School context
Alma Public School is a Preschool – Year 6 facility with a total student enrolment of 235 students, 69 of whom are of Aboriginal decent. The school is situated in Broken Hill, a town with strong connections to mining and a rich Aboriginal history. A significant number of our students are from low socio economic backgrounds. The school has a strong focus on literacy, numeracy and student welfare.

Alma-Bugdlie Preschool is situated 2 kilometres from the main site and has a weekly transition program at Alma Public School. It is a designated Aboriginal preschool, with preference given to Aboriginal children in the year before Kindergarten. Non-Aboriginal children are enrolled when places are available.

The teachers strive to create a safe learning environment where risk taking in learning is encouraged, students feel safe to have a go and mistakes are a part of the learning process. Students are encouraged to own and take responsibility for their learning and their behaviour, using Raised Responsibilities as a model.

Alma Public School is steeped in tradition and our school shield bears the motto ‘Honesty, Courtesy, Activity’. The school mantra is “Have fun, Be good, Learn lots”. The challenge for the school is to educate the individual, preparing them for a future that requires them to be discerning lifelong learners while maintaining the values of honesty, courtesy and activity.

Principal’s message
2013 has been another extremely busy year.

Students at Alma have participated in a range of activities to build their skills or test them in competition including public speaking, sport, choir, external curriculum competitions, visual arts and, of course, our kitchen/garden program which has been a huge success.

Parents have been involved in fundraising, whole school assemblies, NAIDOC and other school celebrations. A small, dedicated group of parents has operated the P&C to support every student in the school. Parents of Aboriginal students took the opportunity to be involved in the development of personalized learning plans for their children and many parents and community members joined us for Carols, Easter Hat Parade, Presentation Day, and ANZAC Day.

The staff at Alma have undertaken a huge range of professional learning in literacy, Australian Curriculum, major reforms in the way schools are now operating, student welfare including training in autism and learning difficulties. Some of that training has been face to face but much of it is now delivered online requiring teachers to study at home.

The Instructional Leader, Mrs Pascoe, has worked closely with Kindergarten and Stage 1 teachers developing high quality literacy and numeracy programs that are tailored for individual student needs. This has been supported by Mrs LeMay and Mrs Wilson through the Learning Support program.

Significant time was put into reviewing and amending the Workplace Health and Safety documentation in the school, with particular thanks to Mrs Morgan and Mrs Jenny Hannigan.

In 2013 we welcomed Miss Jo Murrells and Miss Gemma Symons to our permanent staff. We also farewelled Mr Darryl Bonsing, Mrs Kerry-Sue Pascoe and Mrs Jenni Baker at the end of the year.

At Presentation Day, I was able to announce that our BER hall would now be known as Kester Hall in memory of Mrs Maree Kester who taught at Alma from 2004 until 2011.

I would like to thank everyone for their continued time and efforts in supporting the students at Alma Public School – the best school in the West!

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 Glynis Lugnan

P & C message
The AGM attracted a number of new members and a change in all executive positions. This was a very encouraging start to 2013, though quickly became a small group of dedicated volunteers.

The Alma School P & C has continued their hard work with fundraising in 2013. Our fundraising coordinator, Angela Langdon, has organised various events to help raise much needed funds
for the school. These include discos, catering at community events, Easter raffles, and Mothers and Father’s Day stalls. Other events included face painting for community groups, Carols By Candlelight and Christmas Hamper Raffle at Presentation Day.

The P & C Uniform Shop offers new and pre-loved uniforms at affordable prices. Narelle Stenhouse is the co-coordinator and dedicates 2 afternoons a week to this service for the school. The P & C supplies, free of charge, Alma sun smart hats to all new enrolments to the school.

The Alma School Canteen provides a valuable service to the school and is managed by the P & C canteen coordinator, Julie Holmes, and her dedicated group of volunteers who provide a great selection of food choices for our children. The P & C has purchased a slushie machine and popcorn maker for use in both the canteen and at other school events.

Funds have been spent on sports equipment for the enjoyment of all students. This has encouraged an increased number of active students at break times as well as increasing skills and coordination in the students.

The Alma P & C works in partnership with the school to support and provide important funds for our children’s needs. Thank you to all parents, community members, students and staff that have helped the P & C over the past year.

Mrs Anita Hoysted - Alma P & C President, 2013

Student representative’s message

Throughout the year, the SRC have held fundraisers to raise money for the year 6 farewell and Stewart House. The SCR successfully ran a milkshake day in Term 3, in Term 4 we ran a crazy hair day that raised money for Stewart House.

We have regularly helped out with organising sports equipment at break times. On assembly weeks, the school captains and prefects have assisted hosting classes.

In addition to our fundraising efforts and assembly duties, we have participated in Anzac Day ceremonies, appeared in the local paper promoting school initiatives and provided peer support.

We have had a wonderful time at Alma and would like to thank the Vice Captains and House Captains and SRC members for their work in 2013. Thanks to Miss Jameson for helping us.

Aleks Purcell & Blake Gebhardt – School Captains

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>250</td>
<td>300</td>
</tr>
<tr>
<td>2008</td>
<td>250</td>
<td>300</td>
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<td>2011</td>
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<td>300</td>
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<td>300</td>
</tr>
<tr>
<td>2013</td>
<td>250</td>
<td>300</td>
</tr>
</tbody>
</table>

Student attendance profile

School attendance has shown a small but positive increase over the last five years. Alma student attendance is 3.1 % lower than state averages and 1.6 % lower than Western Region numbers. Year 1 students have the lowest attendance rate, with Year 4 attending more regularly than other grades.
Management of non-attendance
Alma Public School has systems in place to monitor regular non-attendance and persistent late arrivals. Parents are notified after three days absence without explanation. The Home School Liaison Officer is utilised to work with families of children whose attendance is falls below 85%. It is mandatory that we report students whose attendance falls below 70% to Dept Child Services for educational neglect.

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

Alma Public School staff comprises teachers, Aboriginal Education Officers, Learning Support staff and specialist teachers e.g. library, reading recovery School administration personnel manage the front office and associated clerical duties. District personnel are based at Alma Public school e.g. District School Counsellor and Assistant Principal Learning Support.

Workforce composition

<table>
<thead>
<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>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10.462</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>5.905</td>
</tr>
<tr>
<td>Total</td>
<td>22.967</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Alma Public School has two Aboriginal Education Officers – one based at the preschool and one on the main school site – and two Aboriginal classroom teachers.

Staff retention
At the beginning of 2013, Mr Peter Dougherty transferred to another school in Broken Hill. After the interview process, Miss Hannigan was appointed as the new Assistant Principal at Alma. In addition, we held interviews for the Preschool...
Teaching position and Miss Gemma Symons was successful in this position. We were then appointed Miss Jo Murrells as a permanent teacher at Alma.

We gained the invaluable Mrs Pascoe towards the end of 2012. Her role is as an Instructional Leader working with numeracy and literacy from K-2. She is assisted by Mrs Kells and Miss Harris.

**Teacher qualifications**

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

At Alma, 50% of our staff members are completing Accreditation and Maintenance to achieve ongoing competencies as required by the NSW Institute of Teaching. The remaining 50% are not required to so because they were teaching prior to the introduction of the accreditation system.

<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>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>50%</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>Income</th>
<th>385680.50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>197268.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>349933.10</td>
</tr>
<tr>
<td>Tied funds</td>
<td>44225.13</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15095.55</td>
</tr>
<tr>
<td>Interest</td>
<td>1244.59</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7652.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>999855.72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

Date of financial summary: 30/11/2013
Alma Public School received Low SES National Partnerships funding in 2013. This is a tied fund (it has a specific purpose and cannot be used for anything else). Some of the funding was unspent due to a change in staff late in 2012. This was carried over into the 2013 school year.

Alma Public School holds tied funds for District Office which are not available for general use.

The Early Action for Success initiative provided tied funding to support the Instructional Leader position.

Some monies were brought forward from 2012 which were intended for specific school initiatives that did not eventuate.

In preparation for schools to have greater control over their finances, Alma received transitional funding for equity and Aboriginal programs. In 2013 the funds were used to employ the kitchen and garden specialists for the Stephanie Alexander Kitchen Garden project. This program includes all students from Yr 3-6. Late in 2013, we also received a proportion of the 2014 funding, which was rolled over for the 2014 school year.

An Assistant Principal was released from classroom duties to manage attendance, welfare, student discipline, teacher mentoring and coaching etc.

A full copy of the school’s 2013 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 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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 and select GO to access the school data.

Other achievements

Alma Public School runs a number of programs to engage students and extend their skills, e.g. choir, public speaking, kitchen/garden program and Paakantyi Language to name a few.

The Arts:

This year, Kyle Mahoney, Heaven Celotto and Dexqlan Ferguson participated in the Operation Art project which is run by the Children’s Hospital at Westmead in Sydney and showcases public school children’s art. Kyle Mahoney’s art work “It Was This Big!” has been selected for the 2014 Operation Art touring Exhibition. His artwork will be one of 50 to travel around regional artworks in 2014 before becoming part of a permanent collection at the Children’s Hospital at Westmead Sydney.

Students in each class created artworks representing “Fun in the Outback” as part of the Broken Hill Fringe festival. Ten artworks from each class were selected and were being displayed in business around Broken Hill.

The topic for the Broken Hill show display this year was “Broken Hill’s Mining History”. All classes worked hard to create artworks to be part of this display. We were awarded first in our section

Choir:

This year all students from Kindergarten to Year 2 were involved in Choir. All students were able to sing along with an accompanist on the piano and learn about pitch, intonation and melody. Students worked hard and practised every week.

The Choir performed at the Choral Festival, school assemblies, the nursing home, Carols by Candlelight, Presentation Day and the Eisteddfod, where they received an honourable mention for their intonation and unity as a choir.

The senior choir was approximately 50 students strong, made up of children from Year 3 to Year 6. The students performed at the Eisteddfod, Choral Festival, assembly, Carols by Candlelight and Presentation Day. The choir worked on pitch
and tempo specifically this year along with the ability to read the conductor's hand signals. They have performed using CD accompaniment and showed great skill in performing *acapella* (no instrumental backing) for one particular song.

**Academic Competitions:**

A number of students participated in external academic competitions through the University of NSW. Ryan Braies was awarded a Distinction in Mathematics, which is a fantastic result.

The Premier’s Spelling Bee was introduced in 2004 as a fun and educational way for primary school students to engage in spelling. The competition consists of three stages. Students in years 3-6 were firstly nominated by their class teachers to participate in an in-school competition comprising of elimination rounds. Thirteen students were nominated. At the end of this competition, four students were selected to represent Alma in the Junior and Senior Regional Finals. Our junior representatives were Danika Hoskins and Olivia Gittoes. Our senior representatives were Brawley Brennan and Rylea Jobson. Students competed against 25 other schools in the Western Region via video conference for the chance to compete in the NSW state finals in Sydney. All students trained extremely hard for the Spelling Bee and although they were not successful in winning a place in the finals, they can be very proud of their efforts.

**Alma-Bugdlie Preschool:**

Alma Bugdlie Preschool is a well-established centre with strong community values. The community comes from diverse backgrounds with a majority of children with Aboriginal heritage. Throughout the year we have created strong partnerships between students, staff and families. These partnerships have enabled Bugdlie to ensure families have a large input into the creation of the program and shown that the community culture is respected.

The quality teaching at Bugdlie, by our committed staff, is reflected in the high quality of learning that has been reported this year by parents, as well as the displays and evidence of work collected from the children that also demonstrate this high level of quality. We have promoted self-confidence, resilience and self-esteem by providing children with a safe a secure environment in which children have excelled in their individual skills. We have allowed children to show how they are capable and resourceful learners by implementing a meaningful, inclusive, child centred program based upon the National Early Years Framework “Being Belonging and Becoming”.

Our Quality Improvement Plan continues to be an ongoing successful development that has seen many positive changes to Bugdlie throughout the year. This has ensured that we are constantly improving on the way Bugdlie is meeting the National Quality Standards. Through the use of our Quality Improvement Plan we have prioritised the updating of our policies to ensure services to children and families remains a high priority. We hope to revise these policies in collaboration with our families. Among the changes, our Philosophy statement was also reviewed this year in line with National Quality Standards and our front yard has had some permanent play spaces added to stimulate children in their play.

It has been a successful year for Bugdlie students who have inspired and participated in a number of rich experiences that have developed the holistic child. Our children have developed into “Ready to Learn” students prepared to transition into their first year at primary school.

I would like to thank Auntie Barbara Clark for her continued support of the students at Bugdlie.

**Miss Gemma Symons**

**Public Speaking:**

Two students from Stage 2 and two students from stage 3 were selected to represent our school at the Broken Hill District Public Speaking Competition held at Burke Ward Public School. Students prepared their speeches individually and then were guided by teachers. Students dedicated some lunchtimes to rehearse their speeches and work on impromptu speeches. Our Stage 2 students spoke well and had mentions for some of their points they spoke about. Both of our Stage 3 speakers represented our school well, with one student, Rylee Jobson, named as runner-up.

**Reading Recovery**

Reading Recovery is a research-based early intervention program designed to promote literacy learning and reduce the number of students struggling with reading and writing in
Year 1. Reading Recovery has existed in schools since 1984, and has been an ongoing NSW government commitment since 1996. This year one teacher has been training in the initial phase of the Reading Recovery program. Seven students have accessed the program in Year One.

Students who were identified as experiencing significant difficulties with reading and writing participate in daily thirty minute one-on-one intensive lessons which are designed for each student. The goal for Reading Recovery is for students to fully participate in classroom activities with their peers without the continued need for additional support.

ANZAC Day:

ANZAC Day was commemorated by Alma students both at school and in the community march over the April school holidays. The community march was well attended and represented by Alma students, parents and staff members, proving the strong commitment to the local traditions by our wonderful school community. Our school commemorations were a solemn and succinct affair and all students showed absolute respect and attentiveness throughout the ceremony. Our school captains, vice captains and prefects, as always, performed a great job in their delivery of speeches and the presentation of the different duties performed.

Sport:

Alma Public School again has had a large focus on sports with students having opportunities to participate in a wide variety of sporting endeavours. PSSA sports have proved popular as have the AFL and NRL clinics held at school during sport times. In addition, students have been able to participate in cricket and golf gala days as an introduction to the sports. Indeed, a golf program was run from years 3 to 6 as part of the PDHPE program and was hugely successful. Students have been instructed how to organise games and sports for themselves resulting in students organising and running lunchtime competitions. Through the PSSA, Active After School program and the PDHPE program, Alma has produced many sporting stars and had a large number of students enjoy being active and participating in many sports. Outside school, many Alma students excel at their chosen sports. These include gymnastics, figure skating, go-karting, soccer, AFL, basketball, swimming and cricket. It is testament to the willingness of Alma students to have a go at all sports available. With the school now well-resourced in regards to sports equipment, it is anticipated that this trend of sporting opportunities and endeavours will continue for many years to come.

In summary:

In 2013, in PSSA, Alma had 8 students representing Barrier at NSW State Carnivals in:

- Girls Basketball
- AFL
- Boys Soccer
- Cross Country
- Athletics.

Alma participated in 4 Gala Days over 4 sports.

Girls participated in Netball, Hockey, Basketball and Soccer.

Boys participated in AFL, Soccer, Basketball and Cricket.

We were successful in winning:

- Senior Netball
- Senior Girls Basketball
- Junior Boys Basketball
- Junior Girls Basketball

Stage 3 Excursion

In Week 2 Term 3, 40 students along with 3 teachers travelled to Lake Keepit Recreational Camp near Tamworth for the annual school excursion. We left on Sunday night at 9pm and travelled through the night arriving at our destination at 9am the next morning. Over the next 4 action packed days students participated in a range of outdoor activities including kayaking, rock climbing, archery, orienteering and canoeing while interacting with student from other schools. The students had a great time participating in all the activities and were well worn out after each day. We made the long 12 hour trip home on Friday and students and parents were very happy to be reunited at the end of the day.
Significant programs and initiatives

Lindfield Public School Exchange Program:

This year during third term, we were visited by three staff from Lindfield Public School. Miss Waters and Miss Greenhalgh, both Year 4 teachers, spent time with our year 3 and year 4 classes. Mrs Caroline Desmond, Acting Principal of Lindfield Public School, spent time with Mrs Lugnan learning about our school and community. While at Alma they were able to see our Stephanie Alexander Kitchen Garden Project in practice, visit our preschool and get involved in classroom lessons. As a part of their stay in Broken Hill they took in the sights of Broken Hill and Silverton, participating in the Silverton challenge. The visit from Lindfield was aimed at setting up a relationship between the two schools. During their visit Miss Waters, Miss Greenhalgh, Mrs Desmond, Miss Hardy and Ms Clark held a video conference between Alma and Lindfield Public School students. The students from both schools were able to meet and ask questions about the schools.

Lindfield Public School and Alma will be continuing to work closely together in the years to come. Miss Hardy, Ms Clark and Mrs Morgan visited Lindfield in week 3 of term 4 this year to learn about Lindfield’s school, community, environment and culture. The future aim of the program is to have students exchange from Lindfield and Alma Public School to provide the students with insight into different schools and communities.

Active After School Communities:

Alma started the Active After School program in term one this year. The program is a federally funded program run through the Australian Sports Commission. There are two priorities that underpin the rationale behind the sports based game approach. Firstly, it is to encourage children to lead an active and healthy lifestyle. Secondly, to offer formal pathways into more organised sport through local clubs and associations. The program is run on a Tuesday and Wednesday for one hour each day and a healthy afternoon tea is provided beforehand. Each term, two sports are chosen on a needs base for the school or for the local area in general. One activity is a team type sport while the other is a more individual style of sport or game. This year at Alma we have offered students the choice of soccer, table tennis, golf, softball, hockey, bocce, volleyball and tennis. All students from kindergarten to year 6 are eligible to attend either or both sessions. Most terms have seen predominately infants students attend the program and an equal amount of boys and girls. Coaches are staff members who have undertaken the Community Coaching Certificate training in their own time. It is hoped that in 2014 we will have community members trained so as to have more coaches to call upon and make the entire program more community based and orientated. It is expected that the program will continue to run at Alma in the years to come.

Learning and Support Teachers:

In 2013 all classes have been supported by a Learning and Support Teacher with a staffing allocation of one full time teacher and one part time teacher. Identified students with additional learning and support needs received direct instruction on a regular basis. The Learning and Support teachers collaborate with class teachers in the development and delivery of Personalised Learning and Support Plans. They have advised class teachers in the selection and management of literacy resources, conducted student assessments, collected data on student achievement and assisted with professional learning for class teachers and School Learning Support Officers.

The Learning and Support Teachers have provided specialist advice, support and mentoring by giving demonstration lessons in classrooms and assisting with the organisation of literacy groups to enhance literacy outcomes focusing on the best ways to cater for the diverse learning needs of children and presenting information regarding behaviour management.

Aboriginal education

This year, 4 Alma students were selected to represent our school in the first annual NAIDOC Public Speaking competition which was held at Railway Town Primary School. The students spoke about the Yirrakala Bark Petitions and what it means for them today. The students prepared their speeches in teams (2 year 5 girls, and 2 year 6 boys) together with a teacher. The teams were made up of one Aboriginal student and one non-Aboriginal student. The speeches reflected a culture of acceptance and unity and were well received by the audience at the competition. One of our students began their speech by saying the welcome to country in Paakantyi.
MultiLit:
The MultiLit program, implemented by two School Learning and Support Officers, provided additional intensive individual instruction to children from Years 2-5. All Year 5 students that were on the program exceeded expected growth in the 2013 NAPLAN test for reading. All of the students have increased their benchmark reading levels and 50% of the children increased their reading benchmarks by 8-12 levels.

Multicultural education
Harmony Day was celebrated across the school. Every class chose a different country to investigate and parents were invited in to view the classroom displays and sample some food from the country chosen.

Mrs Langdon provided a menu of multicultural food for the Kitchen classes.

Kindergarten Orientation 2013
In 2013 the kindergarten orientation was run as a 4 week program consisting of three student and parent orientation program followed by a transition day for the students. During the first three sessions parents attended information sessions while the students participated in various activities, followed by tours around the school, visiting different areas of the school including the library, kitchen and the Stephanie Alexander Garden.

The students during the sessions participated in L3 style rotation activities to give them a good experience of what to expect next year. The sessions this year were held at different times and days each week to try and ensure that a time best suited all families. The program was once again very successful with high attendance in all sessions.

Transitional Equity Funding
Alma Public School received some transitional equity funding in 2013. Following discussion with the staff, the decision was made to continue employment of the kitchen and garden specialists who had been previously employed through National Partnerships. The Kitchen/Garden program involves every student from Years 3 to 6 each week and infants and preschool students have access when the kitchen is not in use.

The program has seen an increase in engagement in many older students who were at risk of losing focus, through the hands-on nature of the lessons.

This was the first full year of operation for our SAKG Project. It has been a smooth running operation with the children thoroughly enjoying their 45 minutes a week in the garden and equally their 90 minutes in the kitchen. The children have eaten a variety of food that they have grown and prepared. Many children are now eating vegetables that they have previously never eaten. Congratulations to Mr Semitij Hopcraft and Mrs Angela Langdon. We have also entered our garden project into local competitions and received 2nd place in the Commercial Garden Section of Broken Hill Garden Competition. We also were a finalist in the Tidy Towns Competition for 2013.

Two MultiLit tutors were also employed through transitional funding to work with students who were experiencing difficulty in reading and were not already being supported by Reading Recovery or other programs.

National partnerships and significant Commonwealth initiatives
Alma Public School undertook an initiative in 2013 to appoint a dedicated PDHPE teacher-sports coordinator. This entailed team teaching across all grades, preschool to year 6. Students in preschool to year 2 participated in gross motor activities, games and sports to enhance their capabilities in movement and coordination. Primary students have been involved with Fundamental Movement Skills and been given opportunities to use the learnt skills in a variety of activities, games and sports. Personal Development and Health lessons were also taught across all grades encompassing hygiene, nutrition and Child Protection lessons.

With the school now having more resources and teachers being up-skilled in the PDHPE syllabus, it is anticipated that the program will continue at Alma on a two year cycle.

National Partnerships funding allowed the school to employ a temporary teacher to provide executive relief for Mrs DeGoumois and Mrs
Morgan. Mrs Degoumois was released four days a week to manage attendance, behaviour, student welfare, supervision and mentoring of teachers in Stages 2 and 3 and to act as Principal when Mrs Lugnan was out of the school. Mrs Morgan, who was appointed at the beginning of Term 2, taught her Kindergarten four days a week and had one day a week in the office to work on special projects including Induction processes for staff and visitors, infants welfare and behaviour issues and Workplace Health and Safety systems.

Mrs Kerry-Sue Pascoe was appointed to the school under an Early Literacy and Numeracy Initiative of the DEC, known as Early Action for Success (EA4S). She undertook a rigorous selection process from Sydney and was chosen for her experience and expertise in literacy and numeracy. As the Instructional Leader, she has the responsibility of working with K-2 teachers and students, in a non-supervisory capacity, to improve staff skills and raise student results. The explicit teaching model, along with regular mentoring and coaching sessions, has seen increased confidence and skill in teachers to accurately assess, plan and teach to individual needs. We have also seen dramatic increases in our general infants data for literacy in particular. Mrs Pascoe is supported by an additional staff member, Mrs Jo Kells, who worked in the classrooms alongside teachers and provided their release to attend mentoring sessions.

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Staff consultation through meetings, surveys etc.
- Data analysis to determine curriculum priorities.
- Learning Support Team input.
- Newsletter invitations to parents to participate.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

1. 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.

2. 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.

3. 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.

Evidence of progress towards outcomes in 2013:

- Year 3 NAPLAN Reading results show a decrease from 54% to 41.3% in the number of children in the two lowest bands. Outcome achieved.
- Year 5 NAPLAN Reading results show an improvement from 40% in the lowest bands to 36.6%. This is an improvement but does not meet the target we set ourselves.
- Year 3 NAPLAN Reading results for students in the two highest bands (proficient) shows an increase of 6.7% to reach 20.7%. Outcome achieved.
- Year 5 NAPLAN results for proficiency did not meet the target. Only 9.8% of students were in the top two bands (2 students out of 41). Most of the students were in either Band 3 (lowest band) or Band 5 (middle).
- Year 3 NAPLAN results showed an increase from 8.2% to 17.2% in the number of students who reached proficiency in Spelling.
- Grammar and Punctuation results for Year 3 showed growth from 13% to 20.7%. Outcome achieved.

Strategies to achieve these outcomes in 2014

- Extended MultiLit support
- Targetted writing support for Years 2-6
• Extension of Instructional Leader support into Stage 2
• L3 extension into Stage 1

School priority 2

Numeracy

Outcomes from 2012–2014

1. 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.
2. 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.

Evidence of progress towards outcomes in 2013:
• Year 3 NAPLAN results show an increase of 0.9% in the number of children in the lowest bands. Target not met.
• Two Year 3 students out of 28 achieved Bands 5 and 6. Target not met.
• Year 5 Numeracy results showed a huge increase in the number of students in the lowest two bands, rising from 39% in 2012 to 63.4% in 2013 (26 out of 41 students).
• Two students from Year 5 (4.8%) achieved Band 5 or 6 in Numeracy.

Strategies to achieve these outcomes in 2014:
• Staff to work directly from the NSW Mathematics syllabus instead of text books.
• Professional learning to be provided to teachers in the new Mathematics syllabus for full implementation in 2015.
• Rotational Maths groups to be introduced to all classes to ensure direct teaching of all students on a daily basis.

School priority 3

Aboriginal Education

Outcomes from 2012–2014

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

2013 intended outcomes include:
2. Provide greater opportunities for children to use Aboriginal English and Paarkantyi Language to support their cultural affirmation.

Evidence of progress towards outcomes in 2013:
• Nine Aboriginal students in Year 5 took part in the NALPLAN tests. Two (22.2%) demonstrated growth since Year 3 that met or exceeded expected levels. Two students (22.2%) showed a downward trend in their results and the remaining 5 students showed positive growth but did not meet expected levels.
• Paakantyi Languages classes were scheduled weekly. Between 35 and 41 students attended the classes during the year, with 45% of those being Aboriginal. The preschool children were given opportunities to learn some language, too.

Strategies to achieve these outcomes in 2014:
• An alternate method of delivery will be negotiated between Alma and the language deliverer.
• Increased profile of the Aboriginal Education Officers.
• Norta Norta tutors employed Term 1 for the year to support the most academically needy Aboriginal students.
• Targeted writing group for talented Aboriginal students.

School priority 4

Engagement and Attainment

Outcomes from 2012–2014

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)

Evidence of progress towards outcomes in 2013:
• 2013 attendance was 94.7%. This is the highest it has been for at least 5 years and is an increase of 0.5% since last year.
• School processes have been streamlined to ensure swift investigation of children not attending school.

• Raised Responsibilities has been introduced into the school, using Above and Below the Line Behaviours.

• School signage has been placed in the playground to remind students.

• Individual behaviour monitoring programs were put in place for 7 students to combat aggression and non-compliance.

• IN 2012 there were four suspensions imposed involving four students. In 2013 there were 13 suspensions imposed involving 7 students, two of whom had 4 suspensions each.

Strategies to achieve these outcomes in 2014:

• Requests for targeted funding have been submitted.

• Increased focus on Raised Responsibilities.

• Individual playground rosters continued.

• Closer monitoring of persistent late arrivals.

Professional learning

In 2013, significant funds were expended on training for Literacy, Language and Learning (L3), literacy and numeracy continuums and their use, the NSW English syllabus for the Australian Curriculum.

Several teachers attended sport coaching workshops and others undertook online modules in learning difficulties including autism.

Executive staff were trained in dealing with difficult parents, conflict resolution and teacher supervision strategies.

The preschool teacher and the Aboriginal Education Officer were involved in a number of preschool network forums and professional learning opportunities.

The Principal attended town, district and state principals meetings to maintain currency in the various reforms that the Department of Education has introduced.

All staff undertook mandatory compliance training in asthma management, emergency care and CPR, code of conduct and child protection.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

All staff participated in a number of workshops to map our school environment against a possible nine descriptors from the National School Improvement Tool. We chose two areas to focus on.

An explicit improvement agenda – this revolved around accurate data collection as a basis for improved teaching and learning programs. The staff believed that Alma performed highly in 5 out of 7 areas and very highly in the use of test data. Staff also believed that the school performed less well in our engagement of parents in the data process, believing that we need to be more specific in the data we communicate and less concerned about the possibility of negative feedback being given to parents.

A culture that promotes learning – this includes relationships between staff, with parents, with students and between teachers and executive. The staff believes that while teachers and parents
have clear expectations that students will achieve, there is not the same belief amongst students. Staff morale is generally high and relationships with parents are generally positive. Behaviour of a small group of students was cited as one areas of need for the school to address.

After the initial discussions, the staff developed a ‘mind map’ of future actions, some of which have been incorporated into the 2014 school plans.

Program evaluations

Paarkantyi Language Program

Background

Paarkantyi lessons are delivered once a week by a teacher and Aboriginal Community Liaison Officer from Menindee. There are issues around travel which impact on the time available at the school. Funding for the teacher component has come from National Partnerships which has now finished. The ACLO position is funded from a different source.

Findings and conclusions

Between 35 and 41 students attended the classes during the year, with 45% of those being Aboriginal.

No resources were made available to classroom teachers.

No program for Alma was produced, although students reported being very pleased with the lessons.

Future Directions

An alternate method of lesson delivery will be negotiated in 2014.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: