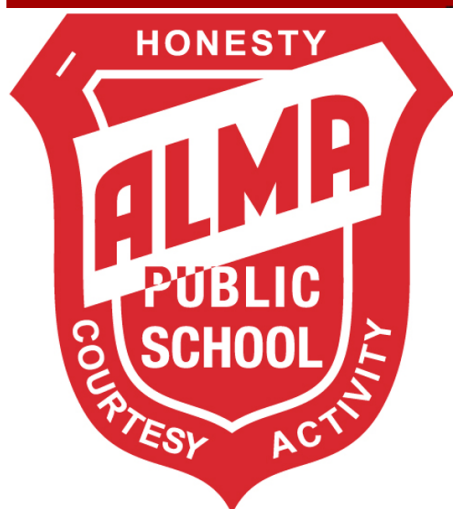


# 2020 Annual Report

## Alma Public School



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# Introduction

The Annual Report for 2020 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

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What a year it has been! First and foremost, I would like to thank the entire Alma Public School community for your compassion, patience, understanding and support throughout what has been a very different 2020.

None of us imagined that this school year would be disrupted and cut short in such a dramatic fashion. One day, we were all working through Term 1 and looking forward to all of the fun and exciting events we had planned, next we were having to provide quality learning experiences for our students and to support their efforts to learn from home. We have been amazed by the flexibility, tenacity and creativity that our students have shown as they navigated this new and different way of accessing their education.

The school's response to the current and emerging challenges associated with the COVID-19 pandemic has very much been a team effort and I would like to thank every single member of staff for their efforts to maintain a sense of calm and consistency for our students and their families. It needs to be acknowledged that for teachers and support staff, this has been a stressful time. This stress has been eased somewhat by the strong show of appreciation and support from within our parent community.

At least we eventually had the opportunity to transition back to some normal during the year and while it was a little different and challenging with all the COVID restrictions we still managed to work through our school plan and provide quality educational programs for our students. These are outlined in this annual report which I hope you enjoy reading.

## School vision

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 are the traditional owners of the land. 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. 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.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
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	Delivering
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 were successful in the beginning, however, due to high staff turnover throughout the years more PL is needed. It was discussed that we needed to shift the focus and re-asses for the next school plan. The learning progressions and PLAN 2 will need to be continued to inform teaching and authentic assessment will need to be implemented. The staff also agreed that there needs to be a clear definition between differentiation and adjustments.	

##### Process 2: Technology

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

Evaluation	Funds Expended (Resources)
The data shows that staff are implementing the new science and technology syllabus outcomes throughout their science programs. It was also identified that staff would like support when implementing these outcomes when planning for other KLA's and assessment. All staff engaged in professional learning on Microsoft teams, surface Pro's and robotics/coding and both staff and students' skills have improved greatly. It was also evident that technology will need to continue to be updated and maintained regularly so access is consistent. Staff also identified the need for further development around STEM and an integrated learning approach.	

#### Next Steps

Staff will continue to use the literacy and numeracy progressions to inform teaching. There will be further discussion about the where to next of using learning intentions within the classroom. Processes will be developed in to support assessment within the school and to also guide teaching programs to implement differentiation and adjustments.

Technology will continue to be upgraded as needed and a TSF will continue to be employed to support technology within the school.

## 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)
<p>Did we achieve what we said we were going to achieve?</p> <p>Staff feel that that the tracking of students has been developed but not fully integrated into all programs or accross P-6. Staff are unsure where to find the data to ensure that they are meeting and tracking students growth.</p> <p>Data has been collected from external (Check-in assessment, phonics screaning, phonological awareness screening and internal practices (Staff generated, observations, whole school assessment, Sentral). But staff feel this data has not been effectively used regular classroom programming and practice and learning and teaching cysle. We do feel however that the data was effectively used in identifying and developing student differentiated intervention programs.</p> <p>Staff have identified the need to have a consistent approach to tracking data for all staff P-6 and sharing of data. This is an area that staff feel need to continue to but with adaptions to be made to make it consistent.</p>	

##### Process 2: Strengthening School Systems

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

Evaluation	Funds Expended (Resources)
<p>Have we achieved what we said we were going to do?</p> <p>The assessment schedule was developed and finalised in 2019. This has been implemented in some stages throughout 2020 but has not been fully implemented. ES1 and Stage 1 was consistently updating assessments task that created a on odd and even schedule. Staff feel that this year in other stages that this has not occurred due to changing of staff, dfiffering ideas, inconsistencies in the message being passed on, as well as COVID impact on assessment.</p> <p>Staff feel that the Formal assessment schedule is to be adopted at practice in the school. We believe that this is a formative working document and will need to be used by all staff and constantly updated to meet the need of the school.</p>	

## Progress towards achieving improvement measures

PLAN 2 was introduced throughout the 3 year cycle and staff recieved training and familiarised with themselves with the progressions. This is a process that is not consistently being used across the school. This is an area that is staff feel should be adopted by all staff.

### Process 3: Collaborative Practice

Whole school engage in collaborative planning and professional learning.

Evaluation	Funds Expended (Resources)
<p>Did we achieved what we said we were going to do?</p> <p>Staff feel that we all displayed co-operative behaviour rather than collaborative beahaviour throughtout the 3 year cycle. Staff are beginning to make a slow shift towards the mind-set from coporate programming to collaborative programming. Professional learning that was meant to having did not occur and give staff the opportunity to engage as succussfully. Especially in 2020 when training has appeared very differently throughout the year.</p> <p>2020 saw the opportunity for online learning to occur but the opportunity to then work as a collaborative team. The collection of programs and reflections of staff through evaluation and conversations during mentoring sessions staff have become aware of the shift.</p> <p>Staff feel that this will need to continue and consolidated throughout the whole school.</p>	

## 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)
What is the plan to phase out the Gold Award system to align with PBL?	PBL Meeting Minutes
There will be a P and C meeting held later in the term and this is will be brought up on the adgenda.	P & C Meeting Minutes

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

Evaluation	Funds Expended (Resources)
Are we collecting statistics on family involvement? Are we collecting comparative data on on family involvement?	Teachers
Due to COVID 19 we have been unable to hold any parent events so data has not been collected. We have increased engagement over social media through facebook, virtual assemblies and seesaw. The parent contact has also increased with walking students to the school gates.	Data - Head counts of events

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

Evaluation	Funds Expended (Resources)
Has consistent reflection and review occurred to meet the needs of challenging students?	Teachers, LST
It was agreed that there has not been consistent reflection and reviews on all processes that support well-being practices within the school. It was discussed that PBL was constantly reviewed and reflected upon but there was still staff confusion about there being no consequences for students amongst teaching and non-teaching staff. It was agreed that there needs to be a review completed of the learning and support processes including access from external organisations and reviewing of behaviour management plans.	Data - LST Meeting Minutes, Behaviour PLans, PBL meeting Minutes, Nuts & Bolts Meeting Minutes

#### Next Steps

Engagement with families over social media will continue to provide avenues for family participation.

The Gold award system has now been phased out and replaced with a reward system that aligns with PBL.



Staff identified consistent reflection and reviews on all processes that support well-being practices within the school as a next steps focus area.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	2 x AEO- Extra SLSO at preschool and 0.5 position Alma. <b>Funding Sources:</b> • Aboriginal background loading (\$231 242.00)	All Aboriginal students were supported within the classroom. PLPs were created but family involvement was limited due to COVID.
<b>English language proficiency</b>	0.1 SLSO <b>Funding Sources:</b> • English language proficiency (\$7 727.00)	Students were supported half an hour a week by SLSO. Students are now working at stage level and are becoming more confident with English.
<b>Low level adjustment for disability</b>	1.4 LST- \$153158  1.0 SLSO <b>Funding Sources:</b> • Low level adjustment for disability (\$221 558.00)	PLSPs are implemented in classrooms with the assistance of SLSO and LST. Regular meetings were held to identify students requiring assessment and extra support. LST Team referrals were prioritised based on need.
<b>Quality Teaching, Successful Students (QTSS)</b>	AP off class 0.5 to provide mentoring.  This will be topped up using beginning teacher funds. <b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$54 692.00) • Support for beginning teachers (\$43 443.00)	3 teachers were able to be accredited at proficient. # other teachers maintained their accreditation. Mentoring would happening weekly to guide teaching and learning and support with programming and assessment.
<b>Socio-economic background</b>	0.3 PSP  1.0-Extra class  Surface Pro  Playground upgrade  PBL signage and reward days. <b>Funding Sources:</b> • Socio-economic background (\$32 815.00) • Socio-economic background (\$109 384.00) • Socio-economic background (\$100 000.00) • Socio-economic background (\$186 000.00) • Socio-economic background (\$20 000.00)	New surface pros were purchased for all teachers and active panel replaced in classrooms, library, staffroom, computer lab and VC room.  Money was put aside to go towards grant application to upgrade playground. Grant was successful in 2021.  12 mainstream classrooms were created in 2020.
<b>Support for beginning teachers</b>	AP off class 0.5 to provide mentoring.  This will be topped up using QTSS. <b>Funding Sources:</b> • Support for beginning teachers (\$43 443.00)	All beginning teachers received an extra 2 hours of RFF and were supported within mentoring.

	<b>Respectful</b>	
	<b>Responsible</b>	
	<b>Resilient</b>	

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	120	134	144	147
Girls	127	132	121	119

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	87.3	89.5	91.1	93.5
1	92.7	87.8	89.6	93.6
2	93.3	91.7	87.1	92.3
3	88.3	90.1	90.9	89.5
4	91.4	85.6	89.1	92.8
5	91.4	89.3	86.9	92.9
6	92.8	89.2	88.3	89.6
All Years	91	89.1	89	92.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	13.31
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	7.48

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	787,692
<b>Revenue</b>	5,154,090
Appropriation	5,101,149
Sale of Goods and Services	20,127
Grants and contributions	17,519
Investment income	295
Other revenue	15,000
<b>Expenses</b>	-5,218,884
Employee related	-4,626,028
Operating expenses	-592,856
<b>Surplus / deficit for the year</b>	-64,794
<b>Closing Balance</b>	722,898

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	100,125
<b>Equity Total</b>	978,713
Equity - Aboriginal	231,742
Equity - Socio-economic	517,686
Equity - Language	7,727
Equity - Disability	221,558
<b>Base Total</b>	2,614,592
Base - Per Capita	67,793
Base - Location	41,256
Base - Other	2,505,542
<b>Other Total</b>	978,488
<b>Grand Total</b>	4,671,918

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# Parent/caregiver, student, teacher satisfaction

## Parent

2020 saw a decrease in parents attending events due to COVID-19 and parents not being able to enter the school as a part of restrictions. Throughout the school year teachers continued to build relationships with parents through social media, zoom sessions, phone calls and home learning packs. This was seen a positive from the school community.

There was still 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 worked collaboratively on any occasion throughout the year holding meetings via Zoom to ensure that they still continued to communicate with the school.

## Staff

In the people matters data for 2019 81.25% of staff believe that they can speak up and share a different view with their colleagues and manager.

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.

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

## Student

In the Tell Them From Me survey data for 2020 76% of students said they feel accepted and valued by their peers and by others at their school and that 84% of students felt that they have friends at school they can trust and who encourage them to make positive choices which is an increase in both areas across the school compared to 2019 data .

98% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

66% of students said that they felt interested and motivated in the learning at school and 85% 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 suitable for both infants and primary students. Students also suggested more shaded areas for them to sit in at break times.,

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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)

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Alma Bugdlie Preschool has had another successful year throughout 2020.

All staff participated in the Assessment and Rating process. This resulted with our preschool receiving a rating of meeting in all 7 national quality standards.

In 2020, Alma Bugdlie Preschool continued its subscription with Kinderloop to keep this valuable communication platform with our families open. This was particularly valued by families keeping their children at home during the Covid-19 lock down period. During this time our families were provided with a program of activities to for their children, along with the resources needed to complete these. We were in constant communication with our families via Kinderloop and it was great to see families posting back to us photographs of their children completing activities.

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 taught by Michael Johnson.

Term 4 saw a successful orientation and transition to school program for our preschool children. Multiple visits 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 was a focus this year. Although Covid-19 restricted visitors to our preschool, we were able to send representatives out into the community. Our team attended both the Coles Complex and Westside Plaza, along with the Maari Ma Playgroup, to provide information about Alma Bugdlie Preschool to families. Learning@home packs were also regularly delivered by to our families in the community.

Partnerships focussing on the wellbeing of our children were maintained with many health services and professionals including Health Promotion with Gabby Schaeffer the Alma Public School Community Health Nurse, Occupational and Speech Therapy with Maari Ma, Dental Health with Maari Ma and Vision Screening with StEPS, Statewide Eyesight Pre-schooler Screening.