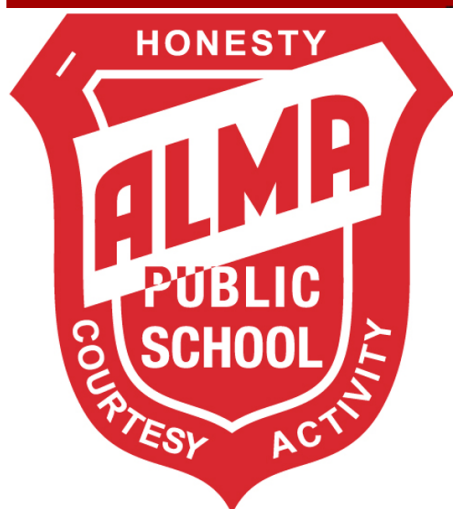


2022 Annual Report

Alma Public School



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Introduction

The Annual Report for 2022 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

Although, every day I feel extremely grateful to be the Principal of this wonderful school, when I returned 2 years ago I was in for a few surprises and even some shocks.

First surprise was that Alma and the Alma community hadn't changed at all. Still the best school and community in Broken Hill!

Better still was meeting a second generations of families - it was like I had never left. A big shock was having to do playground duty again after 15 years!!

As we reflect back on 2021, and, indeed, 2022, it would be easy to spend our time concentrating on the lockdowns challenges, home learning and restrictions that we all endured with the COVID pandemic.

Instead I'd like to take this opportunity to pay my deepest thanks, firstly to the amazing staff of Alma Public School especially during those challenging times.

I was in awe of the teamwork, passion and drive to support our students through what was a new and different way of working for all of us. I observed the hours of work the teachers and staff put in planning home learning packs, the deep level of care and commitment to supporting all the students, whether face to face or remotely.

To our incredible community, without you - the parents, carers and families, we would not have been able to support our students learning from home with the same success, if you had not shown your trust in Alma and dedication, as you all did. It was probably tougher on you but we somehow got through it with that southy resilience and persistence.

But the pandemic times had its positives too as it also gave us a chance to give- as our school song says- DEAR OLD ALMA a facelift! And we couldn't be more excited and proud of the changes we have made.

We had time to clean out basements, reorganise resource rooms - reading and maths, Refurbish the staffroom and establish a Learning centre for staff, Paint - Bugdlie Preschool, Cochrane Hall, admin area, Kinder Hall, Update inside our preschool, Update our front gardens - after a new footpath went in - thanks to the council, New playground markings for the kids. New sports room and equipment, New garden edging, New seating, New wall coverings, New signs - School plan, Bugdlie signage, electronic board sign, New art studio, Update of the library - blinds, tables and chairs, display boards, and a new bell system

We have also been fortunate enough Thanks to the Department of Education to have a new cooling system throughout the school and new interactive boards in every learning space thanks to the Rural Access Gap project.

Finally after near 3 years waiting - the new playground equipment and artificial grass around the multi purpose court has been completed and is as the kids say - awesome!

Next year thanks to the P&C we hopefully will have shade sails over the equipment.

We may have missed some things over the last few years but we still managed to pull off some wonderful events and celebrations this year including our swimming carnival, athletics carnival, cross country, NAIDOC Week celebrations, Easter Hat parade, kinder orientation programs, book week, book fairs, our book parade and Year 6 graduation and finally excursions. We didn't let restrictions stop us too much this year.

I would sincerely like to thank the school executive team, teaching staff, administration and support staff for their professionalism and dedication to their roles in this school. It is this dedication that provides for the opportunities and successes of our students. If ever a profession deserves respect it is the teaching profession and those who work in our school. They are and always will be the heart, the soul, the backbone and the guts of this school.

I look forward to the excitement of 2023 and all the benefits that it can bring to Alma School.

Trish Webb - Principal

Message from the school community

It's been a good year with P&C this year. Mostly because the P&C was reformed with a new committee. We have been able to do so much, like handing over the canteen to the school and hold events. We have had such a great turn out of events like Easter, Mother's Day, Father's Day breakfast and the Halloween disco. The P&C has also been involved with the carnival, by selling hotdogs and snacks, we have had cup cake stalls, raffles and many more. But none of this could have happened without the support from the P&C committee, volunteers and of course the families and teachers of Alma public school. Thank you to all involved that helped during events, by baking, selling tickets or just helping on the days. A massive thank you is needed for Trish Webb, for the support she has given the P&C and Alma school, nothing was ever too big or too hard. If you would like to join the P&C for 2023 please look out for our meetings in the newsletter.

Meetings are very easy to attend as they are held in person or via zoom. Let's make 2023 even bigger and better.

Thank you

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.

39% of our 285 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 a full time Assistant principal Curriculum and Instruction (APC&I) and a .400 APC&I. These positions are allocated to provide support to improve literacy and numeracy outcomes for all students P-6. They work together with the other executives to build the capacity of staff in best practice.

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. K-2 classes participate in 2 kitchen and garden experiences a term.

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 33 teachers and 22 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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

Professional learning: \$33,351.73

Socio-economic background: \$259,896.16

Per capita: \$45,968.00

AP Curriculum & Instruction: \$210,799.40

QTSS release: \$48,707.82

English language proficiency: \$2,400.00

COVID ILSP: \$237,768.00

Summary of progress

As a school, sets of decodables were purchased and accessioned into the reading resources room for all staff to have access to. Professional learning (PL) sessions were completed in Term 1 at a whole school and stage level to upskill staff on best practices for reading using these resources in the classroom. Literacy and numeracy teaching sprints based on progressions were identified by stages however their implementation was less effective across all stages due to staff absences and experience.

Teacher delivery of short, sharp and explicit lessons within literacy programs across the school have been supported by Assistant Principal Curriculum and Instruction (APCI's), team leaders and interventionists. Phonological awareness and oral language have been a major focus across the whole school and have been supported by the APCI. School Learning Support Officers (SLSO's) in some stages, have been involved in literacy through reading PL with interventionists to encourage engagement with students in classes.

At the beginning of Term 3, all staff, including SLSOs, were involved in a Region-wide Di Siemon workshop on the Big Ideas and as a result, a trial of the 'Trusting the count' assessment was completed on a targeted group of students across each stage to continue to inform future teaching. Weekly collaboration sessions amongst stage teams has resulted in a more consistent approach to programming across the whole school. APCI was able to attend and run sessions in stages when required to ensure consistency. In Semester 2, sessions were delivered by the APCIs for the implementation of the K-2 English and Mathematics Syllabus and how the units of work could be used within our school context. Teaching staff engaged in these sessions and were able to create a bank of ideas and resources to be used in further planning next year.

The school collaborated as staff to cover classes and make sure students had a consistent approach to literacy and numeracy. Whole school approaches were also developed in some aspects such as decodables and handwriting. Although staff buy in was there, we faced difficulties in outputs due to lack of modelling by executive. Most classes are using components in the new syllabus such as phonological awareness and oral language.

There was ongoing cancellation of programs i.e. interventions due to absenteeism for staff and students. The APCI needed to be across all classes more often to demonstrate explicit teaching strategies in classrooms to continue working towards whole school implementation of more consistent literacy & numeracy practices.

Although the school did not make growth against the targets, evidence of growth in reading and spelling ages in most% students was identified.

Overall, collaboration was generally unaffected by absences and was valued higher as a staff across the board which is evidenced in teaching programs. There were recommendations about more structure and PL being involved. There has been increased engagement in reading using decodable books across K-2 for all students.

Moving forward into 2023, the APCI will be shared across the whole school to create a more consistent approach to explicit strategies and implementation of the new syllabus K-6. Collaboration will be more structured with a planning/programming/PL approach rather than nuts & bolts matters. Numeracy will become a whole school focus with number talks across the school, consistency of structured lessons across numeracy with number focus as the first goal. As a Strategic Direction team, we will continue to create tool kits for spelling, decodables, mental computation as a focus.

The school will continue to improve communication across the stages through weekly executive meetings and PL. Targeted interventions will continue for identified students with SLSOs being used more effectively within classrooms due to their upskilling by the APCI.

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: <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. 	There was a decrease in the 2022 NAPLAN data by 6.18% of students in the top two skill bands indicating the school did not achieve the system negotiated target of an 8% uplift.
Achievement of 2022 system negotiated targets: <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 numeracy. 	There was a decrease of 3.31% of students in the top two bands for numeracy in the 2022 NAPLAN data indicated that the school did not meet the target of an 8% lift.
Achievement of 2022 system negotiated targets: <ul style="list-style-type: none"> An uplift of 9% of Aboriginal students in the top 3 bands. 	2022 NAPLAN data indicates 11.54% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school declined towards the system negotiated target.
Achievement of 2022 system negotiated targets: <ul style="list-style-type: none"> An uplift of 9% of Aboriginal students in the top 3 bands. 	There was a decline of 9.44% in top two bands indicating a decrease towards reaching the system negotiated target.
An uplift of 9% of students are achieving growth in reading and numeracy from 2021 data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An uplift of 9% of students are achieving growth in reading and numeracy from 2021 data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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

Aboriginal background: \$74,803.00
Low level adjustment for disability: \$221,067.31
Socio-economic background: \$322,383.44
Professional learning: \$10,089.99
Location: \$35,000.00
Per capita: \$15,000.00
Integration funding support: \$94,742.00
QTSS release: \$12,085.39

Summary of progress

What did we do? - Evidence of Activity

Throughout 2022, the Learning Support Teacher collected attendance data, sent text message reminders and made phone calls to all families who had 3 or more days away from school. This resulted in regular discussion and meetings at the school learning support meetings around attendance. From these meetings, the Learning Support Teacher liaised with, organised meetings and home visits with the Home School Liaison Officer. Base line data showed that there had been a decline in attendance, resulting in a whole school collection of data to record and promote classes having 100% attendance at the beginning of Term 3, 2022.

Due to the consistency of one staff member doing the attendance calls and reporting attendance matters back to staff, there has been increased amount of data recorded against student profiles and communicated to staff. In order to promote and encourage increased attendance across the school and community, 100% attendance is reported in the newsletter, students receive acknowledgement at assemblies and students receive 100 % attendance prize from the principal. Tell Them From Me Survey (TTFM) student data indicated that at the end of 2021, 52% of students felt interested and motivated in their learning at school. By the end of Term 2, 2022 there was an increase to 64% of students feeling this way.

In 2022, current wellbeing processes were again reviewed by the Learning Support Team (LAsT). The Learning and Support Teacher updated staff on how to use the learning support systems to ensure the continuation of the monitoring, analysis and evaluation of student attendance, learning and engagement through the development of Personalised Learning PLans (PLP's), Personalised Learning Support Plans (PLSP's) and Behaviour Mangement Plans (BMP's). The learning support team created a spreadsheet to identify the students who require support. This was imparted to staff to ensure that all students requiring support were consistently being monitored by staff. Throughout this process a spreadsheet was set up to identify the external services that are working within the school to support students. This was to provide the service with one one point of contact. At the beginning of Term 2, executives delivered professional learning to staff on SMART Goals to ensure that all staff were using SMART Goals in their PLPs and PLSPs. This resulted in staff reviewing their PLPs and PLSPs to ensure that they have goals that were measurable and could be used to track student learning and engagement.

After the completion of the SMART goal training staff were able to reflect on their current practices and review, update the SMART goals that were being used. This gave teachers the skills to set measurable goals the were timely and relevant to the students individual learning needs. Although this PI occurred it can be seen that plans were created at the beginning of the year but where not updated throughout the year as intended.

At the beginning of Term 1, executive attended training to support the Zones of Regulation being used throughout the school and to link with the PBL collection of data on the wellbeing of students. This PL was not able to be used in connection with the current practices at the school. Staff continued to use SENTRAL as the mode of collecting data of

students wellbeing. In 2022, the excursion policy was updated with the mandatory updates to fit inline with the NSW Department of Education's policy. This was delivered to staff and is now the current practice that staff use when setting up and following the guidelines for excursions.

Although we did not make growth against the targets, we are able to evidence of growth in wellbeing in most students. The attendance data was greatly impact due to in 2021 absences being as flexible. High levels of absence due to COVID illness with a high level of absence in the first Semester of 2022.

Moving forward into 2023, a consistent whole school approach to review and implement explicit strategies for PBL to meet the needs to the point end students for well-being and training new staff due to a large change over of staff. Creating a new PLP format will become a whole school focus with the new template to be completed early in 2023 so that all staff are using this at the beginning of the year. Attendance will continue to be an area of focus as there was a significant drop in attendance for students at 90%.

We will continue to improve communication across the stages through weekly executive meetings and PL to set up a streamlined approach about communication with external providers.

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
87.7% of students with positive wellbeing as identified in the Tell Them from Me Survey	Tell Them From Me data indicates 83% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is an uplift of 0.07% and indicates that a further increase of only 4.00% was required to meet this progress measure.
62.3% of students attending school 90% of the time or more.	There was a decrease of 30.39% of students attending school 90% of the time or more
10% reduction in major incidents reported within Sentral.	There was a 6% reduction in the major incidents reported within Sentral. An uplift of 4% is required to meet this progress measure.

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

Professional learning: \$7,097.00

Location: \$9,968.90

Aboriginal background: \$166,471.33

: \$8,000.00

Socio-economic background: \$40,000.00

Per capita: \$12,642.66

Summary of progress

Throughout 2022 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 reinforced prior knowledge of linking learning outcomes across all Key Learning Areas to the integrated units of work throughout collaborative planning meetings. Team leaders worked closely alongside their teams and monitored the development of each integrated unit of work.

Due to high staff absences, covered internally by our school throughout 2022, a notable implication for integrated learning was the need to develop a consistent framework for documenting integrated units of work. This will provide all staff with the requirements needed to plan, construct and interpret an integrated unit of work. Moving forward into 2023, further development will be required to support teachers in simultaneous planning for authentic assessment of all integrated Key Learning Areas while developing 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. Generally, teacher understanding of authentic assessment in literacy and numeracy has increased, with some flow on effect into integrated units. Whole staff professional development around creating authentic evidence-based assessments and marking rubrics for integrated units will help to develop consistent quality teaching practices across all grades through building staff capacity.

To overcome barriers in the future and enhance our collaborative practice, it has been suggested to partner with another school that is further in its journey of collaboratively programming integrated units of work. Partnering can occur online or face to face.

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 School leadership teams enable professional learning and collaborative and applied professional learning strengthens teaching practice:	Self-assessment against the High Impact Professional Learning (HIPL) School Self-Assessment tool shows the school currently performing at delivering in the element of professional learning and collaborative practice. This is driven by strengthening teacher quality to improve student progress and achievement.
The school has achieved sustaining and growing in 2022 SEF S-aS in the themes student engagement, whole	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Student Engagement. This framework also shows the school as working towards

school monitoring, student engagement and lessons planning predominantly in the domains of effective classroom feedback and assessment.

delivering in the elements of Effective Lesson Planning, Classroom Feedback and Assessment.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$94,742.00</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"> • Responsive Student Wellbeing <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 • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • 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 the following impact: The PBL Matrix has been updated and SLSOs were used for targeted support.</p> <p>After evaluation, the next steps to support our students will be: Positive living skills will continue to be linked in 2023 and SLSOs will continue in the playground and classrooms.</p>
<p>Socio-economic background</p> <p>\$622,279.60</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"> • Leading in Literacy • Knowing Numeracy • Personalised Learning and Support • Responsive Student Wellbeing • Integrated Learning • Authentic Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • employment of additional staff to support co-teaching program implementation. <p>The allocation of this funding has resulted in the following impact: Teachers have been provided with a co-teaching model throughout the year. PL has been delivered to build capacity of teachers in the area of numeracy and the new curriculum. Students also received support to be involved in a variety of opportunities with reduced bus costs.</p> <p>After evaluation, the next steps to support our students will be: The use of co-teaching and intervention happening across the whole school. Staff will be offered further PL to support the new curriculum with a focus on numeracy. Students supported to access opportunities.</p>
<p>Aboriginal background</p> <p>\$241,274.33</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</p>

<p>Aboriginal background</p> <p>\$241,274.33</p>	<p>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 • Responsive Student Wellbeing • Integrated Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SLSO employed to support Aboriginal students. • Cultural awareness training was held for all staff. • Aboriginal pedagogies are starting to be embedded in units of work. <p>The allocation of this funding has resulted in the following impact: The funding has allowed teachers to gain a better understanding to support teaching Aboriginal students from the local cultural awareness training held in Term 2. The JAECG has been a voice within our school community and have encouraged students to develop a sense of belonging in our school.</p> <p>After evaluation, the next steps to support our students will be: It is recommended, in 2023, Aboriginal Perspectives are included in the proforma for integrated units of work and program feedback. Team Leaders will ensure that Aboriginal Perspectives are considered in the planning phase of unit development. Staff will also consult with AECG, AEO's families and staff on the new PLP's with PL to follow. Extra SLSO support will also be continued in 2023.</p>
<p>English language proficiency</p> <p>\$2,400.00</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 including:</p> <ul style="list-style-type: none"> • Leading in Literacy <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Decodables purchased to support ESL students and supported by interventionist.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to access these resources.</p>
<p>Low level adjustment for disability</p> <p>\$221,067.31</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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher

<p>Low level adjustment for disability</p> <p>\$221,067.31</p>	<p>The allocation of this funding has resulted in the following impact: Students being support using the PBL matrix and an extra AP focusing on student support was employed for the first term. Extra SLSOs were also employed to support student support plans. A review of documentation was also taken.</p> <p>After evaluation, the next steps to support our students will be: We will continue to implement the PBL matrix supported by Positive Living Skills and employ extra SLSOS.</p>
<p>Location</p> <p>\$44,968.90</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"> • Responsive Student Wellbeing • Integrated Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: The bus component of student excursions was covered by the school. Teachers taught the integrated curriculum to link to these excursions.</p> <p>After evaluation, the next steps to support our students will be: We will continue to subsidise the bus component of student excursions.</p>
<p>Professional learning</p> <p>\$50,538.72</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 • Personalised Learning and Support • Responsive Student Wellbeing • Integrated Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Due to COVID 19 teaching models and data analysis was interrupted due to staff shortages. Our team leaders and interventionist were on class a lot of the time. The APCIs ran PL on the new curriculum with teachers gaining a basic understanding of the new components.</p> <p>After evaluation, the next steps to support our students will be: All teachers will use the components of the new syllabus in 2023 and APCI to model across P-6 and a consistency of practice will be a focus . All stages will be supported by the APCI and data informed practices will continue using collaboration time to implement teaching sprints.</p>
<p>QTSS release</p> <p>\$60,793.21</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>QTSS release</p> <p>\$60,793.21</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 • Responsive Student Wellbeing <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 • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: All K-2 classes are now using decodable texts and the whole school are implementing different components of the new syllabus.</p> <p>After evaluation, the next steps to support our students will be: K-2 syllabus will be implemented and 3-6 will also start embracing language used in the new syllabus. PSL will be revisited to link with our PBL focus.</p>
<p>COVID ILSP</p> <p>\$237,768.00</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 2022.</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 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Targetted students being supported and tracked in classrooms by an interventionist.</p> <p>After evaluation, the next steps to support our students will be: Students will be identified as needing support and appropriate strategies will be put in place.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	144	147	142	135
Girls	121	119	129	122

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	93.5	89.9	85.8
1	89.6	93.6	89.0	86.0
2	87.1	92.3	88.9	86.7
3	90.9	89.5	90.6	87.4
4	89.1	92.8	86.0	85.4
5	86.9	92.9	88.9	83.8
6	88.3	89.6	89.2	86.4
All Years	89.0	92.1	89.0	85.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Our attendance has decreased overall this year due to COVID 19.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.4
Classroom Teacher(s)	13.34
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	7.48

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	698,655
Revenue	5,408,496
Appropriation	5,304,327
Sale of Goods and Services	44,566
Grants and contributions	52,663
Investment income	3,140
Other revenue	3,800
Expenses	-5,291,950
Employee related	-4,739,588
Operating expenses	-552,361
Surplus / deficit for the year	116,546
Closing Balance	815,201

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.

	2022 SBAR Adjustments (\$)
Targeted Total	94,742
Equity Total	1,087,021
Equity - Aboriginal	241,274
Equity - Socio-economic	622,280
Equity - Language	2,400
Equity - Disability	221,067
Base Total	2,687,619
Base - Per Capita	73,611
Base - Location	44,969
Base - Other	2,569,040
Other Total	1,145,462
Grand Total	5,014,845

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 2022. 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 being the further development in their capacity to teach integrated units in all KLA's . They also mentioned that collaboratively developing programs together and sharing ideas and past experiences assisted staff in feeling more confident than previous years. It was also identified by staff the positive impact of the co-teaching model on student engagement and attainment of student outcomes.

Teachers identified areas of improvement were further development and professional learning in developing assessments for the integrated units. Staff also identified that practices and processes of the co-teaching model did not always work due to interruptions with staff absences and changes in routine due to COVID-19.

Parents

Surveyed parents identified the positive things at Alma Public School as teacher engagement with students is positive and friendly, staff are friendly and inviting towards parents and the school has a lot of fun activities to support and acknowledge student achievement. The identified areas of improvement for parents were more updates and communication around the students curriculum and more opportunities for feedback and conversations around student progress throughout the year.

Students

In the Tell Them from me survey, students identified that the students had a good understanding of Alma Public School's three core values Respect, Responsibilities and Resilience. The students also identified that they liked the new playground in the school, having spaces that they can play in such as the multipurpose court and basketball court, playing with their friends and the different activities like kitchen and garden.

They also indicated that they would like updated equipment such as computers for all students. Students also said they would like to see more shaded areas around the school and for the toilets to be updated.

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.