Broken Hill North Public School
Annual School Report
Our school at a glance

Students

The 2011 Team!

Staff

All teaching staff meet the professional requirements for teaching in NSW public schools. In keeping with our school’s commitment to improvement, the staff members undertook a development activity to guide their working lives. The staff members who work at Broken Hill North Public School are guided by the following statements in their day to day work with students and each other.

We firmly believe in providing a safe and caring environment for all.
We firmly believe in inspiring a thirst for life-long learning.
We firmly believe in guiding and encouraging students to be the best that they can be.
We firmly believe in working together with families and the community to benefit children.

Messages

Principal’s message

It was with a great deal of trepidation that I took my first steps at Broken Hill North Public School knowing that I was taking over from a very respected and highly regarded educator in Mrs Marg Murray, who had devoted a huge amount of time and energy into the leadership of this fine school.

I spent a lot of first term with my mouth closed and ears open to ensure I got a feel for how this school ticked ...and I learnt a lot!

The school has a very strong focus on the values of respect, responsibility, doing your best, being safe and focusing on learning. These values underpin all we do here at Broken Hill North Public School. The success of our school as we head into the future will lie in the strength of the relationships between the staff, the children and their families; all those involved in our school meeting the values based expectations and people making the best choices in all aspects of school.

I would also like to take this opportunity to thank the Broken Hill North staff and parent community for making me feel so welcome. 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 North the best school it can possibly be.

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 - Principal

P & C message

The P & C is not just about getting together to organise fundraisers and decide where to spend that money. It is about working in partnership with the school to ensure our children have the greatest opportunities to maximise their learning while at North.

We would like to thank all those who helped organise, and donated for the fundraising events
undertaken. The fundraisers for 2011 consisted of Easter Raffle, Mothers and Fathers’ day stalls, Pie Drive and the School Fete.

Money raised was used to help purchase the school notice board at the front of the school, applications for the ipads in the special education classes and the canteen had a refurbishment.

Looking into 2012 we are considering ways we can bridge the gap between the school and the parent/caregiver community. We are planning to have guest teachers talk about the goals, expectations and ways parents/caregivers can help with their child’s learning. The aim is to continue to build up the relationships between home and school and work in partnership.

We would like to thank all the staff at Broken Hill North for their dedication, hard work and care they put in to giving our children a very high level of education. We would like to particularly thank Kathy Yates for the countless hours and support she gives to the P & C, without Kathy the P & C wouldn’t run as smoothly as it does.

Jodie Hartwig – P&C Secretary

Student representative’s message

This year it has been an amazing journey for students K-6. The captains and vice captains represented the school on a number of occasions and carried out the following roles: weekly responsibilities involved assisting with the whole school assemblies and setting up the microphones for morning assemblies; and in general they were required to be exemplary role models for the student body as a whole. The SRC report they are proud that the majority of students follow the school’s expectations and participate in activities such as Anzac Day, Choir, Sport, Excursions, Barrier Representation and entries in our local show. We wish our primary school all the best for the future as we head off into our future.

School Captains - 2011

Student context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>163</td>
<td>156</td>
<td>149</td>
<td>142</td>
<td>153</td>
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<tr>
<td>Female</td>
<td>154</td>
<td>152</td>
<td>135</td>
<td>126</td>
<td>122</td>
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</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.2</td>
<td>88.9</td>
<td>89.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.2</td>
<td>86.8</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.7</td>
<td>91.1</td>
<td>91.2</td>
<td></td>
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<tr>
<td>3</td>
<td>91.4</td>
<td>90.5</td>
<td>89.7</td>
<td></td>
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<tr>
<td>4</td>
<td>88.5</td>
<td>89.6</td>
<td>88.3</td>
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<td>5</td>
<td>92.8</td>
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<tr>
<td>6</td>
<td>93.4</td>
<td>91.2</td>
<td>85.3</td>
<td></td>
</tr>
</tbody>
</table>

Total 90.7 91.0 89.3 89.1
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 2011 a weekly audit of attendance for each class was initiated and reviewed. In addition to this, and with the support of the Home School Liaison Officer, our school’s attendance policy was reviewed and updated.

Chronic non-attenders at Broken Hill North Public School are placed on a Personal Attendance Plan in conjunction with school staff, parents and the student.

The school works closely with the parents/guardians to improve school attendance. The school engages students to improve attendance.

The Home School Liaison Officer conducts term roll checks to assist the school in identifying 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.

Class sizes

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

Structure of classes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K E</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K M</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1 G</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1-2 H</td>
<td>1</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>1-2 H</td>
<td>2</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>2 W</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3 C</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3-4 S</td>
<td>3</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>3-4 S</td>
<td>4</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>4-5 F</td>
<td>4</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>4-5 F</td>
<td>5</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5-6 R</td>
<td>5</td>
<td>14</td>
<td>28</td>
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<tr>
<td>5-6 R</td>
<td>6</td>
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</tr>
<tr>
<td>6 J</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
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</table>

Rhys, Emily, Mr C, Josh and Indiana
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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Primary Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.42</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Priority School Funding Program</td>
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</tr>
<tr>
<td>Primary Teacher – Hearing Disabilities</td>
<td>1.3</td>
</tr>
<tr>
<td>Primary Teacher – Visual Disabilities</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Multi-categorical</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Young Children with Disability</td>
<td>1.0</td>
</tr>
<tr>
<td>Student Support Executive Release</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Primary Student Support RFF</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.122</td>
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<tr>
<td>Total</td>
<td>30.945</td>
</tr>
</tbody>
</table>

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

In 2011, the school employed an Aboriginal Education Officer and a temporary school learning support officer.

Staff retention

In 2011, the only staff members new to the school were the Principal and the teacher of one of our multi-categorical classes. 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.

Qualifications

<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>
<td></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.

Date of financial summary: 30/11/2011

Income $  
Balance brought forward 226807.90
Global funds 207943.32
Tied funds 340939.31
School & community sources 43494.99
Interest 17690.51
Trust receipts 41880.68
Canteen 0.00
Total income 878756.71

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>Key learning areas</th>
<th>36903.81</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excursions</td>
<td>22264.27</td>
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<td></td>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td></td>
<td>5742.97</td>
</tr>
<tr>
<td>Training &amp; development</td>
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<td>140.00</td>
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<tr>
<td>Tied funds</td>
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<td>299374.61</td>
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<tr>
<td>Casual relief teachers</td>
<td></td>
<td>27580.42</td>
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<tr>
<td>Administration &amp; office</td>
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<td>39279.94</td>
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<tr>
<td>School-operated canteen</td>
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<td>0.00</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>23693.22</td>
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<tr>
<td>Capital programs</td>
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<td>Total expenditure</td>
<td></td>
<td>576914.82</td>
</tr>
</tbody>
</table>

Balance carried forward 301841.89

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Curriculum

In 2011, 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.
• 32 students participated in the ICAS Mathematics competition and were awarded 2 Distinctions, 2 Credits and 28 participation certificates.

• 14 students participated in the ICAS Spelling competition and were awarded 2 Credits and 12 participation certificates.

• 14 students participated in the ICAS English competition and were awarded 3 Credits and 11 participation certificates.

• 14 students participated in the ICAS Computer Skills competition and were awarded 1 Distinction, 1 Credit and 12 participation certificates.

• 20 students participated in the ICAS Science competition and were awarded 1 Credit and 19 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 2011 Presentation night.

Awardees were as follows;

Marcus Tan - Distinction Maths, Credit Spelling
Scott Gimbert – Credit Spelling, Credit Computer Skills
Hannah Hall – Credit Maths
Luke Dettorre – Credit Maths
Ben Morrison – Credit Spelling
Kate Hogg – ICAS Coordinator

Sport
The school swimming and cross country 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 all three this year.

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 Hannah Hall, Jack Picton, Griffin Leo and Yannis Smith-Hopcraft.

Our Junior Boys relay team
The age champions for our respective carnivals this year were as follows;

Swimming - Emily Heiss-Harvey, Blake Edgecombe, Adelle Birch, Tyler Hicks, Charli Heiss-Harvey and Chae McConnell.

Cross Country - Indiana Cini, Josh Dettorre, Jacob Galea, Chloe Staker, Ben Morrison, Madison White, Takye Picken and Hannah Hall.


During terms two and three the majority of our primary students were involved in PSSA sport. This year we entered teams in all of the PSSA sports. All teams tried their best and performed well. The outstanding team this year was the senior girls’ basketball team who performed extremely well throughout their competition.
I would also like to acknowledge and congratulate Brittany Blows and Hannah Hall on their achievement of representing Barrier this year. Brittany was a member of the Barrier girls’ basketball team and competed in the state carnival in Tamworth. She was a key member of the team who finished 3rd at the carnival. Hannah attended the state cross country carnival in Sydney and tried hard in tough conditions against quality runners. These students should be very proud of their achievements and I am sure it was a wonderful experience for them to compete against the best players in the state at their age level.

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. In term 3 one of the sessions each week was Zumba run by Amy Clifford, which was a fun and different work out for the students which got them sweating! I wish to thank the staff of North for their assistance in delivering the program each week. This year saw at least 10 new staff trained in delivering Active After School which is by far the most of any school in Broken Hill and a credit to the teachers of North.

I 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 2012.

Matthew Jardine – Sport Coordinator 2011

Citizenship

In 2011 we recognized student effort in social skills and behaviour by awarding 112 Royal Blue medallions at the end of year assembly. This was a fantastic effort and a great start to our new school welfare system focussing on raising responsibility in our students.

Arts

In 2011, Creative and Performing Arts presented Northies with a range of opportunities for students to participate in and to develop and inspire creativity.

The Wakakirri Outback Program gave Indigenous and non-Indigenous students from our school the opportunity to participate in a national performing and visual arts festival. The program is designed to engage students in their education and to teach them to make healthy lifestyle choices. Outback schools and communities were visited by a team of workshop facilitators from a variety of professional artistic backgrounds who ran workshops in script writing, editing and film making. The students created a short film which was screened in front of the whole school assembly.

Out and about with Wakakirri!

Cassie McEvoy, an ex-student from our school, was given the task of working on a community project as part of the MaxPotential Leadership program. Cassie wanted to come back to the school that helped her get where she is today and give something back to it and in the process get the kids to work together as a team and produce something that they can all be proud of. Cassie helped all of the Northies create a mural that is now showcased on our new hall’s fold-up doors. Each class was required to paint a piece of the picture, each being a representation of Broken Hill, that was then put together to create a large
mural. Students and staff were lucky enough to work alongside the very talented, local artist, Amanda Johnson, during this process. The staff and students are all so pleased and proud of the masterpiece that has been created!

During Term 3 and Term 4, the Dance Enrichment team, created, practiced and prepared their dance item ‘Tonight’s Gunna Be A Good Night’. Students performed their dance on Presentation Night, at the Civic Centre and wowed the audience with their creative moves, radical rhythm and colourful costumes. Both dance teachers were extremely proud of the final performance.

Sally Reminis

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
Progress in literacy

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
In 2011, Mr. Cumming, Mr. Semmens and Mrs Degoumois participated in a DEC developed program titled *Effective ESL Pedagogies for Aboriginal Students*. This program provided participants with information relating to EAL/D (English as an Additional Language/ Dialect) and acknowledged the importance of schools possessing an understanding of each Aboriginal child and that each child will often bring to their schooling more than one language, and even more importantly than that, the acknowledgement of the language skills students...
already possess in their learnt languages (such as the culture/ history and ideas behind these languages).

From this program, the participants developed a clear understanding of the difference between “home talk” and “school talk”, but of particular note was the value of “home talk” in school. It is important to provide our students with the opportunity to not only “code-switch” (write and talk in both home and school talk), but also better develop out students’ abilities to do so.

Following this course, Mr. Cumming and Mr. Semmens provided a professional development opportunity for the staff of Broken Hill North Public School to further develop these new understandings and new learning about Aboriginal Education throughout the whole school community.

In 2011 our school was able to access Norta Norta funding for our poor performing Aboriginal students. Two school learning support officers were employed to run a 10 week intensive personalized program with these students. The results are as follows:

Students have had improved results in the Diagnostic Maths test, the Johnson Sight Word test and the Burt Reading test. Some students have made significant improvement.

Both tutors developed a good rapport with students which has meant students were willing to complete all tasks set by the teachers and tutors. Tutors reported students being very keen to attend tutoring each day.

Teachers noted that as well as academic achievement, there had been significant improvement in self-confidence which in turn had increased engagement in class lessons. They also noticed that students with poor attendance rates showed improved attendance because they didn’t want to miss their tutoring time. Teachers have also seen students who refused to complete tasks because of their attitude towards work now attempting all tasks set in class.

Preston Slater – One of our Norta Norta stars!

The individualised program set by the teachers allowed each student to feel success which translated into improved results in all areas, not just the areas they were specifically tutored in.

- Our 9 Year 2 students averaged growth of 6 levels in reading benchmark;
- our 9 Year 2 students now have an extra 360 sight words between them;
- our 9 Year2 students scored on average 4.3 marks better in the maths assessment;
- our 7 Year 4 students averaged growth of 3 levels in reading benchmarks;
- our 7 Year 4 students now have an extra 70 sight words between them; and
- our 7 Year 4 students scored on average 6.4 marks better in the maths assessment.
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 2011.

National partnership programs

In 2011 a focus for our executive team was to develop our capacity to plan, implement and evaluate programs and strategies within our school based on evidence. During Term 3 we 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.

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 2011, we made some steps in improving our teaching of Aboriginal students with our involvement in the ESL Pedagogies course 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 2011 our school received support from the Priority Schools Program (PSP). In 2011, this support was an additional $39900 and an extra teacher for 2 days per week. We also received $160000 from PAS funds, as 2011 was the third year we have been included on the PAS program.

In 2011 the funding was used to continue to support the achievement of the school’s literacy and numeracy targets. In particular the funds supported our: Gifted and Talented Program, Home School Coordinator, and Technology Program.

Other strategies implemented in 2011 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 work with proficient numeracy students K-6; and
- Employment of school learning support officers to support at risk students in the classrooms.

In 2012, the school will continue improving literacy, numeracy and engagement with the aid of PSP and PAS funds.

Progress on 2011 targets

Target 1

Increase the number of students (in Year 3) achieving at or above minimum standard from 62% in 2010 to 70% in 2011 in NAPLAN Reading

Our achievements include:

- 69% of Year 3 performed at or above minimum standards in NAPLAN Reading
- Staff survey of Focus On Reading revealed a high level of benefit and commitment to the program.
- Interim benchmarking of our Kindergarten cohort suggest that L3 has had a significant positive impact on student performance in Reading.
Target 2
Increase the average growth score in Numeracy for Year 5 from 69.4 in 2010 to 80 in 2011.

Our achievements include:
- Average growth score for Year 5 students in Numeracy was 83.4.
- K-2 staff accessed additional professional learning eg TEN workshops.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011, 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 2011

Literacy – Findings
Majority of teachers directly involved in the mentor program show a high level of commitment and benefit.

Majority of teachers directly involved in Focus On Reading show a high level of commitment and benefit from the training.

25% of students in Year 2 are not comprehending beyond an ES1 level, according to the behaviours displayed on the Best Start Continuum. Almost 50% of students in Year One are still at an ES1 level in comprehension.

63% of Kindergarten students are reading at or above the Western Region benchmark as at Week 8, Term 3.

Conclusions
The professional learning opportunities in Literacy this year have been extremely valuable.

Numeracy – Findings
The current school policy for Mathematics does not support staff in their teaching of Mathematics as well as it should.

The school does not have a valid tracking tool for assessment of numeracy skills across Years 1 – 6.

There is more support and professional learning opportunities for Literacy than Numeracy.

Year 5 average growth in NAPLAN Numeracy was 83.4 which is 10.9 points below average state growth.

Our Year 5 Aboriginal students achieved average growth of 107.9 which is 13.6 points above state growth.

Conclusions
Our school, at present, does not provide enough support for teachers in the teaching of Numeracy.

Future Directions
Continue to support teachers and their professional learning needs and development in Literacy.

Expand the role of the teacher mentor to support student outcomes, build teacher capacity and ensure professional learning projects are implemented.

Review our school’s K-6 Literacy Policy.
Teachers require further professional learning to further develop their skills and knowledge is the teaching of numeracy.

There is a large range in performance of our students in Numeracy in Years 3-6.

Overall, our students are underperforming in Numeracy.

**Future Directions**

Employ a K – 6 numeracy mentor to support all staff to gain skills and teaching strategies.

Develop a whole school numeracy tracking assessment tool to monitor student progress.

Review and develop our school’s Numeracy Policy.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parents**

Parent requests for information are well supported by staff.

School initiated requests for parent engagement in their child’s schooling is not well supported.

While parents are satisfied with their child’s classroom and playground settings, there is a need to further explain the Raise Responsibility System.

Parents are becoming more comfortable volunteering in the school setting.

A significant proportion of parents feel that the school is meeting the educational needs of their children.

The Easter Hat Parade was a lot of fun and was well supported by our families.

**Students**

Year 3 – 6 students were surveyed using the Quality of School Life tool and were asked about their satisfaction with various aspects of school, including achievement, teachers, relevance, social integration and adventure.

The highest satisfaction from the students was with their relationships with their teacher, the relevance of their schooling and their sense of achievement.

**Teachers**

During Term 1 all staff members were interviewed and asked what they thought the school did particularly well and what areas could do with improvement. The results are as follows:

**Things we do well:**

- staff relationships - teamwork, inclusivity, friendly, helpful - mentioned 27 times;

- Breakfast Program- mentioned 15 times;

- integration of special education student / tolerance- mentioned 14 times; and

- catering to individual student needs – mentioned 11 times.
Things we could improve:

welfare – consistency, consequences, levels, bullying - mentioned 20 times;
greater involvement of parents - mentioned 7 times; and
provision of more opportunities for staff – mentioned 6 times.

Professional learning
This year the school received $22000 from DET to be expended on Teacher Training and Development. 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 2011 our main areas of focus were literacy, numeracy, quality teaching, leadership / career development and welfare. $4146.69 was expended pursuing quality teaching activities, $3441.00 on career development and leadership, $4778.61 on welfare strategies and $9243.43 on building capacity in teachers to better teach literacy and numeracy. The staff all received mandatory training in: Child Protection, CPR, OHS, Manual Handling and Chemical Safety.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Increase percentage of students in higher bands in NAPLAN and decrease percentage of students in lower bands.

2012 Targets to achieve this outcome include:

• 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.

Strategies to achieve these targets include:

• Targeted extra Support Teacher Learning Assistance in Years K-3.
• Employ staff to implement L3 and Focus On Reading strategies.
• Analysis of current practices, policies and NAPLAN and school data.
• Involve our SLSO’s in Multilit training.
• Employ literacy mentor to support classroom teachers.
• Research and investigate ‘best practice’ school policies.
• Termly evaluations of learning team meetings, staff meetings and school development days to ensure policy development is being addressed.

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

2012 Targets to achieve this outcome include:

• 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.

Strategies to achieve these targets include:

• analysis of NAPLAN data;
• employ a numeracy mentor;
• lesson observation and feedback to classroom teachers;
• demonstration lessons to support teachers
• staff involvement in stage learning team meetings to ensure the teaching and learning of numeracy is addressed;
• termly evaluations of learning team meetings, staff meetings and school development days to ensure policy development is being addressed; and
• research and investigate ‘best practice’ school policies.

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

2012 Targets to achieve this outcome include:
• Increase 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.
• Increase the attendance rate of all students K-6 from 89.4% in 2010 to 91% in 2012.

Strategies to achieve these targets include:
• Weekly audit of all students of their behaviour, attitude & effort. (Green, Yellow, Red)
• Investigate using SLSO’s and ISTB’s 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 is an agenda item at each week’s learning team meeting.
• Employ a specialist teacher (0.2) / or outside agency support to address the social, emotional and welfare needs of our students.
• Assistant Principal, Home School Coordinator and Aboriginal Education Officer to meet fortnightly and audit our students’ attendance and follow policy procedures.

School priority 4
Outcome for 2012–2014
Bridge the gap between Aboriginal and Non-Aboriginal students

2012 Targets to achieve this outcome include:
• Our Aboriginal students’ attendance rate to match the school’s non-Indigenous students’ attendance rate in 2012.

Strategies to achieve these targets include:
• Access Dare To Lead support to assist staff in the development of PLP’s with students and their families.
• Engage in the Aboriginal and Torres Strait Islander Education Action Plan 2010 – 2014 – focussing on key areas of – Readiness for School, Engagement and Connections, Attendance, Literacy & Numeracy and leadership, Quality teaching and Workplace development.
• 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.
• Assistant Principal, Home School Coordinator and Aboriginal Education Officer to meet fortnightly 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.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: