2010 Annual School Report
Alma Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Alma Public School students learn in a safe, caring environment with clear high expectations and achievable challenges.

Children are supported in taking risks in their learning and teachers foster a culture of celebrating effort and success.

We aim to support the development and education of the whole individual ensuring the physical, academic and emotional growth. In 2010 the rollout of the National Partnerships program has provided the school with an amazing opportunity to implement longer term support and intervention programs to address the identified needs of individual students. Students have been supported in a range of settings from whole class, small groups and one on one.

Staff
In 2010 there were a number of positions created under National Partnerships, including an Assistant Principal Mentor, all of which had a very positive influence on staff dynamics and school initiatives.

The school finished the year with no less than seven temporary engagements on staff. While this meant that many of the temporary teachers were early career teachers their added spark and enthusiasm and larger school experiences were certainly instrumental in revitalizing the whole teaching staff.

The school continues to enjoy a good balance of youth and experience and the more experienced teachers have played important roles as mentors while the younger staff members have certainly provided lots of energy and enthusiasm. This balance has been important in enabling the school to implement new strategies and initiatives for improving student outcomes.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
In 2010 Alma PS has continued to implement programs and initiatives to provide much needed support for students with particular needs.

Funding for such programs and initiatives has been significantly boosted this year by the National Partnerships programs both Numeracy and Literacy and Low SES. Programs for 2010 have included;

Resident Author
The resident author program has now been into its second year of implementation. The success of the initial year of implementation provided the motive to continue in 2010. The school has had two students published in the Murray Darling Basin Project publication “Special Forever”.

Since the resident author program, the number of students participating in the project has increased dramatically.

The program has been great in improving participation levels and the quality of students’ writing as well as providing quality professional learning for the teachers involved.

Equity Programs
Over quite a long period of time, Alma has been fortunate enough to be supported under equity programs such as Priority Schools Funding Program (PSFP) and in 2010 the National Partnerships Program Literacy and Numeracy (NPLN) as well as the National Partnerships Program Low SES (NP Low SES).

These programs have been instrumental in providing schools with additional funding to support schools in providing extra programs and initiatives to overcome inequities associated with isolation and socio-economic status.

PSFP
In 2010 the PSFP supported the school with the provision of 0.4 staffing allocation as well $35 K in funding. This aided us in providing individualised
support to cater for students with identified needs which has included;

- SLSO support for students needing to learn on task behaviours.

- Individualised reading support in K-2 classrooms.

- Support for identified students needing social skills support in the playground.

National Partnerships

Towards the end of 2009 the Federal Government announced the National Partnerships program. The announcement included two programs – Numeracy/Literacy and Low SES. Alma PS was fortunate enough to be included in both programs. In total, this brought in excess of $450K in extra funding and the challenge was to implement initiatives which would be sustainable and have a long term impact on the quality of teaching in the school. The initiatives listed below continue to be reviewed for effectiveness and changing teacher practice and teacher quality.

These initiatives were implemented in the knowledge the results would not be immediate as some of the programs involve 12 months of teacher training as part of the implementation. The list of initiatives below is largely funded under NP Low SES but there is considerable overlap with NPLN.

Focus On Reading 3-6

Alma PS was the first school in Western NSW to implement Focus on Reading 3-6 (FOR) when it became available to schools on the National Partnerships Program in 2010.

Following the initial year of implementation where the first cohort were undergoing training and implementing strategies in the classrooms the observations included;

- PAT (Progressive Assessment Test: ACER) comprehension data reflects an average 1.8 band growth in a 10 week teaching cycle.

- Reading volume increased up to 33 %.

- All 3-6 teachers engaging at some level with the Focus on Reading principles.

- All students have been assessed using the learning continuum.

As the early results were so positive in a training year, the aim will be the consolidation of new learning and the expectation of implementation for all 3-6 teachers in 2011.

Multi Lit

The school purchased its first Multi Lit kit in 2009 with very limited implementation over that period involving a small cohort of students.

In 2010 the school trained tutors from the community, purchased extra kits and the decision was made to identify children in need of intervention and prioritize them according to their level of need.

The results at the end of the first year of implementation have been;

- Phase 1 intake data indicates significant success for students,

- Stage 2 students achieving an average growth of 5.1 reading levels and Stage 3 achieving an average growth of 5.7 reading levels over 30 lessons.

- The Multi Lit learning environment is very positive with student feedback indicating that students enjoy going to Multi Lit.

The current success of the program warrants continuation. Developing independence within the tutor group to release STLA will be a focus for 2011.
**Connected learning**

By 2010 all classrooms had their Interactive Whiteboards (IWB) and the school had its second Video Conferencing (VC) room.

Throughout the year the school made good use of the SEG Technology Consultant to run a number of training sessions both at whole school staff meetings and stage identified sessions as identified follow up sessions.

As a result it is evident that teachers are making much better use of IWBs and the technology in their classrooms and there have even been a couple of connected classrooms sessions with schools on the coast.

**Class Leader**

The Class Leader (CL) position was a 2 day per week position funded solely under the NPLN program and it was aimed at improving the quality of teaching in ES1 and ensuring students were catered for at the appropriate level in Literacy.

Teachers worked with the CL in planning and delivering quality lessons in literacy as well as identifying where their students were on the literacy continuum and how to move them along it.

**School Learning Support Officers**

In order to better support teachers in the classrooms and provide a better teaching environment in the early years of schooling, the school employed four School Learning Support Officers (SLSO) for the first two sessions of each school day. Their role was to support classroom teachers and support students with special needs to stay on task or provide one on one support.

The result form this initiative was a positive growth in student reading levels K-2. Improved student welfare is an indication that students and teachers have been well supported by this initiative.

Whilst the school is pleased with initial results of this initiative, changes do need to be made for implementation in 2011.

Firstly, refinement of SLSO allocation to strategically support targeted literacy and numeracy programs in K-6 is needed.

Secondly, explicit training in literacy and numeracy strategies for SLSOs as well as clearly defined role statements should further improve this initiative.

**Assistant Principal Mentor**

In 2010 the school allocated funds to an Assistant Principal Mentor position whose role it would be to mentor the classroom changes and to oversee the implementation of the FOR strategies.

The AP was able to demonstrate lesson delivery in the key area of reading and also demonstrate the link between planning, delivery, review and assessment aspects of the teaching cycle.

Staff survey comments were very positive and supportive of this initiative. As a result the school will continue with this initiative in 2011.

The focus of the AP Mentor for 2011 will be to support;

- The embedding of FOR strategies into 3-6 classrooms.
- Mentor K-2 teachers in quality teaching practice in literacy and numeracy.
- Implementation of reciprocal teaching model and professional sharing by all teaching staff.
- Consolidation of the different aspects of the teaching cycle.

**Messages**

**Principal's message**

2010 was an exciting year for the school as the list for National Partnerships Literacy Numeracy and Low SES and Alma was on the list for both
programs. This was going to give the school access to funding like never before and the opportunity to implement some longer term initiatives rather than short term remedies.

The large influx of finding meant that initiatives could be trialled knowing that funding was available for a four year period. Programs in teacher quality and professional learning could be set up appropriately at the outset with the knowledge that support could be funded to ensure success.

The big ticket expenditure under National Partnerships was the Assistant Principal (AP) Mentor with the specific aim of the implementation of the FOR program and supporting classroom teaching. The level of support meant that teachers were seen to be implementing the FOR program in the classroom and while the school is not expecting overnight success in terms of data, the early indicators have been very encouraging that student outcomes will improve as will the quality of teaching.

The down side to so much professional learning occurring so intensively means that there are often times when the casual teachers far outnumber the permanent teachers in the school. The South Community was informed of the year ahead and was very supportive in what needed to be done. Also pleasing was the fact that overall the days when the school was virtually manned by casual teachers students were still well behaved. This was a big improvement on 2009.

BER projects were rolled out as announced and Alma received a new school hall and COLA. This meant the school was a construction site for the majority of the year. Once again it was a credit to our students and staff how well everyone coped with this situation.

The implementation of the programs listed earlier made for an exciting year as many children who were struggling in class were now experiencing success either through Multi Lit, FOR or extra STL or SLSO support which meant they were far better engaged in their learning.

Whilst 2010 was a steep learning curve for all staff, it also gave the school community a great deal of optimism for what 2011 would bring. As the initiatives which were newly implemented this year, many of them underwent a good deal of tweaking throughout the year. As we neared the end of the year we began to realise what is possible for 2011. The Alma school community is certainly looking forward to an exciting 2011.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Larry Micevski
Principal

P & C
This year saw a large change in our P&C membership with an entirely new executive for 2010, all being first time members. Although the P&C continues to be a small group they were a very productive and motivated group. We also saw quite a few new faces helping out at this year’s fund raising events.

2010 saw a great year for the P&C with a number of new ideas, different fundraising events all raising important funds to spend on our students needs. The hard work of our fundraising Coordinator Mrs Anita Hoysted allowed us to raise funds through our Easter Raffle, BBQ’s at Swimming and Athletics Carnivals, Mother’s Day Stall, School Fete, Pie Drive, Father’s Day Stall, Cookie Dough Sales, Discos, Annual Concert, Cards & Calendars sales and Christmas Hamper Raffle.

The P&C has once again purchased and supplied free of charge the Alma sun smart hat to all students entering Kindergarten at the school and this will continue in 2011.

The Alma Canteen continues to run at a profit providing an essential service to our school and is managed by the P&C. A number of new initiatives by the P&C this year included the establishment of the Uniform Shop open two afternoons each week providing new and pre-loved School Uniforms at an affordable price to our families. A monthly P&C Newsletter sent out to all our families, staff and students providing an
important means to communicate and share our information and ideas with the Alma Community and this was well received in 2010.

The Alma P&C continues to work in partnership with the school to support our student’s needs and provide important funds to further our children’s education. None of this would have been possible without the efforts of our wonderful P&C volunteers.

I would like to thank all the executive, committee members and volunteers for their support throughout the year. You have helped make our school a better place for all our children.

Jodie Parker, President Alma P&C 2010

**Student representative’s message**

This year we set out on various fundraising activities to help both well-known charities and other lesser known charitable organisations. We held bi-weekly meetings to discuss various issues we viewed important within the school such as sports, welfare, safety and the environment. We elected various officers to pursue these specific issues.

We raised a sizeable amount of money for Daffodil Day in which we even had to order more merchandise because it was so popular. We raised money for Mrs Okello’s old school in Kenya in a Melbourne Cup inspired Crazy Hat/Hair day. In Term 4 we successfully ran the Silver Award Disco during lunchtime. We also held a Hand Tennis tournament for Years 3-6 which was highly successful.

Overall it has been a productive year in 2010 and we challenge the new SRC members for 2011 to continue the tradition.

Allan P. Johnston

**Stage3 CRT and SRC Organiser**

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

At the time of reporting student enrolment was 219 K-6 students with 120 male and 99 female students enrolled. The 20 students enrolled at Budgie Preschool brought the total enrolment to 239.

The trend of declining enrolments has continued in 2010 and it seems this may well still be the effect of the loss of 440 jobs lost from Perilya’s mining operations. Over 50% of leaving families were leaving the town in search of work.

With no improvement in employment prospects in the near future, the trend seems set to continue and the school will most likely be under review for reclassification in 2011.

**Student attendance profile**

Student attendance has remained unchanged at 90.1% and has continued to lag behind the region and state which are at 92.4% and 94.4% respectively. The good news for 2010 was that the Kinder attendance is now above 90% but the three cohorts form 2009 who are now Yr1, Yr3 and Yr6 continue to have attendance rates of below 90%.

<table>
<thead>
<tr>
<th>Year</th>
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<td>1</td>
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<td>87.0</td>
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<tr>
<td>3</td>
<td>90.5</td>
<td>87.9</td>
<td></td>
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<tr>
<td>4</td>
<td>92.5</td>
<td>91.8</td>
<td></td>
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<tr>
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<tr>
<td>6</td>
<td>91.8</td>
<td>89.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.9</td>
<td>90.3</td>
<td>90.1</td>
<td>90.1</td>
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</table>
Management of non-attendance

In 2010 the school worked more closely with the Home School Liaison Officer (HSLO) to monitor attendance and one of the issues identified was the number of unexplained absences. With a concerted effort to send out reminder notes in Term 4, this aspect improved considerably.

The challenge for 2011 is to be proactive regarding attendance and publicise regularly the legal requirement for regular attendance and the possible consequences.

The school will work more closely with the HSLO to establish and implement a whole school attendance plan and include this as a focus of our improvement plan for student engagement.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

The school has been successful in keeping within stage composites.

The above entitlement staffing utilized to implement our various initiatives has also enabled the school to be more successful in catering to the individual student needs.

With a large number of new initiatives being implemented during the year the school utilised National Partnerships and PSFP funding to avoid cross stage composites and creating a difficult learning environment for many children who were experiencing difficulty.

With classes kept to such a small size, students are much better catered for on an individual basis. The smaller classes with very few discipline issues were shown to be a better teaching and learning environment both for the teachers and students.

Structure of classes

The structure of classes for 2010 was again largely dictated by numbers. In Early stage 1 and stage 1, classes were kept as year groups as far as possible. The structure was a straight Kindergarten, a K/1 composite, straight year 1 and two straight year 2 classes.

Stage 2 had three Yr3/4 classes and stage 3 had three 5/6 classes.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

Staffing has remained quite stable over the past three years with only two moves on average and usually towards the end of the year. Thus changeovers have been with virtually no destabilising effects on the school.

Staff establishment

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
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<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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<table>
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<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>5-6C</td>
<td>5</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>5-6C</td>
<td>6</td>
<td>10</td>
<td>23</td>
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<tr>
<td>5-6K</td>
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<td>13</td>
<td>22</td>
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<tr>
<td>5-6K</td>
<td>6</td>
<td>9</td>
<td>22</td>
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<tr>
<td>5-6P</td>
<td>5</td>
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<td>22</td>
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<tr>
<td>5-6P</td>
<td>6</td>
<td>10</td>
<td>22</td>
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<tr>
<td>3-4D</td>
<td>3</td>
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<tr>
<td>3-4D</td>
<td>4</td>
<td>11</td>
<td>21</td>
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<tr>
<td>3-4H</td>
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<td>10</td>
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<tr>
<td>3-4H</td>
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<td>11</td>
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<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3-4S</td>
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<td>10</td>
<td>20</td>
</tr>
<tr>
<td>3-4S</td>
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<td>1C</td>
<td>1</td>
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</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>21</td>
<td>21</td>
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<tr>
<td>K-1B</td>
<td>K</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>K-1B</td>
<td>1</td>
<td>11</td>
<td>18</td>
</tr>
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</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The teaching staff comprises total of 15 teachers with three being Indigenous. Among the SAS staff we have two full time AEOs (1 in K-6 and 1 at Bugdlig preschool). The school also had three indigenous School Learning Support Officers employed under National Partnerships initiatives.

**Staff retention**

In 2010 again there was not a major turnover of staff. At the end of 2009 there was one incentive transfer activated. Throughout the year there was a total changeover of three staff members with the possibility of a couple of incentive transfers being activated towards the end of the year.

Overall the school has been fortunate in maintaining a nice balance of youth and experience on our teaching staff.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>5%</td>
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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>299 798.19</td>
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<tr>
<td>Global funds</td>
<td>214 211.12</td>
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<tr>
<td>Tied funds</td>
<td>375 196.57</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>62 989.26</td>
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<tr>
<td>Interest</td>
<td>13 360.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9 589.59</td>
</tr>
<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>975 144.95</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>33 099.17</td>
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<tr>
<td>Extracurricular dissections</td>
<td>61706.73</td>
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<tr>
<td>Library</td>
<td>1 850.62</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 268.15</td>
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<tr>
<td>Tied funds</td>
<td>313 509.26</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>38 164.35</td>
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<tr>
<td>Administration &amp; office</td>
<td>67 991.18</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>61 349.11</td>
</tr>
<tr>
<td>Maintenance</td>
<td>39 839.19</td>
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<tr>
<td>Trust accounts</td>
<td>9 828.91</td>
</tr>
<tr>
<td>Capital programs</td>
<td>23 706.62</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>665 619.32</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>309 525.63</td>
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</table>

A notable difference in the 2010 budget figures is the increase in the cost of utilities of approximately $13K which is well over the allocation. The school has sought supplementation from finance directorate for this area of expenditure.

The other notable difference is that of tied funds at over $313K at almost double that of the previous year and this is due to the National Partnerships program.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

Term 4 2010 the Alma senior choir is set to join James Reyne for the Indian Pacific regional
Christmas carol performance. And once again the children were nervous and excited at the opportunity.

The Choral festival was an opportunity for both senior and junior choirs to shine before a large audience at the Regional Theatre and they certainly didn’t disappoint.

The Easter Hat parade down Patton St is as always a great way to draw term 1 to close with the whole South Community turning out to cheer the students on. Many then return to the school for the Easter raffle, the winning Easter hats for each class and then a picnic lunch with their children.

Our NAIDOC celebrations generally turn into a great arts, storytelling and cooking extravaganza with a great turnout of community once again.

**Sport**

Sport as always is a great way to develop skills in movement, coordination as well as social and leadership areas.

The major sports in the PSSA competition are netball, soccer, cricket, AFL and basketball. Although enrolments have dropped the only sport the school struggled to field teams was cricket.

Alma students were still successful in gaining selection in the Barrier PSSA teams.

Although rugby league is not supported in great numbers in Broken Hill, our children were still given the opportunity to participate in skills clinics run by the Country Rugby League as well as a number of gala days and touch and tag competitions run at school throughout the year.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

The NAPLAN results for 2010 are not represented as an overall literacy score. Instead, they are broken up into its component strands of reading, writing, spelling and grammar and punctuation.

In 2010 27 Yr 3 students sat the NAPLAN assessments in all strands of literacy.

- Results in reading are well below that of the state average for yr 3 students.
- Yr 3 NAPLAN results are a concern in reading.
- A further area of concern is the trend data showing the downward trend in reading results for all students in yr 3.
The school is overrepresented in the bottom two bands in both reading and writing with 55.5% and 33.3% respectively.

The Alma experience has been that our students have performed better in writing than reading.

**Numeracy – NAPLAN Year 3**

In 2010 27 yr3 students sat the NAPLAN assessment in numeracy.

- 70.4% of yr 3 students have achieved the bottom two bands.
- Only 29.6% of yr 3 students have achieved bands 3 to 6.
- Students in stage 2 have continued to perform below the rest of the state in a number of standards in numeracy in 2010.
- It appears there is a lack of baseline skills in students entering Stage 2.

**Literacy – NAPLAN Year 5**

38 yr5 students sat the NAPLAN assessment in literacy.

- 42% of students achieved the bottom two bands in writing.
- 58% of students achieved the bottom two bands in reading.
- 42% in reading and 58% in writing have achieved bands 5 to 8.
- Writing performances are stronger than reading.

**Writing for matched students**

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>School</td>
<td>67.0</td>
<td>61.5</td>
<td>65.6</td>
</tr>
<tr>
<td>SSG</td>
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<td>N/A</td>
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</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>
In 2010 37 yr5 students sat the NAPLAN assessment in numeracy.

- 45.9% of students achieved the bottom two bands.
- The school average for 2008 – 2010 is 57.6% meaning that the 2010 results are actually an improvement on past results.

Progress in literacy for both writing and reading has followed a similar pattern to the State and similar schools group.

In 2010, there has been somewhat of a rebound and the school is slightly above the state and 10 points above similar schools groups.

Progress in numeracy

Numeracy for matched students*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>79.4</td>
<td>80.2</td>
<td>87.8</td>
</tr>
<tr>
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<td>N/A</td>
<td>78.2</td>
</tr>
<tr>
<td>State DET</td>
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<td>N/A</td>
<td>73.6</td>
</tr>
</tbody>
</table>

The pleasing aspect of the progress in numeracy has been the gradual increase in growth. In 2010 whilst we are marginally behind the state, our students are experiencing growth above the similar schools group.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
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<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>85</td>
<td></td>
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</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>78</td>
<td></td>
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</tr>
</tbody>
</table>

In 2010 the percentages of students achieving minimum standards are much closer together with a range of 18%. However, no aspect has reached 90%.

Progress in literacy

Reading for matched students*

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>78.2</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

The Year 5 percentages represent quite a mixed bag of ups and downs on the 2009 results. Whilst percentages range only between 68% and 84%, we’d certainly like to see some aspects reach above 90%.

Significant programs and initiatives

Aboriginal education

While our enrolment numbers have fluctuated considerably over the years, our percentage of Aboriginal students has remained fairly constant at around the 25-28% mark. Aboriginal perspectives were included across KLAs. The school is fortunate enough to have three full time Aboriginal teachers on staff two Aboriginal Education Officers. There are also 4 casual Aboriginal SLSOs employed under the National Partnerships program.

The Aboriginal Advisory Committee is in its second year of operation informing the school’s decision making process in the areas of Aboriginal Education and Bugdlie Preschool.

As always, NAIDOC Day celebrations were a highlight on the school calendar.

In 2010 Bugdlie Preschool made use of the community garden grant. The preschool also implemented a more formalized transition with regular Friday visits commencing late in Term1.
The visits included visits to the Library, Technology room, reading circle with the principal and reading with their yr5 reading buddies.

**Multicultural education**

Multicultural perspectives were taught across KLAs and feature prominently in the COGs units of study.

The school has a staff member who is elected to the position by the staff and holds current training to take on to fill the role of Anti-Racism Contact Officer.

**Respect and responsibility**

The focus on respect and responsibility has continued throughout 2010. This was done by regular reinforcement and focus on the values of honesty, respect, responsibility and safety and constantly linking these back to situations in the playground, classroom and the real world.

**Progress on 2010 targets**

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**Target 1**

*Reduce the percentage of Yr 3 students achieving the lowest two bands by 10% from 36% in 2009 to 26% in 2010 in reading.*

Little or no progress has been made towards achievement of the target.

It seems the target was overly ambitious. The Phase 1 intake of Multi Lit students was only part way through their program and therefore impact on data limited.

The FOR training had only just commenced and as it is a 12 month training period for teachers, was not expected to have an impact on literacy levels.

Our achievements include:

- Identifying and acknowledging whole school ownership of data and commitment to making difference at every level.
- Strong classroom focus on delivery of quality literacy lessons.
- Multi Lit Phase 1 intake data indicates significant success for all students with Stage 2 students achieving an average growth of 5.1 reading levels over a 30 lesson cycle.
- Implementation of whole school and individual intervention that will have an impact in the near future.

**Target 2**

*Increase the percentage of Year students achieving the top two bands by 10% from 18% in 2009 to 28% in 2010 in Reading*

Little or no progress was made towards achieving this target. Again as for Target 1, the effect of newly implemented initiatives and programs would have very limited impact due to brevity of implementation time.

Our achievements include:

- PAT comprehension data reflects an average 1.8 band growth in a 10 week teaching cycle.
- Reading volume increased up to 33 %.
- All 3-6 teachers engaging at some level with the Focus on Reading principles.
- Multi Lit data reflects Stage 3 students achieving an average growth of 5.7 reading levels over 30 lessons.

**Target 3**

*Reduce the number of Yr3 students achieving the lowest two bands by 10% from 54% in 2009 to 44% in 2010 in Numeracy*

Little or no progress has been made towards achievement of the target.

The school self improvement team in our situational analysis (SA) identified a lack of consistency in classroom practice in the teaching of numeracy seems to be impacting on the Year 3 results.

Our achievements include:

- Recognising that teachers need to be supported with the planning so they can focus on their teaching of numeracy.
- There is a perceived need to focus on consistency in classroom practice in numeracy from K-6.

**Target 4**
**Strengthen partnerships with the Aboriginal community**

Whilst we always feel that there can always be improvement in this area, considerable progress has been made towards the achievement of this target.

Our achievements include:
- All ES1/S1 students have PLPs implemented.
- Identified SLSO were filled by community applicants.
- Aboriginal Advisory Committee met regularly and guided school decisions.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Enter text here

**Educational and management practice**

The school has over a long period of time continued to have a strong overrepresentation in the lower bands of BST and, more recently, NAPLAN assessments even though there had been a number of initiatives implemented over the years under equity programs. Although there had been some variations in detail over time, the overall picture seems to remain the same. Our Yr3 students seem to be a long way below state, region and SEG averages and each year our Yr5 students achieve greater than state, region and SEG growth rates. Despite these above average growth figures, even in Yr5 the school results tend to be considerably behind state and regional levels.

*Background*

Despite annual variances the overall above picture seems to have been a constant for quite some time.

The School Self Evaluation Team (TSSET) ventured to theorise that perhaps due to regular changes in leadership perhaps the quality of teaching has been allowed to slip over time. Perhaps the other thing that may have been lost is the consistent and constant review of teacher performance.

**Findings and conclusions**

TSSET concluded that many initiatives had been implemented and evaluated over the years; however, many were not being continued as soon as the focus or funding was lost. Examples included Reading to Learn, Count Me In Too and Literacy On Track.

Very little sharing between classrooms of experiences either good or bad was happening, i.e. classrooms for most part were operating as silos. As a result consistency between classrooms has tended to be somewhat of a hit and miss affair.

**Future directions**

Sustained change and improvement for the future it seems, lies in overcoming some of the above mentioned issues. Our experience in 2010 was that teachers enjoyed the small group and individual support given to them by the CL and AP Mentor. These were the two initiatives that received the most positive response in the staff survey.

TSSET recommendation for future directions is to continue to employ AP Mentor to:
- Focus on embedding of FOR strategies into quality classroom practice.
- Lead all teachers in the use of assessment data in planning teaching cycle.
- Model links between program, delivery and reflection in teaching cycle through regular reciprocal teaching.
- Facilitate the sharing and supervision of programs focused on FOR strategies in planning and in the classroom.
- Continue with implementation of FOR into all 3-6 classrooms.
- Highlight successes, celebrate them and then focus on their replication within all classrooms.
- Supervision of programs focused on FOR strategies in planning.

**Curriculum**

The schools focus on curriculum for 2010 has been literacy.

*Background*
The school data over the years has been far from flattering whilst we do find some positives and we certainly celebrate those, there is constantly some cause for concern.

TSSET found that in completing the situational analysis for 2010 that consistency in classroom practice would be central to our future success in improving student outcomes going forward.

**Findings and conclusions**

TSSET found that there was a mixture of good news and bad in our 2010 NAPLAN results.

- Results in reading are well below that of the state average for both Year 3 and 5 students.
- A further area of concern is the trend data showing the downward trend in reading results for all students in Years 3 and 5.
- Year 5 NAPLAN results are a concern in reading.
- Year 5 students achieving greater than or expected growth rates in writing at 48.6% is above the rates in reading.
- After a 10-week teaching cycle there was an average growth of 1.8 stanines in Stage 3 on the previous PAT in comprehension.
- Multi Lit is a successful individual intervention program as indicated by entry and exit Multi Lit data for the Phase 1 intake.

**Future directions**

The way to success for the future is to focus on fewer new initiatives for 2011 and work on embedding the practices that have shown some success in the past.

The recommendations for the way forward in literacy are very much concerned with the continuation of the successful initiatives of 2010.

These include;

- AP Mentor.
- School Learning Support Officers
- Focus On Reading 3-6.
- Multi Lit.
- The Language, Literacy and Learning program for ES1.

Our energies for 2011 will be concentrated on tying loose ends for the above initiatives and ensure their sustainability regardless of who leaves the school. These initiatives target quality classroom practices throughout K-6 classrooms and will ensure long term sustainable improvement.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

**Parents/community**

Findings from the Parent satisfaction survey conducted by the school indicated:

94% of parents agreed or strongly agreed;

- The school was well resourced,
- The school promotes the school uniform policy and
- Students have good access to computers and strong technology programs.

81% of parents agreed or strongly agreed;

- The school teaches the core values,
- The newsletter keeps me informed and
- The school promotes a healthy lifestyle.

56% of parents agreed or strongly agreed;

- The school offers challenging programs
- The school has competent teachers who set high standards of achievement and
- A wide range of extracurricular programs are offered.

50% of parents agreed or strongly agreed that fair discipline exists within the school.

**Finding**

Parent satisfaction is high in areas of resourcing, uniforms, core values and the promotion of healthy lifestyle. The questions relating to
challenging programs, teacher competence, extracurricular programs and fair discipline indicate a somewhat lower parent satisfaction.

**Student engagement**

Stage 3 students were asked to complete the Quality of School Life (QSL) Survey. The survey gives the students statements relating to school life and they are asked to agree (A), mostly agree (MA), mostly disagree (MD) or disagree (D). We looked at the agree or mostly agree categories;

1. 85% said that they have a lot of fun at school.
2. 90% said they like to go to school each day.
3. 85% said they cope with their work
4. 92% say their teacher listens to them.
5. 94% say they achieve a satisfactory standard.
6. 95% said their teacher is fair to them.
7. 92% said their work is interesting.

**Finding**

A high proportion of students say they like to go to school each day. A high percentage of students believe they know how to cope with their work, find their work interesting and their teacher listens to what they say and is fair to them. An equally high percentage believes they achieve a satisfactory standard in their work. Comparison between survey data and the number of various assessment sources suggests that students have an overly optimistic view of their performance and how well they are coping with the work.

**Professional learning**

The Teacher Professional Learning budget indicates total of $26,413 was expended supporting teacher professional learning in the areas of Literacy, Numeracy and Quality Teaching.

This was further enhanced by an expenditure of approximately $36,000 to support our whole school program Focus On Reading (FOR) 3-6. These funds provided training for 6 Stage 2 and Stage 3 teachers and trainer’s training for the AP Mentor. These funds also supported one to one follow up for classroom teachers with the Literacy Leader to facilitate the implementation of the FOR program into the classroom.

FOR was implemented to support our targets in literacy however, as this professional learning is over a period of 12 months, we don’t expect that the impact will be evidenced in the first 12 months.

Staff feedback was extremely positive with one teacher expressing that they had learnt far more in this course than they ever did during their university training. The aim for 2011 will be to focus on classroom implementation of the FOR strategies as this will be crucial to improving the quality of classroom teaching in all S2 and S3 classrooms.

**School development 2009 – 2011**

The major development for the school since 2009 and moving into 2011 has been the NP programs. In terms of equity, the NP programs have given schools such as ours a reasonable timeframe in which to implement initiatives and begin to make some long term changes.

Our initiatives implemented under NPLN and NP Low SES, have provided some short successes but these have not translated into the NAPLAN results.

The SSET recommendations for 2011 are to maintain the initiatives implemented in 2010 without the introduction of numerous other initiatives and to focus energies on thorough implementation with support and accountability structures to ensure success going forward.

**Targets for 2011**

**Target 1**

*Raise levels in reading, comprehension, spelling and grammar and punctuation for all students K-6.*

Strategies to achieve this target include:

- Implement Best Start Assessment and ensure all staff are trained in data analysis and the literacy learning continuum.
- AP Mentor reciprocal teaching to demonstrate planning, delivery and reflection aspects of teaching cycle.
• Program supervision focused on FOR strategies in planning.

Our success will be measured by:
• Extent to which teachers utilize BS data in planning literacy.
• Teachers demonstrate their understanding of the teaching cycle in demonstration lessons.
• Programs include FOR strategies and evaluation.

Target 2

*Raise levels in all strands of numeracy for all students K-6.*

Strategies to achieve this target include:
• Implementation of corporate program for numeracy K-6 for consistency and explicit teaching.
• Develop a 5 week cycle of team meetings to monitor student progress in numeracy.
• Continue the 2010 K-6 assessment schedule to allow consistency and validation of data.

Our success will be measured by:
• 70% or more of S1 students achieving at or above S1 exit expectations.
• Internal K-6 assessments show sustained student growth in numeracy K-6.
• At least 15% of students achieve proficiency in S2 and S3 NAPLAN in numeracy by 2012.

Target 3

*Increase student attendance from 90.1% in 2010 to 92% in 2011.*

Strategies to achieve this target include:
• Audit student attendance weekly.
• Communicate students at risk to classroom teachers fortnightly.
• Frequent HSLO contact as identified by need.

Our success will be measured by:
• Decrease in the number of unexplained absences compared to 2010.
• Increase in attendance rates to least equal that of SEG and region by 2012.

Target 4

*Extend the implementation of Personalised Learning Plans for all Aboriginal students K-6.*

Strategies to achieve this target include:
• Allocate time for teachers to meet with Aboriginal parents/care providers and students in their class.
• Train teachers to utilise Alma PLP proforma.

Our success will be measured by:
• All Aboriginal K-6 students have PLPs implemented.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Larry Micevski Principal
Diana Goodfellow AP Mentor
Peter Dougherty AP S2
Sandra Clark AP ES1/S1 (rel)
Maree Kester AP S3
Sharon De Goumois AP S3 (rel)

School contact information

Alma Public School
Comstock Street Broken Hill NSW 2880
Ph: 08 80882181
Fax: 08 80873691
Email: alma-p.school@det.nsw.edu.au
Web: www.alma-p.schools.nsw.edu.au
School Code: 1028

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr