Alma Public School
Annual School Report
Our school at a glance

Students
Alma Public School students have been involved in a full range of activities throughout the year including sport, public speaking, community events, cooking and gardening, camps and excursions, academic competitions and cultural celebrations.

Staff
Staffing has been relatively stable during the 2012 year. One staff member resigned during the year but all other positions were able to be filled from the start of the school year.

Significant programs and initiatives
In 2012 we saw our Stephanie Alexander Kitchen Garden project really take off. Mrs DeGoumois and her band of willing helpers installed a first class kitchen facility and developed the garden spaces, including the installation of 2 rain water tanks. All classes from Year 3 attended kitchen and garden lessons each week.

National Partnerships Low SES funds allowed us to employ a non-teaching Deputy Principal to manage the welfare, attendance and discipline programs in the school, provide mentoring to staff, and assist with the transition of the new principal.

Student achievement in 2012
Alma Public School students have clearly demonstrated their outstanding attitude and behaviour this year. They have been wonderful ambassadors for our school at sporting, cultural and academic events and deserve high praise for their commitment to their own learning. Individual students have excelled in various areas and been recognised at school assemblies for their achievements.

Our school leadership team of captains, vice captains, house captains, vice captains and the Student Representative Council have undertaken their duties very responsibly and I would like to thank them on behalf of all staff and students for their wonderful efforts.

Messages

Principal’s message
It has been my privilege to be the principal at Alma Public School in 2012. I was overwhelmed by the warm welcome from parents, students and staff.

We’ve had a very busy and productive year. Staff have honed their assessment skills and developed their talents in the whole range of curriculum delivery. The kitchen/garden program came together beautifully, with all primary students taking advantage of the wonderful gardens under the watchful eye of Mr Hopcraft and cooked some wonderful food using our own produce under the guidance of Mrs Langdon. I was pleased to be the chief taster for all of those recipes!

Working bees that included staff, parents and community support installed water tanks and the watering system that has allowed our garden to flourish.

The involvement of our students in ANZAC Day, NAIDOC celebrations, public speaking, a whole range of sports, excursions and other school activities was tremendous and I am very proud of their commitment and behaviour.

I am looking forward to 2013 as we continue to all work together to improve outcomes for our students and continue to provide a high quality education for all those in our charge.

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.

Glynis Lugnan - Principal

P & C and/or School Council message
2012 has been a challenging, yet rewarding year for the Alma P&C. First of all we would like to say a big thank you to all the volunteers who worked hard to make this year a success. This extends to the wonderful staff at Alma who are right behind our P&C. We would also like to acknowledge the fantastic contributions of other members who continued their work until we were able to form a new committee in August.
The year began with some real challenges. Due to lack of response from parents and the community, the P&C could not hold their AGM. This in turn meant that we were unable to elect a new committee until the second half of the year. An SOS was sent out from the school expressing the dire circumstances faced if Alma was unable to form a P&C. This action triggered a fantastic response from the Alma community. Despite the slow start, we were able to establish a productive and dedicated committee consisting of seventeen members.

The P&C contributes each year to important programs that benefit our children and their families. Some of the contributions for 2012 include;

- providing sun smart hats for kindergarten children
- Presentation day awards
- New art in the playground
- Year 6 farewell
- subsidising the Learn to Swim program

Our main source of funding comes from the school canteen, the uniform shop and fundraising events. We are very proud of our school canteen. It provides a nutritious selection of food and drinks at affordable prices. This would not be possible without the dedication of Julie Holmes, our canteen coordinator, and her wonderful team of volunteers. Similarly, our uniform shop provides a convenient and affordable option for our families. Narelle Stenhouse dedicates two afternoons a week to provide this wonderful service.

The fundraising committee organised some unique events throughout the year. Our fundraising coordinator Katrina Ware played a big part in getting some of these activities off the ground. In addition to the mother’s/father’s day stalls and various raffles, we held a BBQ in conjunction with the Summer Vibes festival, egg and bacon rolls with the Adelaide 36ers, and the carols by candle light night at the school. We would like to recognise the efforts of those who contributed to making this night a success. These events not only benefit our school, but also engage the local community.

2012 showed what can be achieved. We encourage all parents and community members to help make this a success in 2013. It is crucial that we elect an executive at the AGM. If you can put one day in your diary for 2013, make it the Alma School P&C AGM. This will ensure the new committee gets off to a great start in fundraising for your school.

Michelle Parker – P&C President

Student representative’s message

We have had a rewarding and enjoyable year as School Captains. It was a proud moment at the ANZAC March when we held the banner at the front of the school representatives. The school leaders were responsible this year for organising the distribution and collection of the sports equipment at lunchtimes. We were all a bit nervous at first but we got through it.

Thank you for a great year and we wish the 2013 captains, vice-captains, prefects and SRC members the best of luck.

Jye Smith & Melisa Keenan – School Captains

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

Alma Public School enrolments have continued to drop, a trend that has been obvious over the last few years. Reduced student enrolment affects the staffing of the school, both teaching and non-teaching.

Bugdlie Preschool numbers are not included in these figures. In 2012 we had 100% Aboriginal enrolment of 20 children, our maximum number allowed.
In 2013, Bugdlie will move to fee paying, sessional enrolment as required by new federal legislation.

Student attendance profile

Alma Public School is a focus school for attendance. This is because, historically, student attendance has been consistently below regional and state averages. This continues to be the case, in spite of regular newsletter items highlighting the importance of daily attendance, weekly attendance figures published, a streamlined process to contact parents about persistent student absences and regular reminders to students on assembly.

Late arrivals have accounted for a significant amount of time lost.

Many absences, full day or partial, are not explained by parents with a satisfactory reason.

Management of non-attendance

The school identifies students who are absent for 3 days without an explanation from parents. Phone contact is made if possible or written contact when necessary.

Each week, the school prints a list of students whose attendance is below 85%, 80% and 75%. Parents are contacted by mail to notify them of their child’s attendance rates and our concerns.

If students continue to be absent with an acceptable reason, the Home School Liaison Officer is contacted. In 2012 the law was changed to allow quicker prosecution of parents who neglect their child’s education by not ensuring regular daily attendance.

Staff information

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

In addition to our teaching allocation, Alma Public School is the host school for the District Guidance Counsellor and some of the counselling staff, as well as the Assistant Principal Learning Support.

We also employ Student Learning Support Officers from both school and tied funding.

Staff establishment

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<th>Position</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<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>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>23.1</td>
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The School Administrative & Support staff includes front office, kitchen and garden specialists, general assistant, Multilit tutors, Norta Norta tutors, in-class aides and Aboriginal Education Officers.

Teaching numbers include classroom teachers, library, computer coordinator and Rural Area Relief.

The National Education Agreement requires schools to report on the Indigenous composition of their workforce.
There are seven Aboriginal staff members at Alma, comprising two classroom teachers, two Aboriginal Education officers, two Norta Norta tutors and one Aboriginal Community Liaison Officer working with the Paarkantyi Language Program.

**Staff retention**

In 2012 there were 3 permanent staff members who left. Principal, Mr Larry Micevski, accepted a transfer to Northlakes Public School on the Central Coast. Ms Wendy Ryan (Support Teacher Learning Difficulties) took extended leave. Ms Pamela Bugmy resigned during the year from the Aboriginal Education Officer position at the primary site.

Mrs Glynis Lugnan transferred into the Principal’s position. Ms Lauren Horwitz was appointed permanent part time Librarian. Miss Lyndsey James was appointed Rural Area Relief teacher based at Alma. At the end of 2012, Ms Kim Jordan transferred closer to home following a long, successful career at Alma.

**Teacher qualifications**

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

All teaching staff have approved teaching qualifications in Early Childhood or Primary Teaching. Several staff have Graduate Diplomas and one has a Masters degree.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</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.

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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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The figures in the table above represent the income and expenditure for the 2012 financial school year. National Partnerships funding (in tied funds) has significantly reduced the amount of school money needed in areas of professional development and resources for Key Learning Areas.

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.

*Brian Pledger with the “Hands Across the Mallee” mural.*
School performance 2012

Achievements

Arts
Mr Dougherty organised the participation of some Alma students in the Operation Art project which is run by the Children’s Hospital in Sydney showcases public school children’s art. Alex McCann, Kyle Mahoney and Rylea Jobson were successful in having their artworks selected.

Brain Pledger visited Alma PS in Term 2 during his trek from Broken Hill to the Barossa Valley in the “Hands Across The Mallee” project. The senior students spoke with Brian about his marathon walk to highlight anti-racism, inclusion and understanding. The students then worked together to begin a mural that Mr Pledger was going to have progressively completed by each of the five schools he planned to visit on his trek.

Sadly, Mr Pledger was struck by a car and killed not long after he left Broken Hill. The mural was eventually completed and early in 2013 members of his family visited Alma to show us the completed artwork.

Sport
During 2012, Alma students participated in swimming, athletics and cross-country carnivals.

The winning house in the swimming was Landy, Cuthbert took out the cross-country and Marshall took the honours in the athletics.

Alma participated in 6 gala days, winning the junior boys AFL and basketball and the junior girls basketball.

Six Alma students represented Barrier in basketball and AFL. This is a wonderful achievement.

Throughout the year, our students had opportunities to be involved with coaching clinics in NRL, cricket and softball.

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 My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school, then select GO.

Significant programs and initiatives
Aboriginal education
The Paarkantyi Language Program runs each Wednesday led by Mr Robert Lindsay and Ms Kaylene Kerwin from Menindee. All primary students had the opportunity to be involved in a 45 minute lesson per week. Numbers varied through the year with an average of 30 students taking up the opportunity to learn the local Aboriginal language. Approximately half of those students were Aboriginal.

All staff at Alma participated in a cultural awareness workshop held at Willyama High School during the year. This was aimed at providing some local information to staff and we were given the opportunity to hear local stories from traditional owners of the land.

“Connecting to Country” was a 5 day program aimed at staff who were new to Broken Hill. Four teachers and the principal attended the workshops that covered history, arts, culture and language as well as a fascinating day at Mutawintji National Park.

The NAIDOC theme in 2012 was, "The Spirit of the Tent Embassy 40 years on."

Alma Public School celebrated the week in Term 3, Week 2. The week commenced with a flag
raising ceremony, with the whole school in attendance. Aunty Barb Clark and the school Captains, raised the flag. We also had Anthony Hayward and one of our Aboriginal students playing the didgeridoo. The ceremony ended with a short school assembly and Aboriginal lawyer, Leon Apostle, spoke about the significance of NAIDOC week and what the theme meant.

The week was a highlight for many students and teachers. All classes decorated their rooms, depicting the theme. A competition was held for the best room display. Kindergarten were the winners of the competition.

The main day was held on Thursday. The students were split into 6 different groups and were given the opportunity to rotate around different activities. The activities consisted of Music, Healthy food workshop with staff members from the Healthy Start team at Maari Ma Aboriginal Health Corporation, Aboriginal Dreaming Stories, the significance and meaning of the 3 flags, mural painting, Paarkantyi Language workshop, Mission Australia had craft activities and we made a sea of hands. Some of these activities allowed personnel from the various organisations to build a rapport and to develop relationships with our school community, students, Principal and teachers. There was a Johnny Cake ‘cookup’ with some of our Aboriginal staff and Aboriginal community members. A barbeque was held at lunchtime and many community members joined us for this. Our Preschoolers were catered for with a fantastic play station that was set up by Narelle Pascoe from the Early Start team at Maari Ma. This was a very popular activity for our younger students.

The week ended with a fantastic assembly which finalised the week’s activities. Student’s artwork and photos of the events held throughout the week were displayed. The assembly ended with ‘We are Australian’ and the National Anthem.

R Hinchey

Multicultural education

This has not been a focus at Alma in 2012 as a whole school. Individual classes worked through units in HSIE that had other countries and cultures as a main theme. The kitchen program provided a range of food that had influences from other cultures.

National partnership programs

The National Partnerships Low Socio-economic Program provided funding for school based initiatives. Alma Public School used NP funding to ‘top up’ Mrs Goodfellow’s Assistant Principal position to a non-teaching Deputy Principal role to ease the transition of the new principal and provide mentoring to teachers, particularly in literacy, numeracy and programming strategies. She was also responsible for setting up processes for attendance and program supervision and for overseeing the school welfare and discipline areas. As part of that, Mrs Goodfellow developed some procedures and processes for the Learning Support Team and trained other staff in their implementation.

Other programs

Kitchen Garden project

A $60000 grant from the Stephanie Alexander Kitchen Garden Project enabled us to establish gardens and a commercial kitchen in the school under the supervision of Mrs Sharon DeGoumois. The program has been very, very successful. Every child from Years 3 – 6 take part in weekly lessons in both the kitchen and garden. Poor behaviours are noticeably less during these classes and attendance has shown some improvement on the days that students attend these classes.

There has been significant community involvement in this project through working bees and the donation of sheds, equipment and time from community organisations. What a wonderful project it has been!

Computers

During the year, the students attended weekly skill-based Computer lessons. There was a strong focus on using computers for word processing, graphics, multimedia, databases and spreadsheets. Students had regular access to computers in their classroom, in their weekly computer lessons and at lunchtime. The school received 15 new computers and bought 5 new printers to replace out-of-date equipment.
Stage Three Excursion

This year during third term, Stage 3 went on a week long excursion to Canberra and Thredbo. The week combined cultural and recreational visits. Alma students and staff were warmly welcomed to Parliament House by our local member Susan Ley. We also learned about the preferential voting system at the electoral commission in Old Parliament House and saw Jackson Pollock’s Blue Poles in the National Gallery. The student’s favourite destinations were a toss-up between Questacon and our day in the snow.

Stage Three Courage to Care

During Term 2, Alma students in Stage 3 were invited to visit an exhibit called “Courage to Care” at the Broken Hill Regional Gallery. The aim of the exhibition was to further make students aware of bullying and to teach strategies to combat it when confronted. Students heard and read stories of some of the heroes from around who put their lives at risk during World War 2 to save vulnerable people from the Nazis.

Teddy Bears Picnic

This year’s Teddy Bears Picnic was run as a whole school organisation with all teachers running an old fashioned game or activity like quoits, octopus, sack races and tag held on the Alma oval. The students were asked to bring along their favourite Teddy Bear or cuddly toy, a blanket and a shared lunch to sit and enjoy with family and friends. The P&C provided a stall selling drinks and cakes. A great day was had by all.

Kinder Orientation

In 2012 the Kindergarten orientation was run as an 8 week program consisting of a 5 week transition and a 3 week orientation program. During the 5 week transition the students and parents attended activities every Wednesday afternoon from week 1, Term 4 until week 5. The activities consisted of visiting different areas of the school, including the library, computer lab, kitchen and the Stephanie Alexander garden. In week 6 the student then attended Kindergarten Orientation over three consecutive weeks in Kinder Hall while parents attended information sessions. The students participated in L3 style rotation activities to give them a good experience of what to expect next year. The transitions and orientation were very successful with twenty to thirty students attending each session.

Alternate Play Program

In the second half of the year, we implemented an alternate play program, designed and run by Miss Marsh. This was begun to cater for some students who found it difficult to follow school rules, were returning from suspension or who needed support to learn skills that would allow them to play well with others. It was not a punishment but an opportunity to give ‘breathing space’ to the students involved and others in the playground. This was evaluated at the end of the year and found to be partially successful. Tweaking of the program will be done through consultation with staff and revised format will be used in 2013.

Progress on 2012 targets

Target 1 LITERACY

a) Decrease the percentage of Year 3 students achieving the lowest two bands by 10% from 36% in 2011 to 26% in 2012 Year 5 students from 40% in 2011. 

b) Increase the percentage of Year 3 achieving the top two bands by 10% from 19% in 2011 to 29% in 2012 and Year 5 from 17% in 2011 to 27% in 2012 in NAPLAN Reading.

c) Increase the percentage of Year 5 students achieving the top 3 bands by 10% from 30% in 2011 to 40% in 2012 in NAPLAN Writing.

Our achievements include:

- Multilit – 3 out of 4 Year 5 students who participated in Multilit achieved growth of more than 100 points in NAPLAN, one achieved growth of 306 points.
- L3 has been very successful in Kindergarten. Students have been assessed at reading levels, in particular, equivalent to Year 2 regional benchmarks.
Target 2 NUMERACY

a) Reduce the percentage of Year 3 students achieving the lowest two bands by 10% from 39% in 2011 to 29% in 2012 and Year 5 students by 10% from 37% in 2011 to 27% in 2012 in Numeracy.

b) Increase the percentage of Year 3 students achieving the top two bands by 10% from 12% in 2011 to 22% in 2012 and Year 5 students by 20% from 3% in 2011 to 23% in 2012 in Numeracy.

Our achievements include:

- The 2012 NAPLAN targets have fallen short of the expectations in most areas. The expected reduction of 10% by year 3 students achieving in the lowest two bands from 39% to 29% has seen a growth in these numbers from 39% to 41.7%. Year 5 expectations of a reduction from 37% to 27% have seen an increase from 37% to 38.5%.
- At the other end of the scale, the target of increasing the percentage of year 3 students in the top two bands by 10% from 12% to 22% has produced an outcome of only 8.3%. The target for year 5 students has been well achieved however with 3.3% in 2011 to 11.5% in 2012.
- A significant statistic is that the growth from year 3 to year 5 has been 143.5 points as compared to all state at 96.6% and NSW DEC at 98.2%.
- Seven students showed growth significantly above expected as well as above state growth. Several of these are Aboriginal students.
- PAT numeracy assessments in year 5 have shown 50% of students achieving greater than 50% in the test and 65% of year 3 students achieving the same.
- TEN data for kindergarten has seen 89% of students in the target group reducing to 25% from the beginning of the year to the middle of term 3. Year 1 has dropped from 39% to 9% and year 2 falling by 4% from 37% to 33%. This could accounted for by teachers providing short frequent numeracy activities catering for student needs.
- Student surveys have generally shown a positive response to the GoMaths program. Many commented they would prefer to work with their class teacher as opposed to grouping. Year 5 students indicated the opposite, preferring to work with their peers. Many supported the importance of technology as a learning tool as well as liking hands on activities.
- Staff surveys generally supported GoMaths as a program, primarily because it provided consistency across the school. Some commented that their students responded well to the program as well as the importance of the TEN as an intervention program. Some commented on the need to update resources as well as the possibility of considering another corporate program. Students with literacy needs were a little disadvantaged because of the reading involved.
- Parents of year one, three and five students were surveyed with only 6 families responding. All were aware of the GoMaths program with 50% saying they received positive feedback from their children. None responded regarding an awareness of any other maths programs in the school. One response supported the idea of maths as a homework focus. None of the respondents saw a need for other maths activities such as parent information sessions.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Mathematics.

Background

Several years ago, Go Maths was chosen as a whole school mathematics program to streamline concept delivery across all grades K-6. Significant funds were directed towards staff training and the purchase of student workbooks each year.

Teaching Early Numeracy (TEN) was run concurrently to focus on numeration skills.

Findings and conclusions

A survey of staff in second semester 2012 highlight several concerns:
a) Student outcomes were not significantly improved in most strands of maths,
b) Teachers found it difficult to cover all required aspects due to the regular interruptions to class time that occur in every school and the additional time needed to incorporate TENs lessons.
c) Gaps were identified in the GoMaths scope and sequence.

Future directions
In 2013, teachers will revisit teaching directly from the NSW Mathematics syllabus, in preparation for the implementation of the new Australian Curriculum in 2014.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are summarised below.

Parents and community members were surveyed about changes to the recess and lunch break times that had been operating in the school.

Teachers had reported the following concerns:
1. Many students were regularly eating their lunch at recess because they were hungry.
2. Playground discipline issues were mostly occurring at lunchtime because children had more time to fill.

In response to this, staff met several times to consider the options, one of which was to lengthen recess and shorten lunchtime. It was hoped that children who were hungry would be able to eat and still have time to play. It was also anticipated that poor behavior during the 2nd break would diminish.

A four week trial, following discussions with the canteen manager, was implemented. Parents were then asked to comment on the trial.
1. 35% of respondents said that their child was too hungry when they got home
2. 65% said they saw no difference in the eating habits of their children
3. 60% reported that their children seemed happier because there were fewer problems in the playground
4. The canteen found it difficult to have hot food ready for 1st break.
5. Approximately 60% students reported being happy with the new arrangements. 25% said they didn’t care one way or the other.

As a result of these responses and further discussion with staff, a new timetable was put in place that incorporated a 40 minute 1st break (including 15 minutes supervised eating time) and a 30 minute 2nd break. Issues around hot food delivery were resolved.

Professional learning
All staff were involved in professional development activities during 2012. Mandatory training in anaphylaxis and first aid, code of conduct and child protection was undertaken by all staff. Teaching staff were involved in professional development in literacy, road safety, sport coaching, behavior management, library services, introduction to the Australian Curriculum, executive development and programming.

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

Literacy
2013 Targets to achieve this outcome include:
- Decrease the percentage of Year 3 students achieving the lowest two bands by 10% from 54% in 2012 to 44% in 2013 and Year 5 students from 40% in 2012 to 30% in 2013 in NAPLAN Reading.
- Increase the percentage of Year 3 students achieving the top two bands by 10% from 4% in 2012 to 14% in 2013 and Year 5 students
from 14% in 2012 to 24% in 2012 in NAPLAN Reading.

- To increase the number of Year 3 students in the proficient spelling bands from 8.6% (2) to 20% (4) and 13% in 2012 to 25% in 2013 in grammar and punctuation.

**Strategies to achieve these targets include:**

- Implementation of the diagnostic North Coast Spelling program
- Teachers will be trained in the use of the literacy continuum and all students will be tracked against the continuum by the end of 2013
- K-2 teachers will implement identified best practice under the mentorship of an Instructional Leader.

**School priority 2**

**Outcome for 2012–2014**

**Numeracy**

2013 Targets to achieve this outcome include:

- Reduce the percentage of Year 3 students achieving the lowest two bands by 10% from 42% in 2012 to 32% in 2013 and Year 5 students by 10% from 39% in 2012 to 29% in 2013 in Numeracy.
- Increase number of children in numeracy proficiency bands from 8.3% to 18.3% for Year 3 and 11.5% to 20% for Year 5 in 2013.

**Strategies to achieve these targets include:**

- All teachers will undertake *Maths Matters* focusing on place value and multiplication over the next 2 years to establish increased achievement of outcomes in those strands.
- Teachers will be trained in the use of the numeracy continuum and all students will be tracked against the continuum by the end of 2013

2013 intended outcomes include:

- Increase the percentage of Aboriginal students meeting expected growth for year 5 students in NAPLAN reading from 60% in 2012 to 75% in 2013.

**School priority 4**

**Outcome for 2012–2014**

**Engagement and Attainment**

2013 intended outcomes include:

- Raise attendance levels of identified persistent partial and non-attendees to reduce the impact on student learning.
- Reduce the impact of negative behaviours on student learning (Raised Responsibilities)

**Strategies to achieve these targets include:**

- Maintenance of the current attendance processes
- Timetabling of kitchen/garden, computer, sport, PE and library across the school so that there is something “special” happening each day to encourage daily attendance.
- ‘Raised Responsibilities’ will be implemented across the whole school involving above and below the line behaviours. Common language of behaviour will be used.
School priority 5

Outcome for 2012–2014

Leadership and Management

2013 intended outcomes include:

- Build leadership capacity in all staff.
- Build a culture of shared responsibility, reflective discussion and critical evaluation of performance.

Strategies to achieve these targets include:

- Instructional Leader will mentor and coach K-2 teachers to build skills in all aspects of literacy and numeracy delivery
- Assistant Principals will share a class to allow time for mentoring and coaching of teachers on Years 3-6
- Aspiring executives will have the opportunity to develop their capacities in management, leading curriculum, DEC policy knowledge, writing applications and interview techniques.

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.

Glynis Lugnan - Principal
Peter Dougherty – Assistant Principal
Sharon DeGoumois – Assistant Principal
Rita Hinchey – Year 2 teacher
Michelle Parker – P&C President

School contact information

Alma Public School
Comstock St
Broken Hill NSW 2880
Ph: 08 8088 2181
Bugdlie Preschool
Ph: 08 8088 1244
Fax: 08 8087 3691
Email: alma-p.school@det.nsw.edu.au
Web: www.alma-p.schools.nsw.edu.au
School Code: 1028

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