**Our school at a glance**

**Student**

Alma Public School caters for 223 students from Preschool to Year 6. Students come from the small community of South Broken Hill where a strong tradition of school pride and heritage exists. Approximately 23% of the students identify as Aboriginal where the local Aboriginal language spoken is Baarkintji.

**Staff**

There are 10 full time classroom teachers, supported by additional staff in Technology, PE, Reading Recovery and Learning Support. The school has a non-teaching Principal, 2 teaching Assistant Principals and, through National Partnerships funding, an Assistant Principal Mentor position has been created.

Students and staff are also supported by 2 full time Aboriginal Education Officers (AEO), 4 classroom School Learning Support Officers, 4 MultiLit reading tutors and 3 School Administration Officers who together to provide a safe, caring and dynamic learning environment for all students.

**Principal’s message**

In Term 4, our Principal Mr. Larry Micevski transferred to take up a new Principal’s position. Mr. Micevski has been the Principal here at Alma Public School for the past 4 years since 2008. Under his leadership, Alma Public School began its exciting journey with National Partnerships, which saw the implementation of several innovative quality teaching programs in literacy and numeracy, the building of a new multipurpose hall, the introduction of the Aboriginal language program and the successful application for the Stephanie Alexander garden Project.

Mr. Micevski bought a warmth and sense of humour to Alma Public School.

In 2011 we lost one of our most valued and dedicated staff members, Mrs. Maree Kester. Mrs Kester was an Assistant Principal at Alma School for many years. She is sorely missed.

2011 was the final year of our 3 year strategic plan and for this reason it was imperative that a year of consolidation and implementation take place. With new professional learning being the key focus of 2010 it was decided that staff and students needed time to embed this new learning.

With this goal in sight, 2011 has been a year of reflecting and refining of school programs and systems under the umbrella of Quality Teaching pedagogies.

Sustainability and Quality Teaching, the two elements necessary to meet our goals, required a strategic approach to school planning. The employment of a non teaching Assistant Principal was a key strategy to support this objective.

Our school is a dynamic learning environment. Our students come from a diverse background and as a result require access to a curriculum that provides meaning, interest and above all success.

Throughout 2011, teachers engaged in strategic professional learning to develop the knowledge and skills necessary to meet the needs of the students who attend Alma. Coupled with diligent, honest and effective reflection on current school systems and management, 2011 has been a successful, positive and productive school year for students, staff and the wider community.

This school report reflects on these achievements.

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.

**Mrs. Diana Goodfellow, Relieving Principal 2011**

**P & C message**

The supportive partnership that exists between the parent body and the school continued in 2011. The P&C is able to support the students as a result of committed fundraising efforts lead by our fundraising coordinator Anita Hoysted. These fundraising activities have included Barbeques, Mother’s Day stall, Father’s Day stall, Raffles, Disco’s and a very successful school Fete. The P&C in conjunction with the school purchased 20 trestle tables for use at special school events.
The P&C operate a school canteen that has had another successful year as a result of the dedication of the canteen Supervisor Julie Holmes and the valued canteen volunteers who give up their time to serve our school. This year the P&C funded our canteen supervisor and one volunteer to attend the canteen conference in Orange, bringing back a range of new menu ideas.

The P&C has continued to purchase and supply free of charge the Alma sun smart hats to all students upon their first enrolment at the School. The continued success of the P&C uniform shop has allowed us to supply families with a reliable and affordable range of school uniforms. The uniform shop is a success due to the commitment of P&C member and uniform shop coordinator Narelle Stenhouse.

Thank you to all the parents, staff and students who supported our efforts throughout 2011.

Jodie Parker, President 2011

Student Leadership Report

This year was once again extremely busy for our student leaders. The Student Representative Council (SRC) consisted of two elected members from Year 2 to Year 6 classes and for the first time, our elected Student Executive Team (Captains, Vice Captains and Prefects). The SRC members chose one of four committees- Environment, Welfare, Fundraising and Sports to be affiliated with. The students met every four weeks to discuss concerns or ideas to further engage the student body and wider community.

Highlights for the year include hosting the Biggest Morning Tea for students and community members, in honour of Mrs Maree Kester, raising over $800 along with a successful Toy drive in partnership with the Ulysses Club and Lifeline Broken Hill. The SRC were instrumental in raising funds through out of uniform days to support our Stephanie Alexander Garden and received both seed and monetary donations towards the project.

Throughout the year the sports committee ran various tournaments to involve all students across K-6 in a range of physical activities during their lunch time play. These tournaments included handball competitions, AFL and softball. A large number of students were involved either as a participant or spectator.

The SRC is a highly regarded component of our school environment and students strive to be elected onto the representative council each year.

Mr. Allan Johnson, SRC Coordinator.

Significant programs and initiatives

In 2011 Alma PS has been involved in several ongoing key initiatives. Many of these are innovative projects related to the National Partnerships Literacy and Numeracy (NPLN) and National Partnerships low SES (NPSES) programs. Participation in these projects has provided the additional funding and expertise to implement these key initiatives.

National Partnership Programs

Focus on Reading

Focus on Reading (FoR) is an innovative program that encourages staff to think about the way they teach reading. FoR assisted staff in creating innovative learning experiences beginning with explicitly taught lessons and releasing control to students gradually to work towards independent tasks. Teaching the Super Six comprehension strategies to help students make meaning of texts is an important aspect of the program. FoR has enabled staff to develop a deeper understanding about where their students sit on the learning continuum and how to move students through the various levels of achievement.

With the introduction of new staff in 2011 a second round of training was developed to support the school target of implementing FoR in all 3-6 classes.

In 2012 staff will be refining our school processes and developing comprehensive monitoring records for each child.
**MultiLit**

MultiLit is an intervention reading program for identified students who receive a daily 30 minute individual reading lesson with a trained tutor.

Lessons consist of experiences with word attack skills, word recognition and oral reading practice.

In 2011, 23 students from Year 2 to Year 6 participated in the program. Significant success was achieved in the areas of word attack and sight word speed and accuracy recognition.

Student reading ages increased on average by 11 months, with the older students making the greater gains.

**School Learning Support Officers**

Evaluation data gathered through staff surveys and situational analysis indicated that the support provided by the placement of SLOS’s had a positive and measurable effect on student performance in the early years of schooling.

Three SLSO’s were employed for 4 hours a day, 4 days per week to assist with numeracy and literacy sessions. This gave teachers valuable opportunities to provide targeted and explicit teaching instruction to the students.

SLSO assistance proved especially successful in numeracy where students demonstrated a vast improvement in pre and post testing.

In reading, Kindergarten students exceeded the regional benchmarks for reading in 2011. While the same success was not experienced in the Years 1 and 2 classes, several changes in staffing may have contributed to this.

**Assistant Principal Mentor**

An outcome of the 2010 evaluation process was the decision that the Assistant Principal (AP) Mentor position would continue into 2011 with the specific focus of:

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

While the Assistant Principal position had a positive impact on overall school performance throughout 2011, numerous changes to staffing including the transfer of the principal, impacted on the capacity of the AP Mentor to consistently undertake responsibilities of the role, particularly in the 2nd half of the year.

In spite of that however, the key strategies of a corporate K-6 Maths program, Professional Learning, a mandatory assessment schedule, an Executive Leadership and Supervision package and the transition to an Electronic student data tracking system (STARS) were all implemented.

**Aboriginal Education**

Alma Public School proudly acknowledges the cultural heritage of our Aboriginal families.

Alma Public school has an offsite Aboriginal preschool (Bugdlie) which works in partnership with the main primary school. Bugdlie Preschool caters for 20 full time students under the care of a trained preschool teacher, an AEO and a part time SLSO. Transition programs between the Preschool and the Primary school have been developed with the preschool being invited to participate in many of our school activities, e.g. annual sports carnivals, Easter hat parade, NAIDOC week, school assemblies.

Bugdlie Preschool provides a vital link between the parents, the community and the school environment.

In 2011, primary Aboriginal students were supported through the employment of 4 Aboriginal Learning Support Officers (ALSO) to engage, encourage and develop academic skills within our students.

The local language program continued in 2011 with students from stages 2 and 3 participating in the local language program (Baarkintji) for an hour each week. Although not widely utilised, the language program was also open to parents and community members. This was seen as a pathway to connecting the school to the wider Aboriginal community.

One of the outcomes of the language program was the introduction of the ‘Welcome to Country’ protocols presented in the local Aboriginal language and translated into English. Students from the
language program have been invited to perform at opening ceremonies for several local community events.

**Multicultural education**

Alma Public school nominates a staff member to undertake the position and training of Anti-racism Contact Officer (ARCO) each year. Opportunity to train for this position is offered on an annual basis thus ensuring a rollover of trained staff throughout the school.

Multicultural perspectives were taught across the school through the implementation of COGs units.

**Other programs**

**Stephanie Alexander Garden Project**

Late 2011, Alma Public School was successful with a grant to participate in the Stephanie Alexander Garden Project. A grant of $68,000 was received. This grant enables the school to develop and construct a 300m² garden and install a large 4 bay kitchen unit designed to allow a class of 30 students to work simultaneously.

The garden has proven to be a fantastic community building project with 2 very successful working bees taking place involving 60 people from our school and local community.

Donations of building supplies, machinery, plants and tradesmen have been generous and greatly appreciated.

2012 will see the completion of the garden construction and kitchen. It is anticipated that garden classes will commence in term 2 and kitchen classes in term 3.

**Breakfast Program**

Under the initiatives to improve student attendance, engagement and attainment the breakfast program was seen as a way of improving student performance. By providing a nourishing meal in an atmosphere of shared company, students were better equipped to function productively and sustain their learning for longer within the classroom. Feedback from students and staff indicated that the program had a positive (but unmeasurable) effect on behavior and general tone of the classrooms.

On any given morning 20-25 students access the breakfast program. This program has been funded through National Partnerships and will be under review in 2012.

**Resident Author**

The resident author program is in its third and final year of implementation in 2011.

Over the past 3 years students and teachers have had a unique opportunity to work closely with a skilled artist who was able to impart her love of writing into a practical and skill development program. Highlights of the resident author program include:

- Students having work published in the Murray Darling Basin project.
- An enrichment class for talented writers.
- Strong movement of both Year 3 and Year 5 students from the lower 2 bands into the middle bands of NAPLAN Writing.
- Exceeding the SEG group for Year 5 students in Band 7.
- Student responses and attitudes to writing significantly improved.
- Quality teaching tools for teachers in writing.

**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.
Attendance, while improving across the general school population, has been adversely affected by isolated long term absences. Efforts to address this issue have made some progress, however managing attendance rates will be one of the priorities for the school in 2012.

Management of non-attendance

With the introduction of electronic tracking of student attendance, accurate and updated data can be obtained at any given point of time. This system reduced the time taken to identify students at risk. Student attendance patterns are now being monitored on a daily basis with parents being notified immediately for absences greater than 3 days.

Attendance data is also published each week in the school newsletter along with specific information regarding the effects poor attendance has on student learning and well being.

Transferring over to an electronic system has involved detailed changes to roll marking routines and registrations of late arrivals. As with any new system, staff training and development has been needed to ensure accurate data collection is made before a successful, fault-free transition can be made.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1B</td>
<td>K</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1-2C</td>
<td>1</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>K1B</td>
<td>1</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>1-2C</td>
<td>2</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3-4D</td>
<td>3</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>3-4M</td>
<td>3</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>3-4MA</td>
<td>3</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>3-4D</td>
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<td>22</td>
</tr>
<tr>
<td>3-4M</td>
<td>4</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>3-4MA</td>
<td>4</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>5-6J</td>
<td>5</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>5-6K</td>
<td>5</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>5-6S</td>
<td>5</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>5-6J</td>
<td>6</td>
<td>12</td>
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<td>5-6K</td>
<td>6</td>
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<td>21</td>
</tr>
<tr>
<td>5-6S</td>
<td>6</td>
<td>11</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

11 classes were established in 2011 to cater for the diverse needs of students who attend Alma Public School.

Multi-age classes were created to allow for greater diversity and flexibility when grouping students on a needs basis. This practice has been in place for a number of years and continues to provide the most suitable platform from which to group students, given our school context.

Bugdrie Preschool had full enrolment throughout 2011.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.773</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23.683</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011 the teaching staff comprised of 13 teachers with 3 being Indigenous. Among the SAS staff, 2 full time AEOs were employed – 1 attached to Bugdlie Preschool and 1 for the K-6 classes. The school also employed 4 Indigenous School Learning Support Officers under National Partnerships initiatives.

Staff retention

Alma Public School has had 6 staff changes in 2011, with 5 transfers and 1 leave without pay (LWOP)

The reallocation of the Assistant Principal to cover the staff change at the Preschool and the transfer of the Principal in Term 4 lead to considerable staff and class readjustments in the later part of 2011.

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>
</tr>
<tr>
<td>Postgraduate</td>
<td>7%</td>
</tr>
</tbody>
</table>

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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>309525.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>204688.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>477049.44</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>65544.64</td>
</tr>
<tr>
<td>Interest</td>
<td>19605.24</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13448.09</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1089861.40</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7115.33</td>
</tr>
<tr>
<td>Excursions</td>
<td>21491.04</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>51193.29</td>
</tr>
<tr>
<td>Library</td>
<td>2420.71</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>8837.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>385807.99</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>34569.31</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>62898.44</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>62727.02</td>
</tr>
<tr>
<td>Maintenance</td>
<td>33359.69</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>13123.73</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>683543.61</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>406317.79</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Achievements

Arts
Students from all stages were involved in many aspects of Creative Arts. A number of students took part in Operation Art with one student having her work selected for permanent exhibition at Westmead Hospital. All classes including Bugdlie were involved in the annual school concert which was well attended by the community. The students also enjoyed performances by visiting groups as well as being involved in a special art competition to support the local indigenous language group.

Choir
2011 saw the addition of a Junior Choir section to the school choir. Forty junior members participated in a weekly session which saw them improve immensely as the year unfolded due to the practice and hard work of the students and teachers. This year a pianist and singing teacher were employed to guide the choir in vocal technique and song selection. Students learned a lot over the year and performed many times. Both choirs performed at the Choral Festival and the Eisteddfod with other local primary schools. They also performed in the school concert, presentation day assembly and the Patton Street Christmas Party Event.

Public Speaking
The school held public speaking competitions after having class competitions. Two finalists from both stage 2 and stage 3 were selected to represent our school at the Broken Hill Public Speaking Competition which was held at Central Primary School. Our students represented us well with one student receiving a Highly Commended award. Students who participated in the Broken Hill Competition also delivered their speeches to the school assembly.

Sport
Students were offered a wide variety of sporting opportunities, programs and competitions during 2011. Sport was identified as a strategic focus for 2011 and as a result a specialist PE teacher was employed to provide 1 hour per week of specialist PE instruction for all students in K-6.

With the focus on Physical Education the school participated in the Premiers Sporting Challenge, Jump Rope for Heart and a National Supermarket fundraising drive which resulted in significant funds being channeled into the school for the purchase of specialised sporting equipment.

Along with PE, students also participated in a weekly sport session. The K-2 students rotated through weekly groups incorporating skill development in the 12 fundamental movement skills program.

Primary students participated in PSSA sports each Friday in Terms 2 and 3. Students from all local schools competed together in school groups across several sports. Included sports were AFL, soccer, basketball, netball, hockey, cricket, athletics, swimming and cross country.

Ten students were successful in selection for the Barrier representative team in a variety of sports throughout the year and travelled to many locations in NSW to participate at the state level carnivals. Three students were recognised at the Barrier Blues Dinner for their involvement in sport during their primary schooling.

Alma students were offered opportunities to be involved in professional coaching clinics for Basketball, AFL, Cricket and Rugby.

The school has a very healthy and traditional sporting house competition between Cuthbert, Landy, Marshall and Strickland. Our students strive daily to earn points in sportsmanship and participation with the weekly points being acknowledged at the school’s assemblies.

Swimming
Alma PS 2011 champions were:

- Mason Jones        Junior Boy
- Amber Stenhouse    Junior Girl
- Jye Smith          11yr Boy
- Melisa Keenan      11yr Girl
- Casey Sanderson    Senior Boy
- Bronte Johns       Senior Girl
Athletics
- Tyson Burcher Junior Boy
- Elyscia Mackiewicz Junior Girl
- Jye Smith 11yr Boy
- Melisa Keenan 11yr Girl
- Jasper Jones Senior Boy
- Felicity McKenzie-Gilby Senior Girl

Cross Country
- Tyson Burcher Junior Boy
- Latoya Langdon Junior Girl
- Jye Smith 11yr Boy
- Melisa Keenan 11yr Girl
- Casey Sanderson Senior Boy
- Felicity McKenzie-Gilby Senior Girl

Sports Champion for 2011
- Chad Hipwell

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
Year 5 NAPLAN Writing

Year 5 NAPLAN Grammar & Punctuation

Year 5 NAPLAN Spelling

Numeracy – NAPLAN Year 5
The pleasing aspect of the progress in literacy has been that the school has continued to meet or exceed both the regional and state levels in reading and spelling. This is an achievement which deserves recognition.

The growth in numeracy is very positive. The introduction of Go Maths and intensive staff development in numeracy have been contributing factors in this upward growth.

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.
Progress on 2011 targets

Target 1
Raise levels in reading, comprehension, spelling and grammar and punctuation for all students K-6

Our achievements include:

- Implementation of the MultiLit intervention program. 23 identified students had access to this program.
- Completion of staff training in Focus on Reading. All stage 2 and 3 teachers are implementing Focus On Reading strategies within their classrooms.
- Kindergarten teachers participated in the L3 training resulting in Kindergarten students exceeding the regional benchmark in reading levels.
- Decreasing the percentage of yr 3 students achieving bottom two bands in reading from 56% to 36%.
- Decreasing the percentage of yr 5 students achieving the bottom two bands in reading from 58% to 40%.
- Increasing the percentage of year 3 students in the top 2 bands of reading from 7% to 19%.

Target 2
Raise levels in all strands of numeracy for all students K-6

Our achievements include:

- All K-2 teachers trained in TEN’s (Targeting Early Numeracy), providing a consistent teaching strategy between grades and supporting an explicit measurement tool for student performance.
- Implementing a corporate K-6 teaching program in numeracy—Go Maths.
- Establishing a senior enrichment class in numeracy.
- Decreasing the percentage of yr 3 students in the lowest 2 bands from 70% to 39%.
- Decreasing the percentage of yr 5 students in the lowest 2 bands from 46% to 37%.

Target 3
Increase student attendance from 90.1% in 2010 to 92% in 2011.

Our achievements include:

- Implementation of OASIS – electronic data collection system.
- Staff training in accurate roll marking and registration.
- Weekly audits on student attendance patterns.
- Written communication with parents for unexplained absences.
- Increase in girls’ attendance from 85.6% to 90.7%.
- Increase in Aboriginal students’ attendance from 84.6% to 89.6%.

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.

Educational and management practice

Quality Teaching (QT)

Background
With the implementation of several core Quality Teaching programs through National Partnerships the decision to facilitate the implementation and to ensure that all new professional learning was embedded into current teaching practice. An AP Mentor role was established with the specific aim of developing the QT pedagogies necessary for staff to confidently implement the new programs.(The position overview is on page 3 of this Annual School Report).

Findings and conclusions

- Notable positive growth in teaching programs from New Scheme Teachers. Staff actively participated in all scheduled professional learning and completed most of the required follow up activities. Student reading surveys indicated that student access to leveled reading material improved as did the volume of reading achieved across each week.
- Staff evaluations on the core programs Go Maths and FoR indicated high satisfaction with the corporate approach to programming Numeracy and FoR had a positive impact on student engagement levels and staff confidence.
- Kindergarten teachers have made significant impact on student reading and writing performance as a result of their participation in the L3 program. Kindergarten students exceeded the regional benchmark in reading.
- Three of the four 2011 numeracy targets were achieved as a result of the implementation of the corporate numeracy program Go Maths. The
corporate approach allows a shared responsibility for student performance and gives teachers an opportunity to focus their attention on teaching “how to do” rather than just “what to do”.

- Focused collegial sharing allowed staff to develop their skills in areas of the curriculum that they had identified. This networking between staff encouraged professional conversation around student performance and the links with Quality Teaching practice.
- K-2 staff training in TENs has supported the QT practice of the Assess–teach–reflect process. Teachers are required to submit assessment data on their students for each 5 week teaching cycle. The data indicates that students are making grade appropriate gains in numeration.

Future directions

National Partnerships finishes in June 2013 so we need to make sure that in 2012 we develop strategies for sustainability of the programs developed through National Partnerships over the past 3 years.

To do this, Alma PS will undertake the following actions:

- Complete the implementation of Focus on Reading in all classes from Year 3 to Year 6 and provide ongoing training for new teaching staff in 2012 to complete the training cycle.
- Utilise the school librarian to develop text sets to support the FoR teaching strategies and to coordinate the development of a professional learning space within the school.
- Allocate funds for the strategic purchase of reading resources to support both FoR and L3 literacy programs.
- Develop and implement a corporate approach to literacy programming across K-6 inclusive of the core programs of FoR, L3, QT pedagogies and the literacy continuum
- Maintain the AP mentor role with additional focus on attendance, mentoring best practice, professional learning management, developing a staff culture of collective responsibility for assessment & evaluation and strengthening leadership capacity in the school to enable sustainable programs.

Curriculum

Numeracy

Background

A major focus in 2011 was the implementation of GoMaths. All classes from K-6 were involved and STLA and SLSO personnel were allocated to support this corporate program. Each class devoted one hour per day to the program. A number of stage three students were involved in an enrichment program which also had support from Willyama High School teachers. The TEN program was introduced to K-2 with the support of the Numeracy leader from the Broken Hill SED. Mathletics and the NSW University competitions gave students high level, engaging opportunities to extend their numeracy skills and interests.

Findings and conclusions

- NAPLAN data indicates that we are on track to achieving our goal of “Raising levels in all strands of numeracy for all students K-6’ with 3 of the 4 numeracy targets either being reached or exceeded in 2011.
- Numeracy groups established in Stage 1 in 2010 have contributed to the success of matching 3 of the 4 numeracy targets.
- Corporate programming and the implementation of GoMaths has resulted in consistent, explicit quality teaching of numeracy.
- Evidence from the K-2 five weekly teaching and assessment cycle in TENs reflects a growing trend of increased student movement through the 4 levels of achievement.
- Professional learning, both through the implementation of ‘Go Maths’ and the TENs program has developed teacher capacity to deliver a daily, quality numeracy session.
- Staff surveys indicate a positive response to the corporate approach to the teaching of numeracy.

Future directions

- Maintain the Go Maths program in all K-6 classrooms.
- Continue the implementation of the TENs program in K-2 classrooms and facilitate training for any new staff
- Develop and implement K-6 Maths homework model inclusive of Mathletics with a strong focus on tables.
• AP Mentor to work more closely with Numeracy team leader to ensure benchmarks in assessment are being met across the K-6 spectrum and evaluation on assessments is an embedded practice.

Parent, student, and teacher satisfaction.

Due to significant changes in the leadership team towards the end of 2011, parent, student and teacher satisfaction surveys were not completed.

However, several key observations were noted and commented on through the schools evaluation report process.

• It was noted that parent participation in school activities had increased, particularly at whole school assemblies. It is believed that a shift to Friday afternoons has facilitated this.
• Response to requests such as permission notes, attendance letters, donations etc. are acted upon quickly.
• Positive feedback from parents and community on student behaviour during school excursions was noted through calls to the school office.
• Appreciation of the school’s participation at community events such as Christmas Carols, Patton Street fair and local fund raising events was noted through letters or certificates of appreciation.
• The number of students wearing full school uniform increased indicating a developing culture of school pride being supported by parents.
• A reduction in student detention numbers indicates that initiatives to improve student engagement have had some success. Passive play activities, circus group and lunch time active play sessions have all contributed to this result.

Professional Learning

In 2011 a range of professional learning activities were conducted.

Professional learning involved staff attending courses off-site, as well as the school utilising the expertise to be found within its current teaching staff.

Technology was an ongoing initiative and was facilitated by the skills of both our technology teacher and those of a new scheme teacher. Staff was trained in setting up video conferences and the connected classroom, smartboard lessons, movie making and the implementation of Ipads to support quality teaching strategies.

Staff identified this as a key area for personal professional development needs and as a consequence will continue into 2012.

Student Welfare training was completed with Staff accreditation in CPR and level 1 first aide, Child Protection and Educational Neglect. Work place safety and Anti Racism were also completed in 2011.

‘Team Leadership for School Improvement’ was rolled out in 2011 with all staff participating. Eight of the 10 modules were completed with the remainder scheduled for 2012.

Literacy and Numeracy are always a key focus for professional learning. This year, teachers (identified through the school strategic direction) were involved in:

• Focus on Reading
• L3
• Best Start
• TENs
• MultiLit
• Quality Teaching

Opportunities were also made available through MyPL where staff were encouraged to access professional learning in:

• Non Crisis Intervention Strategy (NCIS)
• Physical Education
• Technology
• Leadership
• Early Years Learning Framework (P-8)

Alma Public staff has a diverse skill set. Opportunities for staff to share this expertise and mentor their colleagues, has become core practice in our school’s professional learning culture. This is a vital component contributing towards the sustainability of professional learning within the context of a highly mobile teaching staff.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School Priority 1

Outcome for 2012–2014

Reduce the impact of low and partial attendance on student engagement and attainment.

2012 Targets to achieve this outcome:

- Raise attendance levels of identified persistent partial and non attendees to reduce the impact on student learning.
- Increase student engagement to maximise learning for all students.

Strategies to achieve these targets include:

- Conduct and implement attendance situational analysis and develop strategic whole school Attendance Improvement Plan.
- Audit student attendance daily and identified trends referred to Principal and LST each fortnight.
- Improve parent, student and teacher communication on all issues effecting student attendance.
- Purchase technology resources to supplement student enrichment programs and facilitate student engagement.

School Priority 2

Outcome for 2012–2014

To close the performance gap between indigenous and non indigenous students.

2012 Target to achieve this outcome:

- Increase the percentage of Aboriginal students meeting expected growth for year 5 students in NAPLAN reading from 13.6% in 2011 to 50% in 2012.

Strategies to achieve these targets include:

- Implement Personalised Learning Plans for Aboriginal students K-6 by the end of Term 1 utilizing the expertise of LST and AEO.
- Attendance officer to work in close partnership with AEO to establish strong and positive Aboriginal community and school relationships, to support and mentor Aboriginal students K-6.
- Implement MultiLit reading program for individual intervention for targeted Aboriginal students.
- Employ SLSO to target the specific needs of the identified students in reading.
- Utilise the PSP staffing component to provide additional class support for the teaching of reading.

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.

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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: