Principal’s message

As we head towards the end of 2012, two words come to mind – inspiration and aspiration. I believe a pivotal aspect of my role as Principal of Broken Hill North Public School is to inspire staff and students to aspire to be the very best versions of themselves they can be.

We need to strive to be the best Principal, the best teacher, the best student, the best parent we can be. We need to dream, to have ambition, to have goals and be prepared to do something about achieving them. Each week at our school we discuss with our students how well they think they have met our school expectations. Have they been safe? Have they displayed respect and taken responsibility? Have they tried their best to be their best and focused on learning in their classroom?

If so, it is classes as a green week. Not quite there is yellow and if they’ve really struggled it is rated as a red week. This year we have seen an increase of 33 more Royal Blue awardees than the previous year. This is great news and affirmation that our students are taking more responsibility at school.

Summing up a year is difficult. We have done some amazing things and other things are still a work in progress. As long as we are all committed, parents, staff and students, to being the best versions of ourselves I feel confident our school will get there. Our success, as a school, will come from action, not from thoughts. If you’re a Northie you need to get serious about being your best, day in day out.

Looking forward to 2013 I ask you all to consider and act on this question. What’s the one thing I am going to aim for in 2013?

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.

Brett Cumming

Staff

The 2012 Team

P & C message

We are very grateful for all the people in our community who have helped with the fundraising this year. The main events included Mothers and Fathers’ Day stalls, an Easter raffle, our hugely successful fete and the TV raffle which was drawn at Presentation Night.

The money raised has:
- helped every student to attend the Healthy Harold – Life Education Van;
- sponsored students who represented Barrier;
- helped with the cost of the stage 3 excursion, and
- helped subsidize the swimming lessons.

The P&C are going to help with the cost to put shade and upgrade the Early Intervention and Preschool area.

It is really important that as a school community we work together and I encourage everyone to come along to the P & C meetings as it is a way to link home and school.

This year we would like to show our appreciation to two people who work very hard behind the scenes to support our school. Kathy Yates became a parent at the school when her daughter Bec started preschool in 2000. Kathy works hard as a link between the school, our families, the P & C and the wider community. We appreciate the hours she puts in and the
countless things she donates and organises for our various fundraisers throughout the year. Her knowledge and contacts with our community is invaluable.

Heather Mitchell became involved in North when her son Nash started in 2004. Heather has worked hard in the canteen ordering and stocking supplies, organising volunteers, taking and preparing the orders. At the end of each term and before each term in the holidays she does a big clean and makes sure things are ready for the term. Heather is in the Canteen rain, hail or shine. We are grateful for the way she has honestly and efficiently run the school canteen at a profit. She has helped teach our children to use manners and given the SRC students the opportunity to be leaders and role models as they supervise the lines to the canteen.

We would like to show our appreciation to both Kathy and Heather by presenting them with Life Membership to the Broken Hill North P & C.

Jodie Hartwig – 2012 P&C President

Student representative’s message

Our leadership group – Hope, Chase, Shara & Jack

In 2012 I was honoured to be chosen as the boys’ school captain. What a year we had! Students following the 5 school expectations resulted in many achieving their Bronze, Silver, Gold and Royal Blue awards. Many activities were participated in by students such as excursions, sport days, ANZAC Day Parade and Barrier PSSA representation. The SRC helped out at the K-2 and 3-6 discos which were a great success. The school also started our recycling adventure which generated form discussions at our SRC meetings. We also held mufti days to raise money for our school. The very best of wishes for the future as we all continue on our journey.

Chase McConnell – School Captain 2012

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>Male</td>
<td>156</td>
<td>149</td>
<td>142</td>
<td>153</td>
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<td>126</td>
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<td>117</td>
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Student attendance profile

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<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
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<td>K</td>
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<td>88.9</td>
<td>89.5</td>
<td>89.7</td>
<td></td>
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<tr>
<td>1</td>
<td>91.2</td>
<td>86.8</td>
<td>92.2</td>
<td>90.9</td>
<td></td>
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<tr>
<td>3</td>
<td>91.4</td>
<td>90.5</td>
<td>89.7</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>88.5</td>
<td>89.6</td>
<td>88.3</td>
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<tr>
<td>5</td>
<td>92.8</td>
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<td>88.3</td>
<td>87.4</td>
<td></td>
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<tr>
<td>6</td>
<td>93.4</td>
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<td>85.3</td>
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</tr>
<tr>
<td>Total</td>
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<td>91.0</td>
<td>89.3</td>
<td>89.1</td>
<td>90.4</td>
</tr>
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</table>
Management of non-attendance

Chronic non-attendance at school places a student at significant risk of harm according to the Keeping Them Safe legislation and must be referred to the Department of Community Services by the Principal.

In 2012, Broken Hill North Public embraced the notion of “School Attendance Matters.” As a follow up to initiatives started in 2011, each class in the school participated in ‘It’s Cool to be at School’ – a visual display of each student’s attendance throughout the week.

Class teachers were responsible for making contact with a student’s family if they had been absent for 3 days or more in a week. This was seen as an important step in keeping family and school communication lines open. Students and their caregivers were encouraged to let the school know in advance if they were going to be absent and to return notes after being away. As a result, unexplained absences decreased.

The school also promoted school attendance through two mascots – SAM (School Attendance Matters) and SAM-antha. SAM was awarded each week at a whole school assembly to a student that had had 100% attendance for that week. SAM-antha was awarded to the class that had had the greatest attendance percentage throughout the week.

Raising the profile of attendance through these initiatives, in addition to weekly reports in the school newsletter, has ensured that families are aware of their responsibilities, the processes, policies and school targets around attendance.

The attendance team met fortnightly throughout 2012 and identified chronic non-attenders. In Term 3, a number of Personalised Attendance Plans were put in place to help improve the school attendance of identified students.

The Home School Liaison Officer conducted term roll checks to assist the school in identifying these chronic non-attenders.

The Home School Liaison Officer, Home School Coordinator and Aboriginal Community Liaison Officer work closely with the school and families to support them in improving and maintaining school attendance.

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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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Primary Teachers</td>
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<tr>
<td>Part Time Teacher</td>
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<tr>
<td>Teacher RFF</td>
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<tr>
<td>Teacher Librarian</td>
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<td>Priority School Funding Scheme</td>
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</tr>
<tr>
<td>Teacher of Hearing Difficulties</td>
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<tr>
<td>Teacher of Visual Difficulties</td>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Difficulties</td>
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</tr>
<tr>
<td>Teachers Multi-categorical</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Young Children with Disab</td>
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</tr>
<tr>
<td>Student Support Executive Release</td>
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<tr>
<td>Teacher Learning Assistance</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Student Support RFF</td>
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<tr>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>30.84</td>
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</table>

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

At Broken Hill North we have two Indigenous staff members. Mrs Carol Kickett is the Aboriginal Education Officer and Mrs Connie Degoumois is a valued School Learning Support Officer employed on a temporary contract.
Staff retention

In 2012, the school was able to start the year with the full complement of staff with very few changes to the personnel. This enabled a smooth transition into the year as staff members were aware of the routines and expectations.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</tr>
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</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>
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</thead>
<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</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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Expenditure

<table>
<thead>
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<th>Teaching &amp; learning</th>
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</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>32048.33</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Maintenance</td>
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<td>Balance carried forward</td>
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</table>

A full copy of the school’s 2012 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.

Achievements

Curriculum

In 2012, students from Broken Hill North Public School were given the opportunity to participate in the International Competitions and Assessments for Schools (ICAS) Mathematics, Spelling, English, Computer Skills and Science Competitions.

45 students participated in the ICAS Mathematics competition and were awarded 2 Distinctions, 1 Credit and 42 participation certificates.

36 students participated in the ICAS Spelling competition and were awarded 2 Credits and 34 participation certificates.

33 students participated in the ICAS English competition and were awarded 2 Credits and 31 participation certificates.

39 students participated in the ICAS Computer Skills competition and were awarded 2 Distinctions, 2 Credits and 35 participation certificates.

46 students participated in the ICAS Science competition and were awarded 3 Credits and 43 participation certificates.

Lauren Fisher was awarded a Distinction in Maths and Computer Skills, Credit in Spelling, English and Science. She was awarded the Geoff Goulding Award for achievements in the University Competitions at the 2012 Presentation night.

Awardees were as follows:

- Marcus Tan – Distinction - Computer Skills, Credit - Spelling, Science and English
- Scott Gimbert – Credit - Computer Skills
- Cadell Collins – Credit - Science
- Jack Gribble – Credit - Maths
Sport

2012 has seen a change in the structure of how sport is delivered at North and this has been an exciting opportunity for both staff and students of all skill levels.

The school swimming and cross country carnivals were held in term one this year and our athletics carnival in term 3. All carnivals were very well supported by students and parents who came to cheer their children on. All students had enjoyable days and performed well showing great commitment to their houses and trying their best. The results of each carnival were extremely close with Gordon winning cross country, Kendall athletics and swimming was a tie between Gordon and Kendall.

From these carnivals we had a number of students represent the school at Broken Hill and then Barrier carnivals. Some of the better performers at these carnivals included Tyler Hicks, Scott Gimbert, Austin Wilson, P’Haige Harvey and Mahana Harvey.

During terms two and three all of our primary students were involved in skill based sessions of the usual PSSA sports from 2-3 every Friday afternoon. This was our schools way of upskilling our students on the basic skills and techniques required for sports such as basketball, netball, hockey, AFL, soccer and cricket. This was due to the change in structure of the PSSA format in 2012. Rather than weekly competition schools participated in gala days for all sports on the last 2 Fridays of terms two and three. Our skills sessions gave all students a chance to learn new skills and rules and be physically active and involved for a solid 45 minutes each week. This format saw great participation from students and enabled our school to field our most competitive and well behaved teams for all gala days. All students that participated in the gala days displayed great determination, sportsmanship and represented North with pride. The best performed team this year was the senior boys’ basketball team who were undefeated and beat Burke Ward in a close game to win the day which was very exciting for all involved.

The school would like to acknowledge Chase McConnell, Scott Gimbert, Tyler Hicks, Griffin Leo, Lauren Fisher and Jack Hartwig on their achievement of representing Barrier this year. Chase and Jack both were members of the Barrier soccer side, Scott played in the boys basketball team, Griffin in the AFL carnival, Lauren made the netball team and Tyler qualified for the state athletics carnival at the Olympic stadium in Sydney. All of these students represented Barrier proudly and tried their very best against quality opposition. Scott and Chase were standout performers in their respective teams and were recognised at the annual PSSA Blues dinner.

The Active After Schools Program ran very successfully each term this year with K-2 and 3-6 groups alternating each term. Children were involved in fun physical activities twice a week and also received a healthy snack. Most sessions saw up to 30 students attending with up to a dozen different staff members running sessions throughout the year.
The school would like to thank all of the staff who coached PSSA teams and the parents who came and supported our school carnivals and PSSA teams and finally the students who give their heart and soul for North school in all sporting events they compete in. Hopefully we can achieve even better things in 2013.

**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)

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO*.

**Significant programs and initiatives**

**Aboriginal education**

In 2012, our school continued our involvement in the Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014. This program focusses on the key areas of Readiness for School, Engagement and Connections, Attendance, Literacy & Numeracy, Leadership, Quality Teaching and Workplace development.

Throughout the year we made significant ground in the areas of Engagement, Readiness for School and Connections. Our school’s involvement in a localised cultural awareness training day at Term 3’s School Development Day went a long way in providing our teachers with contextual knowledge and a deeper understanding of the local issues regarding the education of Aboriginal students.

Coupled with that three staff members and the Principal were involved in the Connecting to Country training which again provided a fabulous opportunity for our school to be better informed and better placed to cater for the Aboriginal students at our school.

Our Aboriginal Education team had a mix of teaching staff, support staff and members of our school community, which gave us opportunities to discuss ways and means of doing things better for our kids. Our After School Learning Activities program was an initiative that was generated from a community representative of this team and enabled students, and their families, access to support with school work after school every Thursday afternoon from 3.00pm to 4.00pm.

Another focus for 2012 was to build on the knowledge gained in 2011 through our involvement in the ESL Pedagogies for Aboriginal students professional learning and continue to embed these strategies into classrooms across the school.

One aspect of our plan that we are still finding difficult to achieve to an acceptable standard is the development of Personalised Learning Plans for our Aboriginal students and families. This is our main priority for 2013 in respect to Aboriginal Education.
Multicultural education

The school actively promotes practices to ensure an inclusive school community and a racism-free learning and working environment through the welfare policy, school expectations and the school’s focus on the Raise Responsibility framework.

We have a fully trained Anti-Racism contact officer (ARCO).

Students study cultural groups within the context of the Human Society and Its Environment syllabus. A very small number of students from other cultures were enrolled in 2012.

National partnership programs

In 2012 a continued focus for our executive team was to develop our capacity to plan, implement and evaluate programs and strategies within our school based on evidence. Throughout semester 2, the staff met regularly to collate and analyse sets of data that we had gathered to ensure our decisions for the future were soundly based on evidence.

Another strategy that has developed leadership within the school has been weekly meetings of learning teams to engage in professional dialogue and plan for the betterment of our students.

The Focus on Reading and L3 professional learning programs have had a significant impact on building teacher capacity and improving student outcomes, particularly our Kindergarten cohort.

Another strategy adopted for literacy support was to train two of our school learning support officers in the Multilit program which greatly assisted some of our Year 3 students.

Maths Matters and Targeting Early Numeracy have also had a significant impact on our teaching of numeracy at our school. The requirement to log the progress of our K-2 students has resulted in far more direct and explicit teaching of the students.

The evaluation process also made it obvious that we, as a school, have a lot of work to do in the area of numeracy to improve the capacity of teachers and impact positively on student outcomes.

In 2012, we continued our journey in improving our teaching of Aboriginal students with our involvement in the ESL Pedagogies course and our relationships with community but have still a long way to go with our educational practices in the teaching of Aboriginal students.

Priority Schools Program (PSP) and Priority Action School (PAS)

In 2012 our school received support from the Priority Schools Program (PSP). In 2012, this support was an additional $39,900 and an extra teacher for 2 days per week. We also received $160,000 from Priority Action School (PAS) funds.

In 2012 the funding was used to continue to support the achievement of the school’s literacy and numeracy targets. In particular the funds supported our: Enrichment Programs, Home School Coordinator, and Breakfast Program.

Other strategies implemented in 2012 were:

- the employment of additional Support Teacher Learning Assistance (STLA) to work with identified students in literacy and numeracy sessions;
- employment of 2 teachers to support literacy and numeracy plans K-6; and
- employment of school learning support officers to support at risk students in the classrooms.

In 2013, the school will continue improving literacy, numeracy and engagement with the aid of PSP and PAS funds.
The start of our recycling program

Progress on 2012 targets

Target 1
- Year 1 students in 2012 to match or exceed the Western Region reading benchmarking target of 90% of students achieving Level 20.
- Increase the expected growth of Year 5 students’ NAPLAN Reading from 57.1% in 2011 to 62% in 2012.

Our achievements include:
- End of Term 3 Year 1 benchmarking data indicates an average level of 13.5
- End of year benchmark indicated 38.6% of our students achieved target which is a 30.5% increase from 2008
- NAPLAN expected growth for Year students in reading was 52%
- Benchmarking results of primary students reflect solid progress that isn’t reflected in NAPLAN results.
- At the end of Term 3, 18 Year 3 students have accessed the Multilit program, 8 have successfully completed.

Target 2
Repeat target for 2012 from 2011 report
- Increase the expected growth of Year 5 NAPLAN Numeracy students from 36.8% in 2011 to 50% in 2012.
- Year 3 2012 students in NAPLAN Numeracy will match or exceed the Western Region mean.

Our achievements include:
- Expected growth for year 5 students in 2012 was 26.5%
- Feedback from teachers and numeracy mentor indicates that the numeracy continuum K-6 supports them to develop a more systematic understanding of students’ numeracy development.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012, as a requirement of our Low SES Communities National Partnership our school carried out evaluations to gauge the effectiveness of our school planning.

Low SES Communities National Partnership Evaluation 2012

Background
One of our key priorities for 2012 focused on the welfare / engagement target of increasing the percentage of Yr 1 – 6 students achieving Gold Level based on the Raise Responsibility System from 28% to 35% at the end of Term 3 in 2012.

Findings and conclusions
We are very pleased to report that 67% of Year 1 – 6 students achieved Gold Level by the end of Term 3.

Employment of specialist teacher (30 days) was highly effective in the development of social skills, emotional and welfare needs of targeted students.
Staff survey indicated that specialist teacher was highly effective in supporting teachers’ classroom management skills.

Staff expressed greater understanding of the Raise Responsibility System and greater consistency is evident.

Teachers report that the employment of SLSO’s support them in promoting student welfare and school expectations.

Teacher mentors provided flexibility and stability to support school welfare needs.

**Future directions**

Increase the percentage of Yr K – 6 students achieving Gold Level based on the Raise Responsibility System from 67% to 72% at the end of Term 3 in 2013.

Build on success of previous year, ensuring the processes and expectations of staff, students and families are evident in our daily practice.

Specialist teacher will not be employed due to reduction of Low SES funding.

A reduced number of SLSO’s will be employed due to the reduction of Low SES funding for 2013.

Access professional learning for staff in Managing Challenging behaviour in the Primary School – Bill Rogers & NCI training.

**Background**

Another priority of our school for 2012 was the teaching and learning of numeracy across the school.

**Findings and conclusions**

We did not achieve the targets set for numeracy.

Feedback from teachers and numeracy mentor indicates that the numeracy continuum K-6 supports them to develop a more systematic understanding of students’ numeracy development.

Numeracy mentor indicates through lesson observation and program monitoring are more proficient at, and aware of how to target individual students’ learning.

Teacher survey shows that demonstration lessons were mostly effective.

Teachers report that the employment of SLSO’s was effective in supporting student needs and implement appropriate strategies to improve student learning.

Feedback from teachers suggested that weekly discussions in learning team meetings were most effective.

**Future directions**

Revising target to track progress of cohort from Year 3 to Year 5.

Numeracy mentor will continue 0.5 due to the reduction of Low SES funding for 2013.

Numeracy mentor to identify the numeracy demands of top 3 bands and support teachers to explicitly teach the required skills.

Mentor to continue to train SLSO’s to support numeracy strategies.

Ongoing professional learning for Stage 2 and 3 Special Education teachers in the numeracy continuum.

Employ 0.8 SLSO to support teachers and students in classrooms in numeracy.

An increased presence of leadership, support and direction in classrooms to target students’ needs and build teacher capacity.

Early Action for Success will focus on K-2 numeracy needs of students.

**Background**

Our final priority for 2012 was the teaching and learning of literacy across the school.

**Findings and conclusions**

Analysis of benchmarking data indicates an increasing trend of Year 1 students achieving Western Region target.
Teachers’ monitoring shows there is benefit and improvement in students’ results as a result of the L3 program.

Teacher surveys indicate professional learning in Literacy has been extremely beneficial.

Literacy mentor has reported that all teachers are aware of the literacy continuum but future training and development is required.

The literacy mentor has had greater impact on the K-2 teachers and students

Literacy mentor provided ongoing teacher training resulting in modification of reading programs and changed classroom practice

Future directions

Support will be provided by Early Action for Success – Instructional Leader.

Literacy mentorship will be able to continue as the Instructional Leader will provide in school support and professional learning for K-2.

Early Action for Success will focus on K-2 literacy needs of students.

Strategies embedded by literacy mentor will be monitored through TARS process.

L3 and Best Start programs will continue.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents

A survey was distributed to families focusing on school culture. An analysis of the responses indicates the majority of respondents are happy and satisfied with what the school is trying to do with, and for their children. One parent was dissatisfied with the school and was open to discussing those concerns with the Principal.

“I am very proud for my child to be a Northie and thankful for the support my child receives for his special needs. In the past couple of years I have seen great leadership and friendly staff whom work well as a team, we consider ourselves privileges to be a part of this school and the services North Public School provide.”

“The school first encourages everyone to comply and attend. The level of support for the gifted at sport, drama or academically I find to be generally poor.”

“Both my children have attended North School, one is still there in Year 6. I believe that North has supported and encouraged them, helping to make them the people that they are today.”

Students

In 2012 our school continued to focus on values education and the Raise Responsibility System.

As a result:

- staff and students were involved in the selection and singing of theme songs each term at assemblies;
- greater consistency regarding expectations and the language associated with the Raise Responsibility System has been noted;
- 67% of Year 1 – 6 students achieved Gold Level by the end of Term 3; and
- 52% of our students achieved Royal Blue in our school’s welfare system.
Teachers
Throughout 2012 staff were led and supported in their roles to provide a quality educational experience for all students.

As a result:
Staff survey indicated that specialist teacher was highly effective in supporting teachers’ classroom management skills.

Staff expressed greater understanding of the Raise Responsibility System and greater consistency is evident.

Teachers report that the employment of SLBO’s support them in promoting student welfare and school expectations.

Teacher surveys indicate professional learning in literacy has been extremely beneficial.

Literacy mentor has reported that all teachers are aware of the literacy continuum but future training and development is required.

Ongoing professional learning in Focus On Reading was supported by the literacy mentor to ensure the Focus On Reading teaching and learning processes were evident in classroom practice.

Teachers indicated the Focus On Reading program had a positive impact on their teaching of reading.

Teachers reported that there were still concerns about our lowest achieving students and this will need to be addressed in 2013.

Feedback from teachers and numeracy mentor indicates that the numeracy continuum K-6 supports them to develop a more systematic understanding of students’ numeracy development.

Feedback from teachers suggested that weekly discussions in learning team meetings were most effective.

Professional learning
This year the school received $23186 from DEC to be expended on professional learning. The philosophy of the school is that teachers need to be lifelong learners in order to keep up with educational research and to improve student outcomes. Each year the major focus for training and development matches our school targets. So, for 2012 our main areas of focus were literacy and numeracy, syllabus implementation, leadership / career development and welfare. $7206 was expended pursuing literacy and numeracy activities, $4032 on career development and leadership, $6385 on welfare strategies and $1285 on the implementation of syllabus. The staff all received mandatory training in: Child Protection, CPR, Emergency Care and Anaphylaxis.

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 - Numeracy
Outcome for 2012–2014
Increase percentage of students in higher bands in NAPLAN and decrease percentage of students in lower bands.
2013 Targets to achieve this outcome include:
To increase the percentage of Year 5 students in the top 3 bands in NAPLAN Numeracy, from 21.8% in Year 3 2011 to 25% in 2013.

Strategies to achieve these targets include:

- numeracy mentor will continue 0.5 due to the reduction of Low SES funding for 2013;
- numeracy mentor to identify the numeracy demands of top 3 bands and support teachers to explicitly teach the required skills;
- ongoing professional learning for Stage 2 and 3 Special Education teachers in the numeracy continuum;
- lesson observation and feedback to classroom teachers;
- demonstration lessons to support teachers;
- employ 0.8 SLSO to support teachers and students in classrooms in numeracy;
- numeracy mentor & instructional leader attend each stage learning team meetings to ensure numeracy / working mathematically teaching / learning is addressed;
- Early Action for Success – K-2 – Instructional leader to lead and support K-2 staff and students; and
- employ a teacher 0.4 to support K-2 numeracy needs.

School priority 2 - Literacy
Outcome for 2012–2014
Increase percentage of students in higher bands in NAPLAN and decrease percentage of students in lower bands.

2013 Targets to achieve this outcome include:
To increase the percentage of Year 5 students in the top 3 bands in NAPLAN Reading, from 18.9% in Year 3 2011 to 24% in 2013.

Strategies to achieve these targets include:

- Early Action for Success will focus on K-2 literacy needs of students;
- lesson observation and feedback to classroom teachers;
- demonstration lessons to support teachers;
- strategies embedded by literacy mentor will be monitored through TARS process;
- L3 and Best Start programs will continue;
- Focus On Reading strategies will continue to be implemented, monitored and evaluated through TARS process; and
- employment of 0.8 SLSO to implement the Mulitlit program in Stage 2 and other targeted programs for literacy support.

School priority 3 - Engagement
Outcome for 2012–2014
Increasing numbers of students attaining the pinnacle of achievement in our school’s welfare system.

2013 Targets to achieve this outcome include:
Increase the percentage of Yr K – 6 students achieving Gold Level based on the Raise Responsibility System from 67% to 72% at the end of Term 3 in 2013.

Increase the attendance rate of all students K-6 from 88.2% in 2011 to 91% in 2013.
Strategies to achieve these targets include:

- weekly audit of all students of their behaviour, attitude & effort;
- continue to implement structured playground activities for K-6 students;
- classroom teachers analyse their weekly welfare points system and regularly engage in professional dialogue to address trends;
- continue to track student notifications through behaviour register;
- ensure student welfare is an agenda item at each week’s learning team meeting;
- Learning and Support team oversee the system each term and investigate any issues that present; and
- acknowledge students’ achievement of Levels within the school.

School priority 4 – Aboriginal Education

Outcome for 2012–2014

Bridge the gap between Aboriginal and Non-Aboriginal students

2013 Targets to achieve this outcome include:

Increase the attendance rate of all Aboriginal students K-6 from 85.4% in 2011 to 87% in 2013.

Strategies to achieve these targets include:

- access Dare To Lead / Regional and District support to assist staff in the development of PLP’s with students and their families;
- weekly attendance audit to include Aboriginal focus and plans reflect needs;
- establish an Aboriginal parent based committee to work alongside the school’s Aboriginal Education team;
- ensure Aboriginal Education is an agenda item at weekly stage meetings;
- embed ESL Pedagogies for Aboriginal students into daily classroom practice as evidenced in teachers’ programs; and
- Assistant Principal, Home School Coordinator and Aboriginal Education Officer to meet weekly and audit our students’ attendance and follow policy procedures.
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.

Brett Cumming - Principal
Sonja McEvoy - Assistant Principal
Kate Hogg - Assistant Principal
Jodie Hartwig – P & C President
Jodie Parker - Assistant Principal
Marie Fisher – Assistant Principal
Allyson Dell – School Administration Manager

School contact information
Broken Hill North Public School
Chapple Street
Broken Hill
NSW 2880
Ph: 08 80882098
Fax: 08 80872964
Email: brokenhiln-p.school@det.nsw.edu.au
Web: www.brokenhiln-p.schools.nsw.edu.au
School Code: 1371

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: