

# Alma Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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

Alma Public School is truly committed to every child exploring all aspects of learning. The learning is based upon academic rigour which seeks to develop critical thinking, creativity and collaboration. We have and continue to develop strong partnerships within our community.

We are an inclusive school which genuinely embraces social justice action through innumerable activities and fundraising with education at the forefront. An active and passionate P&C continues to provide substantial financial assistance to allow for the development of our school.

Our canteen provides excellent meals for all our students and teaching staff. The Breakfast Club provides an outstanding program for all students which improves and provides social interaction.

Professional learning and evidence-informed practice underpins the teaching and learning of our staff. Well being and resilience are core to academic success and we continue to promote the inter connectivity of all aspects of education to enable our students to truly become lifelong learners. Our well-being team supports our students as they pursue their own learning goals to seek to meet our high expectation.

This year our school undertook self-assessment using the School Excellence Framework and participated in a external validation. The framework supports public schools throughout New South Wales in the pursuit of excellence by providing a clear description of high quality practice the three domains of Learning, Teaching and Leading. During the external validation process an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standard articulated in the School Excellence Framework. Our self-assessment and the external validation process assisted the school to refine our school plan, leading to further improvements in the delivery of education to our students.

### Message from the school community

The Alma Public School Parents and Citizens committee has a strong team of parents and school staff who contribute to creating a great school community and a wonderful learning environment for our children. Our Parents & Citizens work collaboratively with the school to provide a standard of education and facilities to our children that would otherwise not be available if we were to rely solely on Government funding.

Throughout the year we have successfully raised funds through grant applications and by offering events which are enjoyed by our whole school community. Recent examples of this have been school discos, monster garage sales, cake stalls, sausage sizzles, Mothers and Fathers Day events and much more.

Alongside the school to identify areas of improvement has been critical to the success of our fundraising efforts. In the past year, we have successfully accessed funds and support from various Local, State, and Federal Governments and non-government organisations.



The P&C also operates the School canteen and employs a Canteen Supervisor. We also run a breakfast club program that relies on parent volunteers and local business contributions to make this vital free service possible. This program allows students to eat a wholesome, nutritious breakfast on a regular basis. Having breakfast has been shown to have a positive impact on factors such as physical and mental health, social skills, concentration, behaviour, attendance and academic outcomes.

We are looking forward to continuing our productive and cooperative relationship with the school and staff and supporting the educational needs of the children.

### **Successful funding grants 2018–2019:**

Federal Government – Volunteers Grant program provided \$4,300 to support volunteers and was used to purchase equipment for the canteen and P and C to facilitate meetings and fundraising activities.

State Government – Community Building Partnership grant of \$55,000 for the refurbishment of the Canteen interior and exterior improvements, airconditioning, electrical work and construction of additional shade in the meal area.

Broken Hill City Council Community Assistance Grants – provided \$2,500 to support the ongoing operation of the breakfast club program.

Food Bank NSW – The School Breakfast Club program now accesses fully subsidised food supplies securing the continued operation of the Breakfast Club program.



# 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## 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.

#### Improvement Measures

Increase the proportion of students demonstrating active engagement in their learning based on TTFM data.

Increase the % of students 'on track' for all aspects for literacy and numeracy.

A positive trend in value add is noted across three years.

#### Progress towards achieving improvement measures

##### Process 1: Individual Student learning

Literacy and numeracy is consistently guided by using the learning progressions to identify individual student learning needs.

Evaluation	Funds Expended (Resources)
Learning intentions are starting to be evident in teachers programming. There was a presentation held to provide staff with the knowledge and skills they needed. Even though implementation is ongoing, staff have been experimenting with learning intentions which is evidenced by increased confidence and increased engagement of students.	RFF for Teachers– \$109384

##### Process 2: Technology

Technology is updated, maintained and used to support student learning and develop skills.

Evaluation	Funds Expended (Resources)
In support of the new science and technology syllabus we identified a need to build capacity of staff and students and update the resources required. We purchased new surface pros for all staff, an interactive TV for the staff-room, Edison robots, bee bots and the WiFi has been upgraded. A teacher also attended a PL day about working with new technology and then presented this to staff. There has been a strong start and keen interest of both staff and students to implement new tech into lessons. Increased confidence has been observed in both students and staff. This has been evidenced by an increased use in the computer lab by staff and students, survey results and prevalence in programming.	Strategic Direction 1 team members. New resources \$60,000

#### Next Steps

School targets will define our direction for 2020. This will be done by ongoing mentoring through the use of teaching sprints with a focus on numeracy. Staff will continue to be unskilled on the use of learning intentions on both a class based and individual level to support differentiation. Staff have been provided with a surface pro to support online learning and Microsoft teams will be created for ease of access and collaborative resourcing. Staff will undergo professional learning in relation to implementing coding K–6. There have been numerous resources purchased to support the implementation of this strategic direction.

## 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.

#### Improvement Measures

Increased use of evidence informed strategies to identify and address needs of diverse learners.

A positive trend in value add is noted across three years.

#### Progress towards achieving improvement measures

##### Process 1: Data skills and use

Teaching and learning programs are informed by data analysis and differentiated for individual learning needs.

Evaluation	Funds Expended (Resources)
Students were tracked against the learning progressions to inform teaching and learning programs. Learning sprints were developed after analysis of student and cohort progress in order to develop targeted opportunities. Data shows that this type of formative assessment is effective in identifying and targeting areas of need. Staff have become more competent in using the progressions and PLAN 2 as a tool to monitor student progress. Student growth has been observed and is measurable, as a result of using learning sprints.	AP mentor– \$109384  IL– \$133868  Additional RFF for mentoring–\$109384

##### Process 2: Strengthening School Systems

Strengthening school systems, structures and protocols across the school to support teaching and learning.

Evaluation	Funds Expended (Resources)
The purpose of this milestone was to support teaching and learning. We developed a whole school assessment schedule that is now finalised and will be implemented in 2020. The data we collected from assessments is informing future teaching practices supported by learning progressions and sprints in mentoring.	

##### Process 3: Collaborative Practice

Whole school engage in collaborative planning and professional learning.

Evaluation	Funds Expended (Resources)
This year we have ensured that teachers needs are being meet in regards to PL. Regular mentoring and professional learning opportunities have been available to teachers. This enabled teachers to meet PDP goals and use knowledge to enhance students learning. All school staff have collaboratively developed PDPs linked to students learning targets and mentoring and coaching has been strengthened. All staff share professional learning with other such as passport to learning, technology and introduction to the new syllabus.	Professional Learning–\$39487



## Next Steps

Staff will use data from NAPLAN, scheduled assessment practices and PLAN 2 in order to identify students needing intervention, develop programs and guide instruction in focused areas to meet school targets. Professional learning based on a collaboration model and continued mentoring support for all staff will continue throughout 2020.

## Strategic Direction 3

### Building Positive Relationships

#### Purpose

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

#### Improvement Measures

The percentage of suspensions will decrease over 3 years.

Increased parent/community involvement in school events.

#### Progress towards achieving improvement measures

**Process 1:** Implement consistent expectations of well-being practices and processes with a continual cycle of reflection and review.

Evaluation	Funds Expended (Resources)
We needed consistency of well-being practices and processes from P-6. A matrix has been completed to allow set language to be communicated across all aspects of school. A PBL team has been formed and they are meeting every 3 weeks with our PBL AP. All staff have been willing participant in training and discussions.	Staff

**Process 2:** Create community partnerships and build relationships to support a holistic approach to student wellbeing and parental involvement.

Evaluation	Funds Expended (Resources)
We have communicated and strengthened relationships with our community by encouraging parent involvement in the school through major events such as Mother's Day and Father's Day and NAIDOC Day. This involvement with parents has seen better relationships across the board and the school is a happier place to be for the entire school community	Staff

**Process 3:** Build and develop a positive school culture that is the driving force of our school.

Evaluation	Funds Expended (Resources)
The school culture with staff has improved with more staff frequenting the staff room and the introduction of the Flourish program for all staff and more outside staff events planned and attended. Every stage is working collaboratively through the efforts of the Assistant Principals.  The parent numbers have increased dramatically at all events that have been held this year.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$205 358. 44	SLSOs were timetabled to support indigenous students in literacy, numeracy and wellbeing as outlined in PLPs.
<b>English language proficiency</b>		No funding was received.
<b>Low level adjustment for disability</b>	\$60 227	Two SLSOs were employed for 0.8 per week. The SLSOs supported students both in the playground for social skills and within the classroom focussing on literacy and numeracy. An SLSO also ran the Quicksmart Program improving the skills of 10 identified students in numeracy.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$52824	An AP was taken off class 3 days per week to provide mentoring to the 3–6 teachers. Teachers engaged in teaching sprints to identify specific areas of focus through formative assessment.
<b>Socio–economic background</b>	\$589366.04– Staffing \$39418.22	Two teachers were employed 0.6 per week to provide intervention K–6 in literacy and numeracy. Students identified for support were given one on one or small group support.  The preschool AP was released from face to face teaching for two days per week to allow her to complete all compliance documents and mentor preschool staff.  The buses for both stage 2 and 3 excursion were paid for to reduce the cost of the excursions for all families and to make it accessible for all students.  Furniture was also updated across all classrooms and resources for NAIDOC day were purchased.
<b>Support for beginning teachers</b>	\$14 130	All beginning teachers were given an extra hour RFF and one hour was provided with a mentor per week.





# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	114	120	134	144
Girls	122	127	132	121

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.8	87.3	89.5	91.1
1	92.2	92.7	87.8	89.6
2	90.7	93.3	91.7	87.1
3	90.7	88.3	90.1	90.9
4	90.5	91.4	85.6	89.1
5	90.8	91.4	89.3	86.9
6	91.7	92.8	89.2	88.3
All Years	91.4	91	89.1	89
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.23
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	343,941
<b>Revenue</b>	4,950,986
Appropriation	4,830,798
Sale of Goods and Services	57,584
Grants and contributions	61,387
Investment income	918
Other revenue	300
<b>Expenses</b>	-4,507,235
Employee related	-3,999,652
Operating expenses	-507,583
<b>Surplus / deficit for the year</b>	443,751

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.





## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	205,290
<b>Equity Total</b>	942,065
Equity - Aboriginal	201,213
Equity - Socio-economic	516,871
Equity - Language	0
Equity - Disability	223,982
<b>Base Total</b>	2,159,463
Base - Per Capita	65,619
Base - Location	40,432
Base - Other	2,053,412
<b>Other Total</b>	897,903
<b>Grand Total</b>	4,204,720

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.



## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

### Literacy

NAPLAN literacy data indicated that the school needed to address the areas of writing, comprehension and spelling in order to improve student performance. Analysis of writing performance showed that students needed to develop oral language skills if they were expected to use these skills when writing or recording their ideas. Early Stage 1 and Stage 1 classes and teachers were involved in an Early Action for Success Project: Framing Writing Through the Oral Language Lens under the guidance of an academic mentor. Teachers implemented learning sequences and activities which resulted in students incorporating more sophisticated vocabulary and grammatical structure into their writing samples. Stage 2 and 3 teachers focused on teaching strategies for students to develop deeper understandings of texts (comprehension) and implementing explicit teaching of spelling skills and strategies.

### Numeracy

Numeracy data indicated that students needed to develop deeper understandings of foundation concepts in order to succeed at more complex mathematical tasks. The school has been implementing teaching activities to develop students' problem solving strategies to enable them to "*think like a mathematician*" and consolidate their understandings. Number talks have become a powerful tool for students P–6 to explain their strategies, use mathematical language and develop reasoning skills. Throughout the year, there was an emphasis on the teaching of Whole Number outcomes and its link with the other mathematical strands.

## Parent/caregiver, student, teacher satisfaction

The opinions of parents, students and teachers are sought throughout the year, in both formal and informal manners.

### Parents

We have seen an increase in parents attending events throughout 2019. There is a positive working relationship with the Alma Public School Parents and Citizens committee who contribute to creating a great school community and a wonderful learning environment for our children. Our Parents & Citizens work collaboratively with the school to provide a standard of education and facilities to our children.

### Staff

In the people matters data for 2019 78.95% of employees have confidence in the decisions their managers are making.

There has been an increase of 10 % of staff believing that they have received appropriate training and development.

94.73% of staff understand what is expected of them to succeed in the workplace and 84.21% of staff feel that they are encouraged to keep improving the work they do.

82.35% of staff feel as though our organisation focuses on improving the work we do and 70.59% of employees believe we generally select capable people to do the job.

There has been an increase of 6% since 2018 of people that believe we are making the necessary improvements to meet our future challenges.

Collaboration to achieve its objectives has increased from 61.54% in 2018 to 78.95% in 2019. Which is evidenced by an increase of 7 % of employee feeling as though senior managers encourage innovation by employees.

66.67% of staff feel as though senior managers promote collaboration at our school and other organisations we work with.

### Students

In the Tell Them From Me survey data for 2019 70% of students said they feel accepted and valued by their peers and by others at their school and that 78% of students felt that they have friends at school they can trust and who encourage them to make positive choices.

95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

77% of students said that they felt pride in their school and 80% believed that their teachers had a strong understanding of their culture and that they felt good about their culture.

Students at Alma Public School gave feedback that the teachers at Alma Public school are supportive and help them. They enjoy having a large oval to play on but would love to have playground equipment throughout the school. Students enjoy the Stephanie Alexander Garden making food each fortnight and spending time in the garden.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Other School Programs (optional)

### Extra curricular

Year 3–6 students from Alma Public School participated in debating, public speaking and NAIDOC public speaking this year. Students were also given the opportunity to be involved in STEM club during lunch breaks. This involved using Edison robots, Bee Bots and computer technologies to create games and lessons. Dance was offered to students in years 3–6, and they performed for the whole school and our community at a school assembly. Both the K–2 choir and the 3–6 choir were invited to perform at the Choral festival. The choir's also performed for the school and wider community at the Alma Public School Presentation Day.

### Preschool

Alma Bugdlie Preschool has had another successful year throughout 2019.

All staff participated in the Quality Preschools Project. This saw our educators upskilled in how we teach concepts literacy, numeracy, science and use our environment to enrich learning through play-based experiences, developing children's skills and enhancing their wellbeing.

Our service continued to be a part of the Tunin In project throughout the year. This saw an increased use of Kinderloop. All programming, observations of children, anecdotes, team reflections are now accessible online through this application. The Tunin In Project concluded at the end of 2019 however Alma Bugdlie Preschool continued its subscription with Kinderloop to keep this valuable communication platform with our families open.

Our Aboriginal Education Officer, Kemeree Bottrell facilitated our morning yarning circle each day with our children. A morning check during this time also helped our children to share how they were feeling on that day and share 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. Our Alma Public School Principal, Mrs Sharon DeGoumois, also visited the preschool to have lunch with our children each week to build relationships and assist with school transition.

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, donations of Books from Under the Silver Tree Co-operative Bookshop, Lead Ted Junior visit, Willyama students joining us for Harmony Day with Maria Kelly, Practicum student from Tafe, school-based work experience student and trainee from Broken Hill High School along with our many donations of goods and services from family and community members. Partnerships focussing on the wellbeing of our children were also forged with many health services and professionals including Maari Ma Nutrition Program, Health Promotion with Gabby Schaeffer the Alma Public School Community Health Nurse, Occupational Therapy with Novita and Maari Ma, Speech Therapy with Maari Ma, Dental Health with Maari Ma and Vision Screening with StEPS, Statewide Eyesight Pre-schooler Screening.

