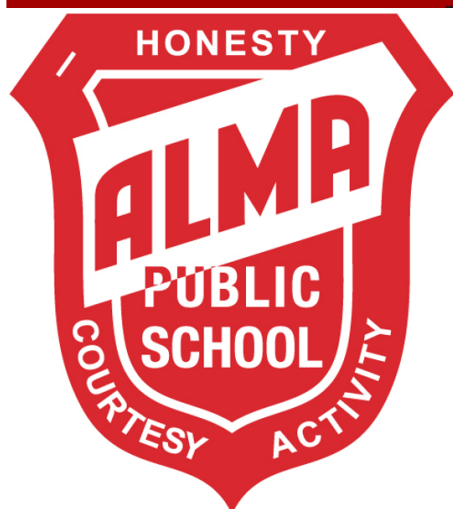


2021 Annual Report

Alma Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Message from the principal

It is hard to believe that 2021 was another challenging school year that has passed so quickly, especially since it has been such an unusual one, full of twists and turns. Despite the COVID restrictions, it has been a rewarding first year for me returning to Alma Public School. Meeting a second generation of kids and their families who I remember fondly and working with an amazing staff was definitely the highlight for me.

Staff at Alma always go above and beyond to ensure that students are exposed to a variety of activities to enhance and enrich their school experience. This year in particular, staff put aside their own worries and anxieties to ensure that our students had a safe, predictable and fun school experience. With the support of our parent community, staff and students adjusted to rapidly changing Public Health Orders and Learning from Home while maintaining a sense of routine, structure and connectedness for students despite their own work schedule challenges.

It is impossible to have imagined us having to work in such circumstances, and I am enormously grateful for your understanding, positivity and generosity. We have all needed to make significant compromises in terms of the way in which we have functioned and lived our lives. The messages of support and positive feedback that you have given to us have been appreciated more than we can say.

It has definitely been a team approach that has allowed the school community at Alma to maintain focus during this unprecedented pandemic.

The first two terms of 2021 started so well with new staff and new structures in place across the school. We delivered on many projects in enhancing the schools look - new playground markings, seating, garden edging, resource rooms, clean outs of basements, painting, art studio, refurb of preschool, kindergarten Hall, staffroom, professional learning centre and many more.

We will continue on our school improvement journey in 2022 and beyond and fingers crossed that we can and will have a year that is not so challenging re COVID and if so we continue to thrive and support each other to achieve the best for our kids at Alma Public School.

School vision

The vision of Alma Public School is to provide inclusive and caring learning environments that equip our P-6 students with the tools to be confident life-long learners. We are committed to a system of collaboration and quality teaching that supports the individual needs of students and their families whilst upholding the positive culture and values of our school.

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 main site 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-socio economic circumstances of our families.

The school has been involved in the Early Action for Success (EAFS) strategy since its inception. This strategy is led by an Instructional Leader and includes interventionist teachers. Additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for all students P-6.

A kitchen and garden program is run for all primary classes on a fortnightly basis to improve life skills and offer activities that may not be available 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 through the employment of a school nurse to support health promotion within the school.

The school currently has 30 teachers and 17 administration and support staff, including additional temporary staff employed through school based funding to better support the learning needs of all students. There is significant turnover of staff each year.

As a result of the school's situational analysis, it has been determined that whole school approaches, processes and practices are required to achieve improvement in student performance.

These approaches, practices and processes will include:

- The evaluation, development and application of strong pedagogical practices P-6.
- Collaborative practices to develop whole school approaches to literacy and numeracy.
- Improved quality of teaching of all staff including support staff through a co teaching/team teaching model.
- Explicit teaching and data driven practices across all stages to build skills in reading and numeracy and personalised learning.
- Targeted support and interventions for students not showing growth in literacy and numeracy.
- Wrap around approaches for students and their families and improve links with external services.
- Embedded continuous whole school approach to student wellbeing where there is a collective responsibility for student learning and success.
- Valuing culture and diversity as an acknowledged driver of students' engagement and success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards 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: Student growth and attainment

Purpose

In order to improve student learning outcomes in numeracy and literacy (with a focus on reading) we will develop whole school processes in data driven teaching practices and programs to ensure students grow in their learning through explicit, consistent and research informed teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Leading in Literacy
- Knowing Numeracy

Resources allocated to this strategic direction

QTSS release: \$54,152.99

Early Action for Success (EAFs): \$308,723.35

Integration funding support: \$101,741.00

Socio-economic background: \$88,178.16

Literacy and numeracy intervention: \$47,089.56

Professional learning: \$38,572.14

Literacy and numeracy: \$8,986.74

Summary of progress

Targeted students that received support in literacy were identified using data discussed during collaboration meetings. Progress of these students was monitored through the use of internal assessments and recorded throughout the year on systems including PLAN 2. The continuation of Covid funding will ensure support in targeted literacy areas can be provided again in 2022 for identified students.

Effective delivery of handwriting and spelling lessons was a focus throughout 2021. Handwriting resources were developed and shared across the school in a teacher professional learning session however the rollout of the explicit teaching strategies in the classroom was impacted due to Covid-19 stay at home restrictions. Spelling resources and professional learning in the teaching of spelling were also impacted by at home learning. In lieu of this, upskilling teachers in the effective delivery of handwriting and spelling lessons will remain a focus in 2022.

Maths resources were updated and restocked and a math storeroom was created to support all stages. The resources were distributed equitably across the stages. There has been no creation lessons/observations to support teachers in developing their understanding of teaching mathematics. There needs to be more opportunity for modelled lessons and feedback on practice and consistency of lessons structure needs to be whole school. Teachers started to effectively using PLAN 2 to collect data and school based created assessments to inform teaching. This had been greatly impacted by COVID 19 and this has not occurred. Essential Assessment was purchased and has been positively received. We will continue to make this a focus for 2022 with regular data entry/ formative assessment to assess student impact through the use of Teaching Sprints.

Students have received sporadic support during the year as the program has been developed. Teaching staff have reported that they have seen an increase in ability for students receiving support, although some concepts need to be revisited because of time out of class. Teachers to revisit the different components of the teaching and learning cycle and the use of data to identify at risk students. The teachers reported management processes of exec and interventions taking away from maths time and it has been recommended split timetable so if interrupted some support is happening and less withdrawal and more in class support to be provided.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achievement of 2022 system negotiated targets:	NAPLAN scores indicate a decrease of 4.73% in the percentage of students in the top two skill bands for reading.

<ul style="list-style-type: none"> An 8% uplift in the proportion of Year 3 and 5 students in the Top 2 bands (or equivalent of) NAPLAN reading. 	
<p>An uplift of 4% of students perform in the top two (or equivalent) NAPLAN bands in Numeracy based on 2019 data.</p>	<p>In numeracy, 6.15% of students are in the top two skill bands indicating a decrease of 7.06% against baseline data.</p>
<p>An uplift of 5% of Aboriginal students are in the top 3 bands in reading and numeracy from 2019 data.</p>	<p>34.78% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating an uplift of 6.21%. This is above our expected uplift of 4%.</p> <p>There has been a down turn of 6.36% of Aboriginal students in the top 3 bands in Numeracy. There are now 13.64% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy.</p>
<p>An uplift of 6% of students are achieving growth in reading and numeracy from 2019 data.</p>	<p>The percentage of students achieving expected growth in reading decreased to 45.45 % indicating at down turn of 9.1%.</p> <p>The proportion of Year 3 and 5 students achieving expected growth in NAPLAN numeracy has decreased 2.77%.</p>



Strategic Direction 2: Responsive Student Wellbeing

Purpose

To ensure that all Alma students are able to connect, succeed, thrive and learn, through the development of a whole school holistic approach to student centred wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Responsive Student Wellbeing
- Personalised Learning and Support

Resources allocated to this strategic direction

Socio-economic background: \$166,407.13

Aboriginal background: \$223,423.00

Low level adjustment for disability: \$225,385.82

Summary of progress

There has been a strong school focus on the Wellbeing structures at Alma PS to support students learning and support needs. All students had a learning and support profile created on Sentral which documented their individualised support needs. The implementation of the newly formatted Behaviour Management Plans and Student Success Action Plans have increased supports for students. The revision and review of the Learning Support Referral process has been implemented and streamlined to support teachers and executives through the referral process ensuring that discussions and collaborations in LST meetings directly support students and class-based needs on an ongoing basis through consistent monitoring. Whilst all professional development as outlined could not be completed due to Covid 19 restrictions what was completed was meaningful and productive resulting in teachers and support staff having a greater knowledge of students wellbeing supports.

Teachers have completed PL on the 'Zones of Regulation' and have begun the process of implementing it in classrooms. In order to obtain a stronger positive impact on student wellbeing as we move forward into 2022, we will need to utilise 'Zones of Regulation' more authentically in the classroom and deepen staff knowledge of student self-regulation through PL. It had been planned to provide staff with further training in Positive Behaviour for Learning classroom systems and behaviour management strategies to decrease major behavioural incidents, however, Covid 19 has impacted our ability to deliver this professional learning consistently across the school. Lunchtime programs to support students needing regulation support at breaks were unable to commence this year due to home learning and will need to be implemented in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
83.4% of students with positive wellbeing as identified in the Tell Them from Me Survey	Tell Them From Me data indicates 82.93% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is an uplift of 1.53% and indicates that a further increase of only 0.47% was required to meet this progress measure.
62.5% of students attending school 90% of the time or more.	The number of students attending greater than 90% of the time or more is 61.37% indicating an uplift of 2.67%.
5% reduction in major incidents reported within Sentral.	Data from Sentral indicates that a 39% reduction in major incidents has occurred this year. This exceeds the school-based prog

Strategic Direction 3: Integrated Learning

Purpose

To maximise student learning outcomes and engagement in a whole school integrated curriculum approach, which fosters an authentic understanding for students and staff through quality teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Integrated Learning
- Authentic Assessment

Resources allocated to this strategic direction

Socio-economic background: \$10,000.00

Aboriginal background: \$3,718.95

Professional learning: \$3,097.00

Beginning teacher support: \$29,690.00

Summary of progress

Throughout 2021 there was weekly dedicated time for collaboration between team leaders and their stage teams to develop integrated units of work. All stages within the school were able to develop integrated units of work focused on a central theme. Team leaders presented professional learning to their stage teams focused on linking learning outcomes across all Key Learning Areas to the integrated units of work. Team leaders worked closely alongside their teams and monitored the development of each integrated unit of work.

A notable implication for integrated learning and the development of integrated units was the home learning period due to COVID-19. Moving forward into 2022, further professional development will be required to support teachers in developing high quality integrated units of work. To ensure that outcomes are being effectively covered across all Key Learning Areas a whole school approach to outcome tracking will be necessary. The formal delivery of program evaluation and feedback will need to be reviewed for team leaders to implement in their stage teams. To gather information from students about their learning, a 'feedback toolkit' needs to further be developed.

Within integrated units of work there has been evidence of Aboriginal perspectives that have been included. It is evident that there is a variety of knowledge and understanding among staff regarding cultural awareness.

Moving in to 2022, it will be necessary to deliver Cultural Awareness Training for all staff to help strengthen knowledge and understanding. It will also be necessary to complete an audit of the resources that are available to support the inclusion of Aboriginal perspectives across the curriculum. Both of these activities were impacted by the home learning period due to COVID-19.

Generally, teacher understanding of authentic assessment in Literacy and numeracy has increased, with some flow on effect into integrated unit. Whole staff professional development around creating authentic assessments and marking rubrics for integrated units will help to develop consistency across all grades and build staff capacity.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school has achieved sustaining and growing in Professional learning is driven by identified student needs.	Self-assessment against the HIPL School Self-Assessment tool shows the school currently performing at delivering in the element of professional learning is driven by identified student needs.
The school has achieved sustaining and growing in SEF S-aS in themes of High expectations, curriculum provision and teaching programs.	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the elements of high expectations, curriculum provisions and teaching programs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$101,741.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Alma Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading in Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of [strategy] • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>All funded students were supported by an SLSO timetable. SLSOs supported the SMART goals for all students with IFS this included support across all learning areas including in the classroom, playground and opportunities for extended learning programs such as kitchen and garden. Support plans were put in place for all students. Time was allocated to ensure that parents/carers and inter-agency staff were able to connect and collaborate to ensure that the individualised goals that were created were created encompassed family and school based needs as well as student voice and holistic support. This program was impacted by Covid 19 restrictions and the model had to reflect current safety measures including the use of Teams meetings and phone consultation when face to face meetings were not able to occur.</p> <p>Professional Learning for Interventionists and SLSOs who worked in collaboration with the class teacher to develop a co-teaching model where explicit structures and supports were provided to identified students to scaffold their learning</p> <p>Identified students working with the LaST to initiate structured well being interventions to build Co-Regulation and Self-Regulation strategies which were then able to be implemented in both the classroom and the playground. These strategies encompassed the Zones of Regulation Framework which was further adopted as a school wide process</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ongoing reflection of review and reappraisal meeting minutes and continued employment of an SLSO. Continued professional development opportunities fro SLSOs to build the skill base to support individualised student needs</p> <p>Building of an assessment model to create a baseline data which will then enable to track student data from the well being framework looking specifically at the areas of Social and Emotional Well Being.</p> <p>SLSO's , LaST, Classroom teachers and Interventionists will continue to work closely with team leaders to ensure that human and physical resources are allocated efficiently to support recognised and documented areas of need for students.</p>
<p>Socio-economic background</p> <p>\$530,416.32</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Alma Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing Numeracy • Leading in Literacy • Personalised Learning and Support • Responsive Student Wellbeing • Integrated Learning

<p>Socio-economic background</p> <p>\$530,416.32</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in: A co-teaching model being implemented K-6 to support students and teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: The co-teaching model will continue in 2022.</p>
<p>Aboriginal background</p> <p>\$227,141.95</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Alma Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning and Support • Integrated Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: Preschool has been supported by an extra SLSO for 2021. Aboriginal perspectives were included in all integrated unit and AEOs have supported families with the PLP process. Due to Covid 19 Restrictions face to face meetings were disrupted due to Health Guidelines. These meetings were supported via Teams and phone calls where applicable. Students personal Profiles were created for all students. Staff involved in the process included Parents/Carers, Classroom Teachers, Interventionists, LaST and AEO. All profiles for Aboriginal and Torres Strait Islander students included specific interventions and supports including external agency supports. Personalised Learning Plans were created and reassess on a regular basis as working documents for all Aboriginal and Torres Strait Islander students. These plans encompassed SMART goals being created for students with a focus on Literacy, Numeracy and Well Being/Family-Community Goals where applicable. AEO conducted Community Visits to families of students at Alma PS to increase engagement and support well being processes building a stronger foundation of support and engagement with an open channel of communication to and from school</p> <p>After evaluation, the next steps to support our students with this funding will be: An SLSO will continue to support preschool students and the AEO will continue to try build engagement with families.</p>
<p>English language proficiency</p> <p>\$6,013.46</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Alma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$6,013.46</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchase of decodable books to support ESL instruction. <p>The allocation of this funding has resulted in: Decodable readers are now implemented in classrooms to support ESL students.</p> <p>After evaluation, the next steps to support our students with this funding will be: There will no longer be ESL students needing support for 2022.</p>
<p>Low level adjustment for disability</p> <p>\$225,385.82</p>	<p>Low level adjustment for disability equity loading provides support for students at Alma Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning and Support • Responsive Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: The Learning and Support team has been led by an Assistant Principal Learning and Support who has been additionally funded on higher duties in 2021. This team has worked collaboratively to build structures and supports for students and staff. A new semester based student report format has been created which highlights students growth towards their personalised learning goals as well as curriculum based indicators that have a focus on students achievements. This report further documents students growth in the domains Self-Regulation, Self Management, Integration and Classroom Engagement. A new positive Behaviour Management Plan structure has been created which has been implemented for all students requiring additional supports in the domain of Behaviour and Self Regulation. The Behaviour Management plan structure provides a template as a working document that specifically embeds observable student behaviours with targeted Co-Regulatory supports in a See This- Do This format. This document aligns with the colours from the Zones of Regulation School Based supports building student and teacher capacity to recognise the Zone where the student requires supports and how to provide positive structures and supports for the student ensuring that all staff are able to consistently support recognised behaviours to reduce impact of negative behaviours. A new Student Success Support Plan has been created to align with the Zones of Regulation Colours. This document identifies behaviours associated with Internalising Anxiety and reduced student Engagement. This format and structure provides a template as a working document that specifically embeds observable student behaviours with targeted Co-Regulatory supports in a See This- Do This format. The Learning and Support Team Referral format has been revised to ensure that teachers and team leaders have a specific set of criteria and supports in place before referral to the LST ensuring that class based supports and structures are embedded prior to specialised supports being built upon. This document includes a restructured School Counselor referral to ensure all relevant information has been included prior to referral as well as permissions for the sharing of relevant information to and from external agency and health supports.</p>

<p>Low level adjustment for disability</p> <p>\$225,385.82</p>	<p>After evaluation, the next steps to support our students with this funding will be: Embedding and Revising the new documents to ensure that they are working cohesively to support students, teacher and all staff that support student learning and well being practices. The Learning and Support Team will build up on the new meeting format moving students from active - monitor and close as appropriate. All students further have a learning and support profile documented on Sentral where all interventions and supports are documented building a cohesive template that outline specifics supports for all studets at Alma Public School.</p>
<p>Location</p> <p>\$42,721.15</p>	<p>The location funding allocation is provided to Alma Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Kitchen and garden program <p>The allocation of this funding has resulted in: The students have been engaged in a kitchen and garden program to support their understnading of the local area and the produce that we can grow. This also support students wil their lead levels by eating a variety of fresh food.</p> <p>After evaluation, the next steps to support our students with this funding will be: The kitchen and garden program will continue in 2022.</p>
<p>Professional learning</p> <p>\$41,669.14</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Alma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading in Literacy • Knowing Numeracy • Integrated Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • An executive in higher duties. <p>The allocation of this funding has resulted in: A extra teacher to be employed to provide a co-teaching approach.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ a teacher against an executive to provide co-teaching model for modelled lessons.</p>
<p>Beginning teacher support</p> <p>\$29,690.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Alma Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Authentic Assessment <p>Overview of activities partially or fully funded with this initiative</p>

<p>Beginning teacher support</p> <p>\$29,690.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • APCI /Executive to support all stages with formative assessment. <p>The allocation of this funding has resulted in: Beginning teachers receiving extra RFF through mentoring.</p> <p>After evaluation, the next steps to support our students with this funding will be: This will continue for eligible teachers in 2022.</p>
<p>School support allocation (principal support)</p> <p>\$17,872.02</p>	<p>School support allocation funding is provided to support the principal at Alma Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • WHS officer employed to monitor all aspects <p>The allocation of this funding has resulted in: WHS Audit was successful and all requirements were met.</p> <p>After evaluation, the next steps to support our students with this funding will be: This will continue in 2022 to monitor all processes we have in place.</p>
<p>Literacy and numeracy</p> <p>\$8,986.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Alma Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading in Literacy • Knowing Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Decodable Text being accessible for all students K-6 through purchasing of catch up readers.</p> <p>After evaluation, the next steps to support our students with this funding will be: These resources will continue to support the implementaton of the new K-6 curriculum.</p>
<p>Early Action for Success (EAfS)</p> <p>\$308,723.35</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Alma Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs

<p>Early Action for Success (EAfS)</p> <p>\$308,723.35</p>	<ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: A Lead specialist being based at our school and an IL continued to be employed full time.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will cease in 2022 and be replaced with an allocation of 1.4 APCI.</p>
<p>QTSS release</p> <p>\$54,152.99</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Alma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: All stages having a targeted interventionist for 2021 to analyse data and tailor targeted support.</p> <p>After evaluation, the next steps to support our students with this funding will be: These positions will continue in 2022 using this allocation.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Alma Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: Our IL allocation being topped up by 0.2 to work across stage 2 and kindergarten.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will cease in 2021.</p>
<p>COVID ILSP</p> <p>\$243,866.19</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students</p>

COVID ILSP

\$243,866.19

enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
- releasing staff to participate in professional learning
- development of resources and planning of small group tuition

The allocation of this funding has resulted in:

Team teaching has been able to be implemented which has built staff capacity and best practice school wide. Collaboration has allowed staff to effectively analyse authentic data to identify trends school wide and also individual student needs.

COVID lockdown resulted in Home Learning for 7 weeks (5 weeks in Term 3 and 2/3 in Term 4) which impacted student growth due to disrupted classes and missed explicit teaching. Interventions also needed to be adjusted upon return due to restrictions regarding cohort mixing and social distancing.

Across the whole school, 56% of students made 6 months or more growth in spelling age and 64% of students made 6 months of more growth in reading age.

Based on the COVID ILSP student groupings, over half made more than 6 months growth in both reading and spelling.

Assessments, including student work samples, have been grouped on student growth spreadsheets per class to inform future teaching and show growth across the school year.

After evaluation, the next steps to support our students with this funding will be:

Essential Maths has been completed to gather baseline data and identify gaps and trends to focus on in 2022. Writing will also continue to be a focus with the aim of reading and spelling growth transferring into student writing skills. Team teaching and small group interventions will continue in 2022 with targeted students and a whole school approach towards Strategic Direction 1 (Leading Literacy & Knowing Numeracy).

Interventionists will continue to work closely with team leaders in collaboration with staff to achieve positive student growth across the school.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	134	144	147	142
Girls	132	121	119	129

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.5	91.1	93.5	89.9
1	87.8	89.6	93.6	89
2	91.7	87.1	92.3	88.9
3	90.1	90.9	89.5	90.6
4	85.6	89.1	92.8	86
5	89.3	86.9	92.9	88.9
6	89.2	88.3	89.6	89.2
All Years	89.1	89	92.1	89
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	13.3
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	722,898
Revenue	5,403,447
Appropriation	5,356,232
Sale of Goods and Services	15,672
Grants and contributions	20,466
Investment income	278
Other revenue	10,800
Expenses	-5,275,590
Employee related	-4,813,442
Operating expenses	-462,148
Surplus / deficit for the year	127,858
Closing Balance	850,756

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.

	2021 SBAR Adjustments (\$)
Targeted Total	101,741
Equity Total	988,958
Equity - Aboriginal	227,142
Equity - Socio-economic	530,416
Equity - Language	6,013
Equity - Disability	225,386
Base Total	2,620,804
Base - Per Capita	70,124
Base - Location	42,721
Base - Other	2,507,958
Other Total	1,199,604
Grand Total	4,911,107

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Teachers, parents and students in Yrs. 4-6 participated in the Tell Them from Me surveys throughout 2021. The surveys provided us with valuable feedback on what our teachers, parents and students think about school life and how engaged they are with school. All survey participants were asked to identify positive things and areas of improvements for Alma Public School.

Teachers

In the survey, Teachers identified positive things at Alma Public school to be collaboration for stages on programming and delivery of content, moving towards a whole-school approach for all elements of teaching. They also mentioned that integrated learning is having a positive impact as teachers and students are engaged and excited about the learning opportunities

Teachers identified areas of improvement were further development and professional learning towards a whole school literacy approach e.g. information on higher grades using decodable texts, continued tool kits for teaching of subjects. There was also mention of continued work on improving/updating older areas of the school and monitoring of integrated units and development of programs that can be taught for each stage.

Parents

When surveyed some parents identified positive things at Alma Public school as teacher engagement with each other is positive, friendly staff towards parents and the school has a lot of fun with the students. The identified areas of improvement for parents were the school working with parents to give them greater understanding of key learning areas and parents and the school are working together for higher expectations of behaviour. There were also recommendations of zoom sessions with the teachers or videos demonstrating learning throughout lockdown for greater understanding. of learning experiences.

Students

In the Tell Them from me survey, students identified that they like the teachers, playing with their friends and the different activities and areas in the school including art, kitchen and garden.

They also indicated that they would like a new playground, more shady seats and areas to play and updated equipment like computers for all students. Students also said they would like to see less bullying at the school.



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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

