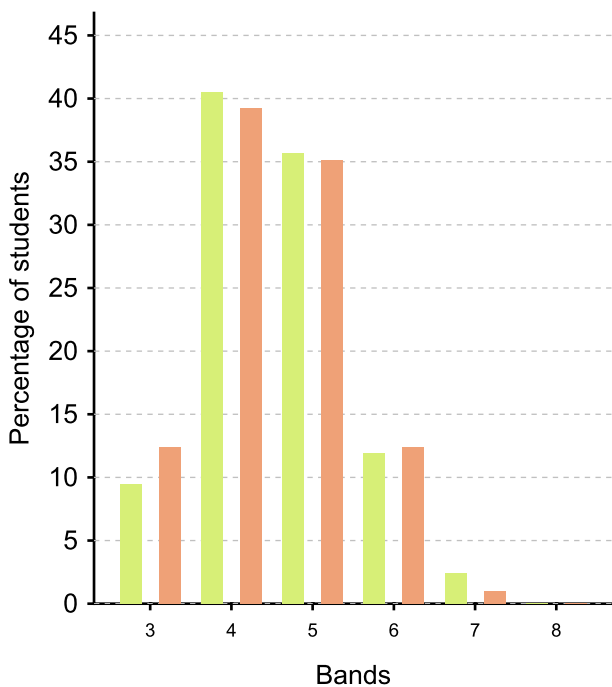
Band	3	4	5	6	7	8
Percentage of students	27.9	34.9	20.9	16.3	0.0	0.0
School avg 2016-2018	22.4	36.7	22.4	15.3	3.1	0

The School-Level Growth report allows schools to analyse their NAPLAN performance average scaled growth in each item of the assessments and compares the percentage of students who have exceeded the expected growth. Alma P.S Yr 5 2018 data shows the school at 102.2. This is above state and SSSG average scaled growth. Percentage of students in bands show a greater quadrant of student in the upper band levels in 2018.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data and insert the school name in 'Find a school' and select GO to access the school data.

Premier's Priorities: Improving education results and

State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands– There has been an increase of 7.14 % in Numeracy and 14.29% Reading of aboriginal students in achieving the results in the top 2 bands.



Parent/caregiver, student, teacher satisfaction

At Alma Public School, 125 students completed the Tell Them From Me Survey between 17 Oct 2018 and 23 Oct 2018, which included nine measures of student engagement alongside the five drivers of student outcomes.

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 percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee. 53 % of Alma P.S had a high rate of participation in extracurricular activities. The NSW Government norm for these years is 55%. This is an increase of 17% since the last survey results in March 2018. In this school, 83% of students had positive behaviour. The NSW Govt norm for these years is 83%

The percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class. 81% of students had a high rate of participation in sport and physical education .The NSW Government norm for these years is 83%.

It was shown students are interested and motivated in their learning. 70% of students in this school were interested and motivated. The NSW Government norm for these years is 78%.

Students try hard to succeed in their learning. 85% of students in this school tried hard to succeed. The NSW Government norm for these years is 88%.. There was a strong student belief that there are high expectations at Alma, a positive learning environment and an inclusive culture. 74% of respondents said that they felt good about their culture at school. 68% of Aboriginal students believe that the staff has a good understanding of their culture.



Policy requirements

Aboriginal education

This year Alma PS celebrated the strong and often unrecognised Aboriginal/TSI women in our community under the 2018 NAIDOC theme **'Because of her we can!'**

On Monday we had our traditional flag raising ceremony that was led by our Junior AECG, Aunty Barb and Corey Paulson. Aunty Barb welcomed us to Wilyakali country and Corey Paulson shared some knowledge and wonderful words around the theme **'Because of her we can!'**

Corey Paulson also played the didgeridoo while 3 of our Junior AECG members raised the flags high and proud at the school gate which ended a beautiful ceremony.

Wednesday was a huge day where we had 8 activity stations with activities for all students to access in their groups; which were named after highly inspirational Aboriginal women such as Cathy Freeman, Evonne Goolagong Cawley and Linda Burney.

Community networks such as Centrecare, Mission Australia and Maari Ma attended and hosted activities, as well as a range of community volunteers.

Students participated in activities surrounding the theme which included art, music, craft, story-telling and collecting bush tucker.

With the help of some volunteers and the Junior AECG; the school also put on a feast of BBQ meat and our traditional Johnny cakes for lunch which was enjoyed by all.

On Friday morning students participated in Traditional Indigenous Games, which are games/activities that were played by Indigenous people for hundreds of years. In our TIG games we have a modernised approach using equipment like hockey sticks, tennis balls and javelin poles instead of sticks, rocks and spears.

To wrap up the week the Junior AECG hosted our NAIDOC Week assembly where we re-lived the week that was NAIDOC week 2018 through animations, photos and stories. This also gave us an opportunity to announce the winner of our NAIDOC classroom display

2018 which was 5/6G. 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 2018, 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 day so successful.

The theme for 2019 **'VOICE.TREATY.TRUTH'**

Next year's theme is about empowering Indigenous Australians and giving them a **VOICE** and the opportunity to be heard. The **TRUTH** about colonisation and acknowledging it happened and **TREATY**, which is recognising the history of Australia and working together for a shared future.

Michael Johnstone – Aboriginal Education Officer

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 2018. 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.

Other school programs

Breakfast Program

The Alma School Breakfast Program continued its success in 2018. Over 10 000 breakfast meals were served this year. The program has proven it is sustainable and 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.

The Alma School Breakfast program impacts students, teachers and the community by improving the food security and nutrition of children living in disadvantage and providing them an equal opportunity to excel academically, emotionally and socially. This all wouldn't have been possible without our new P&C and dedicated canteen staff.

Mr Bojames Griffin

Quality Teaching Mentor

In 2018 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.

A formative assessment team was formed in Term 4. This was to assist Stage 2 teachers with the implementation of the Learning Progressions and plotting observable learning behaviours on PLAN2. The team utilised school services to work with a Curriculum and Teaching Quality Advisor and a Literacy and Numeracy Strategy Advisor. This team collaborated, created, modelled and discussed best practices for delivering quality Literacy and Numeracy lessons. It fostered the beginnings of a school teaching culture of "I know where every student is in their learning" and "I know where they need to go next." Working as a team, we were able to effectively combine the syllabus and learning progressions to map out and plot a student's learning journey. As a direct result, every student's learning was differentiated and individual.

Mr Bojames Griffin

Quicksmart Maths program

Quicksmart continued in 2018 with 14 participating students coming from Stages 2 and 3. These students were from indigenous and non-indigenous backgrounds whilst having varying levels of learning difficulties because of knowledge gaps, lack of practice, mild intellectual disability, anxiety, low confidence, or associated behaviour problems. Quicksmart 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.

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.

Data was collected at the beginning, during and at the end of the 30 week cycle. Once again 90% of participating students showed impressive growth. The minimal effect size of 0.6 (1 years growth) and maximum effect size of 1.4 (2.5 years growth) for participating students. This proves that Quicksmart works and will continue at Alma next year.

Mr Bojames Griffin

Early Action for Success

In 2018, Early Action for Success moved into the second year of phase 2 of the strategy. Although the aims of the strategy remain the same,

"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."

We saw a major shift in the way we plan, collect and analyse data to track our students, with the introduction of National Literacy and Numeracy Learning Progressions to track and monitor individual student growth in-line with the EnglishK–10 and MathematicsK–10 Syllabuses.

The work of the Instructional Leader, focused on the building of teacher capacity through professional learning opportunities and working shoulder to shoulder in classrooms to deepen teacher knowledge of the links between the syllabuses and learning progressions in order to plan teaching around individual learning growth evident in the learning progressions.

The instructional leader was supported by an additional staff member, Mary-Anne Watson who together with class teachers identified the literacy and numeracy learning needs of students, developed and implemented intervention strategies. She worked in the classrooms alongside teachers and provided release to enable teachers to attend weekly coaching sessions with the Instructional Leader.

In Semester 2, professional learning focused on building teacher capacity to teach numeracy through inquiry and problem solving in order for students to "think like mathematicians" and gain a greater understanding of the foundations upon which mathematics is built. Teachers have observed that students are now able to explain their reasoning and the strategies which they use when solving mathematical problems. Although initially challenging from a teaching point of view, teachers have stated that it has changed their mindset around what students are capable of how they learn, making individual tracking of student progress more evident in learning activities.

In literacy, three teachers participated in L3 training which meant that all K–2 teachers are trained in the delivery of quality literacy lessons. Professional learning was also commenced around looking at the role which oral language and student experiences play in the development of writing. This will continue into 2019, through the support of the EAfS state team.

Student Tracking in Literacy and Numeracy

As stated previously, 2018 saw the introduction of National Literacy and Numeracy Progressions to track individual student learning growth. It is anticipated that each student will grow 1 year for every one year of instruction (schooling). This is a shift from the previous method of tracking (Learning Continuums) which set targets based on expectations for year levels at school.

The data sets are different and can not be transferred as the information does not correlate. Therefore, this year being a trial/introductory year teachers were required to set base line data for their students.

Class teachers K–6 have received professional learning around learning progressions from both the Instructional Leader and The School Services Literacy/Numeracy Team. As part of the School Plan,

Strategic Direction 2, teachers have continually entered data throughout the year on PLAN2 (the progression tracking tool) for all students in the sub-elements of Quantifying Number and Creating Texts. This has provided base-line data which will inform teaching of individual students and class groups in 2019.

Kinder Best Start Assessment Data is transferred directly on to PLAN2 in most sub-elements of the progressions, therefore kindergarten teachers have had an established baseline and have been able to monitor and track a wider range of elements of learning throughout the year.

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 completed literature units on 'The Wonky Donkey' and 'Thelma the Unicorn'. Years 3–6 also enjoyed learning about history, geography and developed their research skills. Stage 2 explored a novel study on 'James and the Giant Peach' by Roald Dahl and Stage 3 did chapter studies from 'Unreal' by Paul Jennings.

The library was open 5 days a week for lunchtime play. Students used the computers, read stories and enjoyed activities together. Primary library monitors were fantastic in helping with a range of jobs to keep the library organised.

The library hosted a very successful Book Fair and had great community involvement for our annual Book Week Parade and celebrations in Term 3. The families enjoyed reading with their child before the parade. The theme was 'Find your Treasure' and there were some wonderful costumes from staff and students.

Our Alma Bugdlie Preschool used the library weekly in Term 4 and would look forward to their special adventure to the library where their teacher would read them a story. Preschool also participated with the whole of Alma Public School in the National Simultaneous Reading Time. We read 'Hickory Dickory Dash' at the same time on the same day as 1,062,230 other participants across Australia and New Zealand! Students enjoyed participating and completing activities leading up to the event.

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. More parents are also taking advantage of using the LOOP app to order from Book Club and through using LOOP students enjoy receiving a free book from time to time.

What a great year in library, it's exciting to see students from Preschool to Year 6 enjoying books and using the library space.

Mrs Emma Blore

Stephanie Alexander Kitchen Garden

Students from years 3 to 6 at Alma P.S. participate in the

Stephanie Alexander Kitchen Garden Program. The program is made up of two components. The garden, where students participate in a variety of activities such as propagating, planting, weeding watering as well as harvesting. The garden component strongly supports all aspects of environmental education, for example the effects of droughts on communities.

The kitchen component sees students use food that they have grown in the garden to prepare an interesting variety of dishes from various cultures. The kitchen supports other KLAs such as numeracy, where students are required to measure ingredients and develop their knowledge of fractions. Students are also exposed to many new foods.

Alma Bugdlie Preschool

Alma Bugdlie Preschool has had another successful year throughout 2018.

All staff and children participated in a Rural and Remote Literacy Project. This saw our educators upskilled in how we teach concepts about print, provide literacy learning through play based experiences, developing children's fine motor skills needed for drawing and writing and developing children's oral language skills.

Our service continued to be a part of the Tunin In project. This saw our increased use of Kinderloop. All programming, observations of children, anecdotes, team reflections, local procedures, newsletters and notes home to families are now accessible online through this application. The Tunin In Project also saw a number of successful Read and Play mornings involving our families in their children's literacy and numeracy development.

With the addition of our new aboriginal Education Officer, Kemeree Bottrell, our children experienced daily yarning. A morning check in circle also helped our children to share how they were feeling on that day and any special news. This was also a time to practise our Paakantji words that we had learnt throughout the year during our Paakantji language program.

Term 4 saw a successful orientation and transition to school program for our preschool children. Multiple excursions to the school assisted our children to navigate their way around the grounds successfully, build a relationship with current Alma teachers and students and feel like they belong to the Alma community.

Community involvement continued to grow throughout the year. This included our participation in National Children's Day celebrations at Sturt Park and the Early Years Discussion Group, walking excursions to local services such as Harold Williams Home, donations of books from Under the Silver Tree Co-operative Bookshop, Lead Ted Junior visits, Maari Ma Nutrition Program, Drum Beat and Health Promotion with Indira

Sharma (the Alma Public School Nurse), Willyama students joining us for Harmony Day with Maria Kelly, Practicum students from TAFE, school based work experience students and trainees from both Willyama and Broken Hill High Schools along with our many donations of goods and services from family and community members.