**School context statement**
Our school community is committed to providing our students with a broad education, offering a variety of educational programs to ensure that each child reaches their potential, takes the individual needs of students into account, and holds staff and students to high standards. Each child is encouraged to take pride in their own culture while appreciating the culture of others.

The school is located in Broken Hill, in the Far West of NSW. It is classified as a PP4 with approximately 275 students which includes; 5 support classes, 10 mainstream classes and 23% Aboriginal enrolment. Our school’s Family Occupation & Education Index (FOEI) of 162, which is significantly higher than the average of 100, reflects our school’s socio-economic status.

Our school is underpinned by the Raise Responsibility System which reflects our core values in the school expectations of:

- Be Safe
- Do Your Best
- Be Respectful
- Be Responsible and
- School is for Learning

Our school is involved in the Early Action for Success initiative which focusses on K-2 literacy and numeracy support for teacher professional learning and improving student outcomes.

**Principal’s message**
Whilst this report is an account of the past twelve months at our school and the journey we have taken on our path to excellence I would like to use this message to provide an insight into our future. 2014 was the culmination of a 3 year planning cycle and whilst we have made some gains in our student performance and welfare data we are by no means where we would like to be when compared to state data and our own expectations.

I believe our plan for the next 3 years will build on the successes, and rectify the less effective practices of the past. Our vision –

*Broken Hill North Public School pursues the vision of a caring, inclusive learning environment where students, staff and community strive for excellence. Our students will become successful learners, confident and creative individuals, and active and informed citizens. Learning for all at North is at the heart of what we do in our school.*

will guide our work in our strategic directions of:

1. **Quality Teaching**,  
2. **Focus On Learning and**  
3. **Community Engagement**

2015 is the 125 year anniversary of our school’s contribution to public education for the Broken Hill North community. It is a great opportunity to showcase all our school has achieved over our proud history. The 12th to the 17th October will be an exciting time to be at Broken Hill North Public School as we celebrate this milestone in our school’s journey.

I would also like to take this opportunity to thank the Broken Hill North staff, students and parent community for their efforts. I feel very fortunate to be Principal of this great school and look forward to the challenges that lay ahead as we strive together to make Broken Hill North the best school it can possibly be.

*Brett Cumming*
P & C Message
Our school’s P & C Annual General Meeting was held on Tuesday 4th March in the staff room and we had a terrific turn out with 17 people in attendance. The school cannot thank those parents enough for coming along and showing such an interest in our school and our kids. The P&C provides a forum for the school to communicate and seek feedback about all aspects of our school including, governance, policy development, projects, programs and ways we can work together in the best interests of our students. All executive positions were filled with assistants also elected to ensure succession into the future.

P & C Executive 2014
President – Jodie Hartwig
Vice Presidents – Cathy Eckert
Kathy McAvaney
Secretary – Jan Hayman
Assistant Secretary – Patsy McAvaney
Treasurer – Liz Smith
Assistant Treasurer – Heidi Golding
Canteen Treasurer – Juanita Nielsen
Samika Jones

Student Representatives 2014
School Captains River Evans
Kylah White
Vice Captains Bailey Adams
Paige Pressler
House Captains Mikeala McAvaney
Jay Vidal
Ella Thompson
Riley Miller
Georgie Gageler
Isaac Gageler
Libby Stanborough-Baldwin
Clayton Staker
Class Representatives
1/2B Jamie Andrew
1/2P Will Milkins
1/2R Lillie Stephens
3/4C Mercedes Robertson, Ethan Hocking
3/4J Fred Squire, Brady Adams
4/5H Maggie Zanon, Colin Hartwig
5/6M Charlotte Heiss-Harvey, Luke Dettorre
5/6S Makayla Perry, Austin Wilson
JP Tatum Hendy
TH Jessie Gribble
HE Michael Hunter
RO Brogan Trengove, Geoff Baker
SRC Coordinator – Mr Jarvis Semmens
Broken Hill ANZAC Day march

Great to see such strong support at P&C Annual General Meeting
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

![Graph showing student enrolments by gender and year]

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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School

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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<td>K</td>
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<td>93.9</td>
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</tr>
<tr>
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<td>94.9</td>
</tr>
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<td>3</td>
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<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

State DEC

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
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<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
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<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>3</td>
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<td>94.4</td>
<td>94.8</td>
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<tr>
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<tr>
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<tr>
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<td>93.8</td>
<td>93.8</td>
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<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

As a follow up to initiatives started in 2013, 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.

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 continued to work together with families to address issues with non-attendance.

The Home School Liaison Officer conducted roll checks each term 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.

Workforce information

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

Teacher qualifications

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

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

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 2014, Broken Hill North Public School continued the focus of “School Attendance Matters.”

Miss Reminis revisiting her school days!
### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Staff</strong></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4.0</td>
</tr>
<tr>
<td>Instructional Leader – EA4S</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>6.0</td>
</tr>
<tr>
<td>K-2 EA4S Teacher Support</td>
<td>0.9</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary teacher RFF</td>
<td>0.378</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.3</td>
</tr>
<tr>
<td>Itinerant Teacher of Hearing Difficulties</td>
<td>1.3</td>
</tr>
<tr>
<td>Itinerant Teacher of Visual Difficulties</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Teacher Mild Intellectual</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary teacher Multi-categorical</td>
<td>2.0</td>
</tr>
<tr>
<td>Pre-school Teacher Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Student Support Exec Release</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
<td>0.336</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22.371</td>
</tr>
</tbody>
</table>

| School Administrative & Support Staff         |        |
| General Assistant                             | 0.5    |
| Aboriginal Education Officer                  | 1.0    |
| School Administration Officer                 | 1.122  |
| School Administration Manager                 | 1.0    |
| School Learning Support Officer – MC          | 2.0    |
| School Learning Support Officer – El          | 0.5    |
| School Learning Support Officer – Mild        | 1.0    |
| School Learning Support Officer - Mod         | 1.0    |
| **Total**                                     | 8.122  |
| **Total**                                     | 30.493 |

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Broken Hill North we have two Indigenous staff members. Mrs Carol Kickett is our Aboriginal Education Officer and Miss Shelby McInerney is a School Learning Support Officer employed on a temporary contract later in the year.

### Professional learning and teacher accreditation

In 2014, Mrs Jessica Thompson achieved her Proficient Teacher accreditation and Mr Matthew Jardine maintained his accreditation at Proficient.

A significant focus of our school’s professional learning has focused on building the capacity of our teachers and improving student outcomes, particularly in literacy and numeracy utilizing our Instructional Leader and executive staff.

Our school development days covered a broad range of professional learning opportunities as well as ensuring mandatory training requirements were up to date. These activities included: Child Protection, Anaphylaxis, CPR, Literacy & Numeracy Policy, Aboriginal Education programs, curriculum differentiation, student welfare and Workplace Health & Safety.

A total of $19,743 was expended on professional learning, averaging out to be $1097 per teacher.

### Beginning Teachers

Mrs Jessica Thompson was appointed as a permanent teacher to one of our multi-categorical classes and while she had previously worked as a temporary teacher at Broken Hill North a targeted support plan was in place. Mrs Thompson was supported by her supervisor, Mrs Parker as well as Mrs Gimbert who acted as a mentor.

A professional learning and support plan was negotiated and supported by releasing Mrs Thompson off her class for one day per week in Terms 2, 3 & 4. The focus of this professional learning included researching curriculum, teaching strategies, programming for students in support units, observations and feedback with in-school and other school teachers and meetings with parents and outside agencies.
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>356,900.01</td>
</tr>
<tr>
<td>Global funds</td>
<td>237,922.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>547,662.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>83,273.51</td>
</tr>
<tr>
<td>Interest</td>
<td>15,429.57</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>32,279.30</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,273,466.73</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>26,675.65</td>
</tr>
<tr>
<td>Excursions</td>
<td>42,001.05</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>23,112.21</td>
</tr>
<tr>
<td>Library</td>
<td>3,989.80</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>380,811.26</td>
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<tr>
<td>Casual relief teachers</td>
<td>45,901.98</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>44,847.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>69,488.47</td>
</tr>
<tr>
<td>Maintenance</td>
<td>22,936.27</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>31,636.09</td>
</tr>
<tr>
<td>Capital programs</td>
<td>39,870.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>731,269.78</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>542,196.95</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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.

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](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

International Competitions and Assessments for Schools
In 2014, 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.

28 students participated in the ICAS Mathematics, 18 students participated in the ICAS Spelling, 24 students participated in the ICAS English, 17 students participated in the ICAS Computer Skills and 18 students participated in the ICAS Science competition.

ICAS Awardees 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex Birch</td>
<td>Credit – Mathematics</td>
</tr>
<tr>
<td>Hugh DeGruchy</td>
<td>Credit – Mathematics</td>
</tr>
<tr>
<td>Saskia Kreitner</td>
<td>Credit – Mathematics</td>
</tr>
<tr>
<td></td>
<td>Merit – English</td>
</tr>
<tr>
<td>Mason Underwood</td>
<td>Credit – Science</td>
</tr>
<tr>
<td></td>
<td>Merit – English</td>
</tr>
</tbody>
</table>

School performance 2014
Broken Hill North Public School students have had a broad range of opportunities and experiences in academic, sporting and social pursuits. Our students have embraced these opportunities and have endeavoured to maximize their learning from the experiences.
At the district level, the competition was broadcast as a live video-conference. This meant that our students had the security of performing on home soil, despite their nerves. Our four female contestants, two junior and two senior, participated with great confidence. Each was able to contribute to the competition with reasonable spelling substitutions, against some remarkably talented students, who went on to the state level competition.

Significant programs and initiatives – policy

Multicultural education and anti-racism

The school always promotes an inclusive school community and in class programs support students and promote awareness and understanding of multicultural aspects of the curriculum. Practices allow an opportunity for students to explore the world in all its variety and counter racism and intolerance while developing intercultural understanding. We value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views.

Through differentiated curriculum and specific learning programs, the school has addressed the learning needs of students who are learning English as an additional language or dialect so that they are able to fully participate in schooling and achieve equitable educational outcomes.

Significant programs and initiatives – equity funding

Equity funding was utilized in a variety of ways to support students, families and teachers in the delivery of educational programs across the school. School Learning Support Officers (SLSO) were employed to support literacy, numeracy and welfare programs across the school, particularly in the delivery of Multilit, Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN).

Active After School Communities

A huge thank you to Sally Reminis, Kristy Grieve, Jarvis Semmens, Lavinia Weaver, Kathy Robertson, Naomi Robertson, Kylie Cutting, Laura Peters and Anita Dettorre for organising and facilitating the weekly Active After School Communities program. This program was run bi-weekly and allowed our school to host a range of fun and interesting sporting sessions while promoting the benefits of an active lifestyle. Unfortunately 2014 was the last year of this program.

NSW Premier’s Spelling Bee

Our school's local Spelling Bee saw several students from Years 3 to 6 keen to participate. The hope of moving on to the district level seemed both exciting and daunting as the students viewed extensive lists of previous year’s words. Our audience also found themselves well motivated, as two Year 4 girls remained neck and neck, matching word for word, before the final win.

<table>
<thead>
<tr>
<th>Name</th>
<th>Credit</th>
<th>Merit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack Eckert</td>
<td>Computer Skills &amp; Mathematics</td>
<td>Science</td>
</tr>
<tr>
<td>Mercedes Robertson</td>
<td>English</td>
<td>Science &amp; Mathematics</td>
</tr>
<tr>
<td>Devin Vine</td>
<td>English</td>
<td>Spelling</td>
</tr>
<tr>
<td>Jordan Fisher</td>
<td>Computer Skills &amp; Spelling</td>
<td></td>
</tr>
<tr>
<td>Maggie Zanon</td>
<td>Computer Skills, Science &amp; English</td>
<td></td>
</tr>
<tr>
<td>Luke Dettorre</td>
<td>Spelling</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distinction – Computer Skills &amp; Science</td>
</tr>
</tbody>
</table>
Funds were also utilized to support families with uniforms and access to educational excursions. Aboriginal Education programs including our primary gender groups, cultural opportunities and NAIDOC Week celebrations were also supported through equity funding.

Additional teaching staff were also employed through these funds to support teaching and learning programs across the school.

**Aboriginal background**

Aboriginal gender groups continued in 2014 and involved Kylie Cutting, Carol Kickett, Susan Meadows and Jarvis Semmens. The groups were supported by community members and investigated traditional bush tucker and medicines which were located around the school. In Terms 3 and 4, the gender groups started preparation for the performance at Presentation Night which in 2014 was Contemporary Movement and this was guided by Shelby McInerney, Synitta Adams and Vicki Adams.

NAIDOC Week was held Week 1, Term 3 2014 and it was another major success at Broken Hill North Public School. All students participated in a flag raising ceremony, a Welcome to Country by Mrs Carol Kickett (AEO) which started the week of celebrations. The focus activities this year included all students completing a portion of the Rainbow Serpent which is to be hung in our community hub, Susan Cearns ACLO ran an activity on feather arm bands and a traditional movement activity. The week concluded with a whole school assembly hosted by the Aboriginal gender groups and a sausage sizzle for the whole school.

Our school is continuing to pursue professional learning in the 8 Ways of Learning and Aboriginal English as a Dialect and aim to have this embedded in school practice.

**Socio-economic background**

Broken Hill North Public School receives additional funding which reflects our socio-economic status as indicated with our Family Occupation and Education Index of 162. The additional funding is factored into our equity funds and is utilized to ensure all students have access to all aspects of school. This includes subsidization of performances, travel costs, necessary school items, uniforms and Breakfast Club. The employment of SLSOs is also drawn from this funding source.

**English language proficiency**

In 2014, a Kindergarten student enrolled in our school who did not have English as his first language. The learning and support teacher undertook training and supported the classroom teacher as well as the SLSO to ensure the student’s needs were met.

**Low level adjustment for disability**

Weekly Learning and Support Team (LST) meetings continued throughout the year attended by the school learning and support team, school counsellor, classroom teachers, executive and principal. Children are referred to the LST for academic, social, emotional and behavioural concerns and the LST identified appropriate courses of action to support the students’ needs. This included referral to the school counsellor, school support teacher and the Learning and Support Teacher (L&ST). Referrals to outside agencies are made in consultation with parents to support services including physiotherapy, occupational therapy and speech therapy services. The school L&ST has continued to support teachers in the preparation of Personalised Learning and Support plans for all students requiring additional learning and support. The LST continues to monitor and track students’ learning needs through the continued development of a whole school database. A number of SLSOs have been employed and the number has increased to ensure the support of all students with additional learning needs through the implementation of targeted programs.
Other significant programs and initiatives

Early Action for Success

Broken Hill North Public School is part of the State Literacy and Numeracy Action Plan through Early Action for Success (EAfS). The EAfS strategy aims to improve students’ performance through a targeted approach in literacy and numeracy of our Kindergarten, Year 1 and Year 2 students. As a result of this strategy Mrs Cathie Dougherty has continued in her role as Instructional Leader. She has worked directly with Early Stage 1 and Stage 1 teachers to identify the learning needs of all Kindergarten – Year 2 (K-2) students and determine who are ‘at risk’ in their literacy and numeracy learning. Using this information Mrs Dougherty with K-2 teachers have developed personalised learning and appropriate interventions to support all students. Ongoing 5 weekly data collection assists in measuring the effectiveness of specific interventions and monitors and tracks all students. To assist in this our school has two intervention support teachers, Mr Peter Oriel and Ms Danielle Miller. These teachers along with Mrs Dougherty are often present in classrooms working with classroom teachers to strengthen the literacy and numeracy learning progress of all K-2 students.

School planning and evaluation 2012—2014

School evaluation processes

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

- Progress reporting of the school plan to gauge progress and effectiveness;
- Consultation opportunities for staff to offer feedback and collect ideas for improvement;
- Opportunities for parents and families to have input into the future directions of the school; and
- Ongoing analysis of student curriculum and welfare data including PLAN, Best Start, Raise Responsibility and NAPLAN.

School planning 2012-2014:

School priority 1 – Engagement and Attainment

Improving student welfare and attendance

Outcomes from 2012–2014

- Increase the attendance rate of all students K-6 from 90.4% in 2012 to 91.4% in 2014.
- Increase the attendance rate of all Aboriginal students K-6 from 87.2% in 2012 to 88.2% in 2014.
- Increase the percentage of K – 6 students achieving Gold Level based on the Raise Responsibility System from 72% to 75% at the end of Term 3 in 2014

Evidence of achievement of outcomes in 2014:

- NSW Department of Education and Communities attendance data indicates our attendance rate for 2014 was 93.1%
- Whilst the Term 1 attendance rate for Aboriginal students was 91%, the yearly rate was 87%
- 74.6% of students achieved Gold Level at the end of Term 3 2014

Strategies to achieve these outcomes in 2014:

- Weekly audit of all students of their behaviour, attitude & effort. (Green, Yellow, Red);
- 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;
- Ensure student welfare and attendance 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;
- Acknowledge students’ achievement of levels within the school; and
- Explore and investigate professional learning to support and address the social, emotional and welfare needs of our students.
School priority 2 - Literacy

Reading

Outcomes from 2012–2014

• 85% of Year 1 students achieving Level 20 benchmark at the end of Term 4 2014
• To increase the percentage of Year 5 students at or above minimum standard in NAPLAN Reading, from 47% in Year 3 2012 to 50% in 2014

Evidence of achievement of outcomes in 2014:

• 54% of Year 1 students achieved Level 20 benchmark at the end of Term 4
• Year 1 average benchmark level was 18.1
• 72% of Year 5 students achieved at or above minimum standards in NAPLAN Reading
• 59.2% of Year 5 students achieved Band 5 or higher in NAPLAN Reading

Strategies to achieve these outcomes in 2014:

• Early Action for Success – Instructional Leader to continue to lead and support K-2 literacy teaching and learning;
• Targeted extra support for our Years K-2;
• Employ a teacher 0.5 to support K-2 needs;
• Ongoing implementation of L3;
• Explore and investigate professional learning to support the analysis of literacy continuum, current practices, policies, NAPLAN and school data; and
• Employ SLSO’s to implement Multilit and other targeted literacy programs for literacy support.

School priority 3 - Numeracy

Working Mathematically

Outcomes from 2012–2014

• To increase the percentage of Year 5 students at or above minimum standard in NAPLAN Numeracy, from 62% in Year 3 2012 to 65% in 2014

Evidence of achievement of outcomes in 2014:

• 76% of Year 5 students achieved at or above minimum standards in NAPLAN Numeracy
• 44.4% achieved band 5 or higher in NAPLAN Numeracy

Strategies to achieve these outcomes in 2014:

• Explore and investigate professional learning to support the analysis of numeracy continuum, current practices, policies, NAPLAN and school data;
• Early Action for Success – K-2 Instructional Leader to identify areas for improvement within both classrooms and practices to support teachers in making improvements in student outcomes;
• Employ a teacher 0.4 to support K-2 needs in numeracy;
• Termly evaluations of learning team meetings, staff meetings and school development days to ensure policy development is being addressed; and
• Employ SLSOs to support teachers and students in classrooms in numeracy.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents / Caregivers – extract from school newsletter 13th October 2014

‘As promised last week I have collated the feedback from families regarding the survey sent home last term and I must thank the many respondents for taking the time to consider the future for our school. The following table lists the components of the survey in priority order from highest to lowest. This information will assist in planning programs and projects with the funding available as we plan for the future.

Survey findings in priority order

School Learning Support Officers – work in classes to assist kids with their learning;

Professional learning opportunities for staff;

Additional class above entitlement – instead of 9 mainstream classes we paid for the tenth;
Home School Coordinator – Kathy Yates’ position as a link between school and home;

Executive release – enables our Assistant Principals to work with staff and students;

Breakfast Club – Recess & lunch support;

Teacher Mentor – Assistant Principal off class to support learning and engagement programs across the school;

Financial support for uniforms and excursions;

Aboriginal Education – cultural activities for all students; and

NAIDOC Week activities.’

Students

Our students were asked for their ideas regarding activities for the playground to hopefully reduce inappropriate incidents occurring. The students came up with a range of manageable and not so manageable ideas. As a result of this survey, and with admirable support from the staff, a range of supported activities were introduced into the playground. These included card games, Bingo, sketching, netball, art, soccer, dance and fitness, skipping, basketball and indoor games.

Teachers

Our teaching staff undertook The Focus on Learning Survey which is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is ‘effective schools’ research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie’s book, Visible Learning (Routledge, 2008), which builds upon Carl Bereiter’s model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

Eight Drivers of Student Learning.

The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for Broken Hill North Public School.

The results of this survey have informed our future planning and will be used in the future to chart our progress.

Book Week was a super day!
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. All staff, particularly the principal and executive, are being trained in its full implementation. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Our school undertook an extensive consultation process with all stakeholders which included:

- Staff meetings – throughout Terms 3 & 4 2014 staff members were involved in the analysis of data and worked collaboratively to target priorities for our school moving forward;
- P&C meetings – the requirements of the new school planning process was explained and feedback on their priorities was sought;
- Parent meetings after school assemblies – proved an effective way of accessing community thoughts and opinions regarding what they believed to be their priorities;
- Family feedback survey – students interviewed their parents / carers about their priorities for our school;
- Student survey – students’ thoughts regarding wellbeing programs was collated in Term 3 2014; and
- Aboriginal parent interviews – our Aboriginal Education Officer (AEO) and Home School Coordinator interviewed Aboriginal families for their thoughts and opinions regarding the school.

These findings, along with Public Schools NSW Strategic Directions, informed our planning of the three year strategic directions for the school during 2015 – 2017:

1. Quality Teaching,
2. Focus On Learning and
3. Community Engagement

Strategic Direction 1: Quality Teaching

Processes:
How do we do it and how will we know?

Capacity Building Project

Executive and teaching staff released to provide professional learning and support for lesson observations, feedback, planning and document analysis and creation.

Additional release provided for utilisation of identified staff expertise to improve student and staff performance.

Personalised Learning Project

Additional SLSO staff employed to support areas of identified students’ needs K-6. SLSO distribution, role statements, skill development, supervision are managed by school executive through learning and support team structures.

Create differentiated learning experiences and modes of lesson delivery to address the needs of all students.

Products:
What is achieved and how do we measure?

Increasing percentage of students each year achieving at/or above end of year expectations in the reading, comprehension and early arithmetic strategies strands of the literacy and numeracy continuums.

Staff Performance and Development Plans reflect ongoing growth against the Australian Professional Standards for Teachers and Principals following school policy on Quality Teaching aligned to the Performance & Development Framework.
Strategic Direction 2: Focus On Learning

Processes:
How do we do it and how will we know?

Evidenced-based Learning Project
Quality training and development for executive in HOW2Learn to conduct professional learning for all teaching staff.

Instructional Leader to manage and support students and staff in the literacy and numeracy learning needs of K-2 students.

Parental involvement in the development of personalised learning for their child.

Learning Support Project
Assistant Principal to manage learning support team, system requirements and support teachers in the development of personalised and well-being data and programs.

Executive to access and provide professional learning opportunities to support the implementation of new syllabus requirements and quality teaching.

Products:
What is achieved and how do we measure?

Increasing percentage of K – 6 students achieving Gold Level based on the Raise Responsibility System at the end of Term 3.

Assessment and well-being data will monitor achievements and inform personalised planning for all students as evidenced in classroom teachers’ programs.

Strategic Direction 3: Community Engagement

Processes:
How do we do it and how will we know?

Community Support Project
Learning & support team, Principal, AEO and Home School Coordinator support UDRH and outside agency programs.

Executive team to investigate and implement best practice transition programs in partnership with all stakeholders to assist transition for students.

Connecting to Community Project
AEO and Home School Coordinator to work closely with teaching staff and Aboriginal families to support Personalised Learning Plans and attendance.

Aboriginal Education team meet regularly to set the course for Aboriginal programs across the school.

Work together to canvass parents’ ideas for topics to meet and discuss in workshop settings.

Products:
What is achieved and how do we measure?

School satisfaction surveys indicate that the school’s community centre operates effectively and is central in creating connections between all stakeholders.

The attendance rate of Aboriginal students K-6 will match or exceed the school’s attendance rate.

Increased numbers of parents engaged in school activities and decision making.
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
Jodie Parker  Assistant Principal
Marie Fisher  Assistant Principal
Cathie Dougherty  Instructional Leader
Jarvis Semmens  Assistant Principal – Rel
Allyson Dell  Senior 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.brokenhilnp.schools.nsw.edu.au
School Code: 1371

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: