

Bourke Public School

Annual Report



2016



1326

Introduction

The Annual Report for **2016** is provided to the community of **Bourke Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kylie Pennell

Principal

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Message from the Principal

Another fantastic school year for Bourke Public School has come to an end for 2016. Due to the dedication and enthusiasm of the staff and students of Bourke Public School we have had the opportunity to participate in various extra curricula activities this year such as: choir, debating, dance groups, sporting clinics, Southern Stars and visiting performances. All of these activities would not be possible if it wasn't for the ongoing support from our devoted teachers and parents/carers who work together to coordinate transport to and from events and volunteer their time.

Bourke Public School remains committed to developing and sustaining strong partnerships with our wider school community and organisations. We are fortunate to have outstanding support from our dedicated P&C and AECG, who work tirelessly to provide additional resources that enhance the teaching and learning programs across many facets of school life. Likewise our School Reference Group has collaboratively worked with our school to endorse culturally appropriate programs to support both staff and students.

Bourke Public School is a school with high expectations. I would like to take this opportunity to recognise all of Bourke Public School's staff, who display their dedication and commitment daily to provide opportunities to the students and work extra hard to improve our whole school.

I anticipate 2017 will be another busy and exciting year, and I look forward to the challenge of making our school achievements and opportunities even better.

I urge you to visit our school to experience our commitment to presenting an excellent teaching and learning environment.

Kylie Pennell

Principal

School background

School vision statement

Our collective vision for Bourke Public School is to provide the best education for all students.

Our focus is on the whole child. Socially, emotionally and academically our students will be prepared to make a positive contribution to the society in which they will live, leading and modelling the values of integrity, empathy and resilience to others.

Our school motto is 'Strive to Achieve' and our school expectations are *Proud, Safe and Respectful* which all students are encouraged to be.

Bourke Public School is an Early Action for Success (EaFS) School, an Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on Literacy and Numeracy outcomes for all students in Kindergarten to year 2.

School context

Bourke Public School was erected in 1975. It is located 380km North–West of Dubbo and is a member of the Connected Communities group of schools. The Connected Communities strategy was implemented in 2013 in 15 geographically isolated schools and communities.

Bourke Public School has 238 students, 83% of whom are of Aboriginal and Torres Strait Islander descent and less than 1% ESL students. Our school Family Occupation and Education Index (FOEI) is 164. Our 55 staff members are a passionate and innovative team who are committed to the ongoing enhancement of our school through a diverse range of skills and attributes.

Bourke Public School has an active Parents and Citizens committee (P&C) and Aboriginal Education Consultative Group (AECG) who both work in partnership with our school, supporting us through fundraising, consultation and support.

Bourke Public School has a focus on literacy, numeracy and technology in the 21st century to enhance students' knowledge and skills. The school endeavours to ensure students have a healthy lifestyle by providing opportunities to engage in a variety of sporting activities and kitchen and garden lessons which develop skills based learning which extends across the entire school curriculum.

There is also a major focus on improving and maintaining attendance at Bourke Public School through innovative welfare programs and community partnerships so all students have an equal opportunity to an education and achieve academic growth in a supported learning environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, evidence justifies assessing our performance as **Delivering**.

Learning Culture

Our 2015–2017 School explicitly sets out priorities for improving both learning and engagement and ensures staff are aware of the connection between the two when establishing a positive learning culture across the school. The school has focused on PBL, attendance and improving local cultural links by embedding the Aboriginal 8 Ways of Learning into

all teaching and learning programs.

BPS has implemented Positive Behaviour for Learning (PBL) by developing a Behaviour Matrix that outlines expected behaviours in various school settings. We have maintained a focus on attendance. Our attendance team has established an Attendance Incentive Plan which promotes positive attendance and implements proactive approaches to encourage school attendance for all students. Additionally, they are able to rectify problematic attendees through the encouragement of daily, weekly, fortnightly and end of term incentive schemes.

Wellbeing

BPS collaboratively developed a Student Wellbeing and Discipline Policy that outlines behaviour expectations based on the principles of the Positive Behaviour for Learning (PBL) strategy. The policy was presented and endorsed by the AECG and P&C. Additionally, we worked together with community members when developing our school values of Proud, Safe and Respectful.

The school provides continued professional learning by catering for wellbeing needs both inside and outside the classroom, which is supported heavily by the PBL and Learning and Support teams (LaST). The school is committed to developing understanding and respect for cultural identity through programs such as Cultural Dance Group, Ngemba language lessons, various Cultural Immersion initiatives, actively participating in NAIDOC Week and embedding the Aboriginal 8 Ways of Learning into teaching and learning programs.

Curriculum and Learning

BPS promotes integrated and inclusive learning which encompasses quality teaching with a focus to support the educational needs of all our students. BPS has a belief in personalising learning for each student, which is led by a proactive Learning Support Team. We ensure every student has a Personalised Learning Plan (PLP) and is further supported through the implementation of Individualised Learning Plan (IEP) or Adjusted Learning Plan (ALP), which provides support for teachers to differentiate teaching to meet the needs of students. Our newly adapted Learning and Support framework is personalised to support the needs of our learners, especially given that we have 65% of students with learning support requirements.

As a Connected Communities school, BPS has provided a unique and innovative transition model through the development of the EYTC. This program allows 4 year olds to access four days of preschool with a focus on school readiness. The implementation of this plan has ensured a smooth transition into kindergarten and for our school to identify learning supports that future students require upon entering the mainstream school.

Assessment and Reporting

To monitor and evaluate progress towards the Strategic Directions, the leadership team regularly analyses internal and external data sources such as PLAN and NAPLAN data. This data is used to formulate future learning directions and inform teaching and learning. The leadership team additionally uses the data to assess improvement measures and milestone targets throughout the school plan.

The data is further used to report to parents their child's progress in twice yearly reports and during PLP and parent teacher interviews. BPS has a major focus on improving assessment practices and has implemented FAT books and literacy and numeracy continuum tracking, as well as holding regular professional learning sessions around Consistent Teacher Judgement (CTJ).

Student Performance Measures

BPS has a FOEI that places us in the most disadvantaged 10% of all schools. Our strong culture with an emphasis on academic, professional and personal growth has driven improvement in our NAPLAN results between 2010 and 2014. The schools NAPLAN results indicated a majority of Year 3 and 5 students were at or above the National Minimum Standard in literacy and numeracy.

As an Early Action for Success school, there is an emphasis on monitoring students' progress on the literacy and numeracy continuums. The majority of the school's K-2 students are making significant gains on these assessment tools.

BPS has implemented an additional leadership position of a Deputy Principal, who focuses on curriculum across 3-6. This has further supported student performance measures across our whole school.

Collaboratively, the Instructional Leader and DP Curriculum have employed united practices in stage meetings and across the wider school learning environment, with additional support meetings and mentoring occurring for all staff members.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, the evidence justifies assessing our performance as **Delivering**.

Effective Classroom Practice

As an Early Action for Success (EAfS) school that is committed to the Connected Communities and Every Student Every School reforms, BPS ensures staff critically reflect on practices, programs and uses performance data to improve the effectiveness of classroom practice in order to provide engaging lessons in well managed environments. These reflective processes align with strategic direction 1 in the BPS 2015–2017 school plan. The leadership team at BPS supports classroom teachers to improve and refine their practices by regularly performing supervision checks and providing individual teacher mentor meetings with the Instructional Leader and DP Curriculum. These checks and meetings supply teachers with reflective verbal and written feedback, which assist to identify and analyse practices to further improve the cultural and academic needs of individual students. These processes allow teachers to review, plan, teach and monitor student progress in order to personalise learning and critically reflect on teaching practices.

BPS utilises PLP's and ALP's to assist when identifying the individual needs of students to ensure that differentiated programs are designed and implemented across the school.

Data Skills and Use

BPS utilises the Instructional Leader and DP Curriculum to improve classroom practices and to mentor staff through the process of data collection and analysis. This decision was made by the leadership team to ensure that student assessment data is regularly used school-wide to identify student achievements and individual progress and to inform and guide school planning. Data is collected every five weeks by teachers and is analysed to guide their understanding of student needs. Data is discussed across all facets of the school and wider community as it forms an integral part of planning and underpins processes at BPS. This focus is reflected in the schools strategic directions, which are monitored by the school leadership team, who regularly analyse the schools milestones.

Collaborative practice

The leadership team and staff at BPS are a cohesive unit who are committed to sustaining quality teaching practices by reviewing curriculum and teaching and learning programs operating within the school community. The leadership team, stage teams and school committees regularly meet to discuss and evaluate programs, student outcomes, consistent teacher judgement, effective practices and professional learning development. BPS is dedicated to building expertise within staff and foster leadership skills of aspirants, which is outlined in strategic direction 2 of the School Plan.

Learning and Development

BPS is committed to ensuring all teaching staff have a Professional Development Plan and that their individual goals reflect the priorities of the School Plan. Professional development is then planned and targeted towards these goals of individual staff in order to support teaching and learning development.

As we are committed to supporting beginning teachers, the school leadership team has developed a 'Beginning Teacher Policy', which details support mechanisms and assists teachers throughout the accreditation process. They are further supported through extra time with the Instructional Leader and DP curriculum, who mentor and assist them in any component of their teaching and learning.

Professional Standards

BPS fosters a climate of ongoing professional learning that aligns with the notions from the Australian Charter for the Professional Learning of Teachers and School Leaders, highlighting the importance of regular professional development to develop the ability to critically reflect on practices, policies and curriculum. As BPS is committed to providing on going professional development and support, staff are informed of the processes of accreditation and encouraged to access support structures within the school to attain the next level of accreditation.

Alongside receiving targeted support in mentor meetings, staff participate in external professional development that aims to build widespread knowledge within the school in all curriculum and ensures staff implement quality and engaging lessons.

Our 2015–2017 School Plan is focused on Meaningful Community Partnerships, all staff are encouraged to be involved in extracurricular activities within the wider school community in an attempt to engage students and their families.

The results of this process indicated that in the School Excellence Framework domain of **Leading**, the evidence justifies assessing our performance as **Delivering**.

Leadership

BPS has identified community and parent engagement within our school as it is a priority set out in the 205–2017 School Plan. As a Connected Communities school, BPS enhances the relationship between the community and the school by implementing a plethora of activities that promote and facilitate community engagement. These include: NAIDOC week, Cultural Dance Group, BPS Outback Challenge, Easter Hat Parade, Book Week, Presentation Night and our annual Performance Night.

The LaST have played a leading role in coordinating and planning support for students with disabilities and to build relationships with external agencies in order to obtain service delivery for students. PLP's, ALP's and IEP's are implemented for students to improve educational outcomes.

The school leadership team sets high expectations to support students' needs and for staff to have purposeful leadership roles based on professional expertise. To ensure quality teaching and learning practices are implemented, we incorporate a regimented supervisory process which involves completing lesson observations, program checks, book work checks, team programming, peer observations and team teaching.

School Planning Implementation and Reporting

Bourke Public Schools vision is to provide quality, inclusive and individualised education for all students. This has driven the school leadership team to use evidence based data and school community priorities to design a dynamic school plan, with the purpose of seeking ongoing improvements in student outcomes. BPS actively consults community stakeholders, inclusive of students, staff, families, the local AECG, SRG and the P&C when planning, developing, implementing and evaluating the processes and strategic directions in the 2015 – 2017 School Plan.

The School Plan is used to guide areas of continuous improvement and it aligns with the school's vision and planned directions. It provides the foundation for which resources are allocated, the professional learning that takes place and the types of data that is collected to evaluate processes.

The leadership team utilises data from the Tell Them From Me survey, PLAN and the SMART website to reflect upon progress and to identify areas needing further growth and improvement. As a part of the holistic approach towards achieving targets within the School Plan, the school leadership team designed a school goal for all Performance and Development Plans (PDP), which ensures continual improvement of student learning across the school community that aligns with processes in the school plan.

School Resources

BPS strategically uses resources to improve the academic and social outcomes for students. Financial allocations are used to optimise the schools facilities and resources for the growth and development of staff and school initiatives. Budgets are used to allocate funds to stages and committees for educational and extra curricula activities. This allows for specific resources to be purchased and for Stages and committees to take control of resource allocations and expenditure.

Bourke Public School optimises students learning by creating learning environments that are flexible, creative, interactive and accessible for all students. All classrooms have an interactive whiteboard, classroom computer and a classroom set of iPads and iPods. BPS has a Kitchen and Garden program that allows students to participate in garden maintenance activities and use the produce in the kitchen when they prepare and cook meals.

Bourke Public School's facilities and grounds are regularly evaluated by the Work Health& Safety (WHS) committee to ensure all facilities provide a safe environment for students and staff. The 2015 – 2017 School Plan provides future direction for financial planning and resource management, which are outlined and reported in the Annual School Report.

Management Practices and Processes

The school leadership team has successfully led school management practices and processes to build the capabilities of staff in order to create a dynamic school learning culture. Staff development days include intensive training and reviews of current Department of Education Policies to ensure staff are aware of legislative requirements as employees. Additionally, we elected to be a 229 school to implement new administrative systems, inclusive of EBS4 and SAP. They are used effectively across the school as they provide data. Staff are guided to use the software effectively through matrixes and guides.

BPS's vision is to strengthen community engagement within the school and is focused around ensuring the wider community are aware of school events. As a result, we use a variety of media to communicate clearly to the community, inclusive of school newsletters, school Facebook site, the school website, local newspaper articles and a school MGM wireless text message program to relay important information.

The External Validation process has supported the school leadership team to refine our school plan, strategic directions and our current school milestones document. It has further assisted us towards future planning which will allow us to enhance the delivery of a quality education to all our students. The leadership team has collaboratively formulated and discussed our vision forward as a whole school together we collated a shared focus towards our future planning which is outlined below.

As a result of the External Validation self– assessment process, we have identified future priority areas for improvement.

Future Priorities

At Bourke Public School, our vision forward involves:

- Effectively using our School Milestone document as a method of monitoring and self–reflection to ensure the school continues to make progress towards our identified goals;
- Further utilise the School Plan to build on and strengthen parent interaction by involving them in the targeted planning to support all children as they progress through the phases of education;
- Further develop a process where teachers and students use collaborative processes to self–assess, report and reflect on learning;
- Continue to actively promote our school wellbeing policy to effectively support the cognitive, emotional, social and physical wellbeing of students, which measurably improves individual and collective wellbeing;
- Develop a culture where teachers regularly reviewing learning with each student, to ensure all students have a clear understanding of how to improve their learning and the ability to communicate their learning goals to their parents;
- Continue to provide quality professional learning to teachers that will enhance the priorities in our School Plan;
- Continue to promote high level leadership development within our executive team and aspirant leaders, essentially building and reflecting on all aspects of the school priorities; and
- Focus on collating evidence–based data and incorporate innovative thinking when designing our school plan, continuing to ensure we maintain the current high level community consultation and input to guarantee we deliver ongoing improvements in student outcomes.

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

Strategic Direction 1

Engaging Students

Purpose

To provide innovative and engaging learning opportunities which are supportive and inclusive for individual students. Students are given holistic skills, knowledge and understanding to effectively function in the 21st century.

Overall summary of progress

Bourke Public Schools focus, to provide innovative and engaging learning opportunities, has generated success across the wider school. The continuing implementation and involvement of student welfare programs and cultural enhancement has supported engagement in learning and provided inventive teaching and learning.

Our school continues to support and focus heavily on 'Positive Behaviour Learning', our school values of Proud, Safe and Respectful enable us to achieve major progress in this strategic direction through a successful approach to student well-being and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school context. All students have been provided with diverse leadership opportunities for student's to display resilience, self-confidence and increased engagement in school life. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.

Our vision to focus on the whole child' has been an area where we have made significant progress, through leadership from our Assistant Principal Learning Support, we effectively case managed a large number of students and engaged with their family to implement support to the whole family to ensure improvements occurred for the student. This involved issues occurring both inside the school and outside. This vision proved to have an overall effect improving both engagement and attendance at school and supported issues of concern at home for both the student and their family. This also aligned with the Connected Communities strategy, by where the school effectively acted as the hub to obtain service delivery as needed. This focused support allowed us to build partnerships with student, parents and community agencies and develop their skills, knowledge and understanding.

Learning and Support Team processes were also reviewed and re-structured to better support students and their needs. They focused on teacher monitoring and reporting to offer more sound information regarding students concerns. This has enabled early identification and intervention to provide stronger, more focused support to individual students in partnership with parents.

Professional development in cultural understanding and understanding needs of our students which involved all staff looking at the behavior students displayed on a deeper level, to better understand their needs and what they are really communicating. It ventured on how we can build deeper relationships and understanding to better support our students and their changing needs on an individual level.

Additional Professional Learning in literacy and numeracy involved all staff undertaking training in Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) in the infants and Focus on Reading (FoR) and Taking Off With Numeracy (TOWN) in the primary. This training enhanced teachers' literacy and numeracy skills which allowed for the improved achievement of outcomes across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Achieve whole school average attendance of 92%	<ul style="list-style-type: none">– Attendance Incentives each term for students with 100% attendance.– End of year excursion for students that had 100% for the whole year.– Implementation of Whole school Wellbeing Programs i.e. Breakfast club, Fruito, Emergency Lunch program etc	\$35,000.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching programs reflect the integrity of departmental initiatives	<ul style="list-style-type: none"> – All teaching staff provided with an extra hour of RFF each week with either the Instructional Leader or the DP Curriculum. – Clear supervision expectations from Assistant Principal's. – Whole school supervision framework implemented. 	\$80,000.00
25% increase of students meeting end of year expectations in Literacy & Numeracy	<ul style="list-style-type: none"> – All students have a Personalised Learning Plan that is developed with classroom teachers, Parents/carers and the student. – Identified students have an Adjusted Learning Plan to provide further support and identification of learning goals. 	\$30,000.00
100% of students starting in Kindergarten have participated in an Early Years Transition program	<ul style="list-style-type: none"> – Students who will need extra support when starting Kindergarten in 2017 have been identified and processes and procedures have been put in place. – Transition into the main school continues to occur throughout the year. 	\$150,000.00

Next Steps

Below is Bourke Public Schools, future directions for 2017 to ensure we continue to provide high quality educational outcomes.

Continue to implement and support the Learning and Support processes and maintain the support for disability and Gifted and Talented students.

Regularly review and update NCCD register details and conduct review meetings in consultation with all stakeholders.

Develop our Positive Behaviour Learning program with a focus to achieve Tier 3.

Continue to review and develop the school Wellbeing policy, to support the changing needs of students and families.

Continue to support teachers when developing adjusted learning plans, personalised learning plans and differentiated learning programs to cater for the developing learning needs.

Support and monitor the progress of Language, Learning and Literacy (L3), Targeted Early Numeracy (TEN), Focus On Reading (FoR) and Taking Off With Numeracy (TOWN).

Collect and collate PLAN data for Literacy and Numeracy regularly to set targets and goals.

Analyse PLAN data for students K–2 with a focus on literacy growth.

Analyse PLAN data for students 3–6 with a focus on literacy growth.

Analyse PLAN data for students K–2 with a focus on numeracy growth.

Analyse PLAN data for students 3–6 with a focus on numeracy growth.

Strategic Direction 2

Quality Innovative Staff

Purpose

To develop a school culture committed to ongoing professional growth and development. Staff will be engaged in sustained professional learning experiences to improve their capacity. This will ensure improved educational outcomes for all students.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus for Bourke Public School in 2016 to achieve this strategic direction.

The employment of a Deputy Principal curriculum has allowed us to focus on Professional Practice for (3–6) staff through providing Focus on Reading (FoR) training, lesson demonstrations and observations to enhance teachers' understanding and implementation across 3–6.

The DP Curriculum has utilised TPL workshops, staff meetings and stage meetings to effectively demonstrate and maintain the implementation of TEN and TOWN programs across the school. Also train new members of staff in TEN and TOWN where appropriate.

The DP Curriculum has, collaboratively worked with the Instructional Leader and promoted how PLAN data can be accessed and used for effective programming and reporting. The DP Curriculum and Instructional Leader continue to run professional development sessions to provide teachers with strategies that can be incorporated in K–6 classrooms and program adjustments to best support a diverse array of students.

The DP Curriculum and AP Learning Support undertook Facilitator training and subsequent staff training on the 8 Ways of Knowing training and established a timeline for professional learning to staff in 2017, focusing on highlighting the importance of utilising 8 Ways and Aboriginal culture into our daily planning.

The school executive team has led staff in a number of initiatives which will continue to ensure a more focused and strategic approach for guiding professional learning and developing staff. Collaboratively they reviewed the current school plan and the School Excellence framework to prepare our documentation for our School External Validation Process. This allowed us to look at data and evidence of where our school is doing well and target areas we want to develop. This also included a presentation to the whole school staff to communicate areas we are doing well and discuss future focus areas that we can target as a whole school development.

The executive team continued to present at Term 1, Term 2 and Term 3 Staff Development Days, Consistent Teacher Judgement continued to be a focal point in our professional learning sessions. Executive staff also took these into fortnightly stage meetings to review and monitor staff's ability to ensure we maintain a level standard of judgement for all of our students for reporting.

A review on programming using the History syllabus was conducted, along with an introduction to the new Geography syllabus. As a result of this professional learning the school created a scope and sequence for History and Geography, with a localised view, along with quality teaching learning programs across the stages. Syllabus updates and professional learning will be ongoing throughout 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers develop professional development goals in line with the NSW Professional Teaching Standards. Teachers continually monitor and reflect on progress towards goals.	<ul style="list-style-type: none">– All teaching staff have a Professional Learning Plan that they continually monitor and review with either the DP Curriculum or the Instructional Leader.– All teaching staff develop a whole school goal that is their first goal on their PDP.– All teaching staff in their stages develop a stage goal that is their second goal on their PDP.	\$9,000.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
25% increase in the number of students achieving end of year expectations in literacy and numeracy.	<ul style="list-style-type: none"> – PLAN data collected and collated every 5 weeks. – All teaching staff review and analysis PLAN data with Instructional Leader or DP Curriculum at weekly meetings. 	\$130,000.00
All staff have a deep understanding of the Bourke community and the students cultural backgrounds.	<ul style="list-style-type: none"> – All staff participated in training of the Aboriginal Education policy. – Two Executive members participated in 8 Ways of Knowing Training to ensure we could deliver training to new staff. – All staff complete a comprehensive Induction when starting at Bourke Public School that includes a guided Tour of the community from our Aboriginal Education Officers. 	\$7,000.00

Next Steps

Below is Bourke Public Schools, future directions for 2017 to ensure we continue to provide high quality educational outcomes.

Continue the employment of a full time Deputy Principal Curriculum to support curriculum development and Quality Teaching across 3–6.

Effectively using our School Milestone document as a method of monitoring and self-reflection to ensure the school continues to make progress towards our identified goals.

Continue to promote high level leadership development within our executive team and aspirant leaders, essentially building and reflecting on all aspects of the school priorities.

Further develop a process where teachers and students use collaborative processes to self-assess, report and reflect on learning.

Review Geography Syllabus implementation and refinement to ensure it has a localised approach and incorporates local Aboriginal culture.

Develop and promote a culture where teachers regularly reviewing learning with each student, to ensure all students have a clear understanding of how to improve their learning and the ability to communicate their learning goals to their parents.

Revisit the School Excellence Framework and Quality Teaching Standards with staff every 6–12 months to ensure we remain aligned towards our future focused priorities and targets.

Continue to provide quality professional learning to teachers that will enhance the priorities in our School Plan.



Strategic Direction 3

Meaningful Community Partnerships

Purpose

To develop culturally inclusive programs, experiences and a positive learning environment which foster engagement, effective relationships and connections within our community.

Overall summary of progress

Bourke Public School remains committed to building strong and effective partnerships with the community. Our belief is that this will enhance student outcomes in both areas of wellbeing and curriculum. The school works collaboratively with the P&C, Aboriginal Education Consultative Group (AECG) and the School Reference Group (SRG) to assess school data and discuss programs that could be implemented to enhance student outcomes in all areas.

Our school has developed deeper cultural understanding and learning through our Aboriginal Education committee and the role of our Senior Leader Community Engagement leading certain initiatives across the school and community: organisation of Connecting with Culture for staff, NAIDOC week activities, Aboriginal Public Speaking competitions and Aboriginal Cultural Dance performances are a few ways they have developed our school cultural connections.

This year we promoted and developed an outdoor Cultural learning area which connected the school and the community through learning. This project was developed by Aboriginal students of 3–6B to provide alternate learning environments and skills to thoroughly enhance their learning and build connections between their culture, the school and community. All aspects of the design were developed and planned in class activities and also the building of learning benches and platforms to make the area complete was done by the students. The students held an opening which involved a large number of community agencies and dedicated the learning benches in memory of a school and community local Aboriginal person. Recognition was given to Margo Grimes, the school retiring Aboriginal Education Officer by the students for her continued commitment and hard work she has done to build connections between the school and community.

Our school continues to facilitate service delivery from within the school to allow students to access speech therapy, occupational therapy, physiotherapy, hearing assessments, vision assessments, dental checks, general medical reviews, psychological services and paediatric reviews just to name a few. This strategy aims to enhance the whole students wellbeing to ensure they have the best support possible in their learning environment.

Our school prides itself on the partnerships we have established across the whole community with both parents and agencies. We also continue to develop culturally supportive programs, which include local Aboriginal culture into our learning curriculums, to enhance student learning, engagement and understanding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of relevant and available services support the school or use facilities available through them.	<ul style="list-style-type: none">– Continued support and involvement of community events and activities.– Continued support and membership of many Interagency committees.– Continued support and encouragement of the local community accessing the schools facilities.	
90% of parents, carers or family members engaging in some form of school event or meeting.	<ul style="list-style-type: none">– The completion of the Parent 'Tell Them From Me' survey in 2016 provided positive feedback and evidence that we were working beyond our goal.– Continued communication and encouragement of parents, carers and community members to attend or become involved in school events, activities or meetings.	

Next Steps

Below is Bourke Public Schools, future directions for 2017 to ensure we continue to provide high quality educational outcomes.

Further utilise the School Plan to build on and strengthen parent interaction by involving them in the targeted planning to support all children as they progress through the phases of education.

Broaden student learning and staff understanding through involvement in enrichment programs to introduce alternate learning opportunities and environments.

Strengthening partnerships of community/school service delivery programs.

Provide and maintain multi-cultural extra-curricular activities.

Seek and promote Aboriginal and Multicultural perspectives in whole school programs across K-6.

Broaden community involvement in enrichment programs encompassing a variety of Key Learning Areas

Continue to access outside agencies to support learning and engagement opportunities for students.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal children entering Kindergarten have had a positive start to school through the Early Years Transition Centre program.</p> <p>All Aboriginal students participated in the development and review of Personalised Learning Plans in consultation with their parents/carers and classroom teacher.</p> <p>SLSO support was provided to Aboriginal students to improve their access to individualised learning. There is a major focus on Literacy and Numeracy learning time.</p> <p>The Aboriginal dance group continued to grow and develop strong, proud students. This resulted in a reduction in behaviour issues for students and engagement of parents and families in school activities.</p> <p>Aboriginal Education Officers and community elders work collaboratively with teachers to incorporate Local Aboriginal history and knowledge into Units of work.</p> <p>Strong support of cultural identity continued to enhance learning opportunities and engagement through the use of cultural perspectives in lessons.</p> <p>Continuation of our Aboriginal Language Program.</p>	\$100,000.00
Low level adjustment for disability	<p>Employment of additional support, SLSO's to ensure that all students requiring adjustments and learning support are catered for within classes.</p> <p>Class programs have student adjustments, PLP's and IEP's as required to enhance learning and support options for necessary students.</p> <p>Referrals and case management occurred through the Learning Support Team.</p>	\$130,000.00
Quality Teaching, Successful Students (QTSS)	<p>Employment (0.191 FTE) of a casual teacher to release executive staff to focus on high quality teaching and learning practices with teachers on their stage. The school also contributed funding to this program.</p>	\$50,000.00
Socio-economic background	<p>Our Instructional Leader and Deputy Principal Curriculum continued to support teachers to effectively plan and deliver learning programs that reflect quality teaching practices in the classroom.</p> <p>Our Deputy Principal Curriculum and Instructional Leader led and managed curriculum implementation across the whole school. They have focused on assessment and consistent teacher</p>	\$170,000.00

Socio-economic background	<p>judgement. This has resulted in improved consistency with student reporting.</p> <p>We continued to implement technology into teaching and learning to ensure we are at the forefront of 21st Century learning. Purchasing new smartboards, commbox's, computers and iPads for classrooms and learning centres has ensured our students have this opportunity.</p> <p>Our Learning Support Assistant Principal revamped school practices to identify and support students with additional learning needs and targeted learning programs to ensure their needs were met. This involved a restructure of our school LST program. Also a re-structure of our support classes with an additional class being implemented to offer further support to students with additional needs.</p> <p>We continued to fund and promote key areas of Positive Behaviour for Learning and Wellbeing. Ensuring we had adequate PBL resources and wellbeing programs to continue to support school programs.</p>	<p>\$170,000.00</p>
Support for beginning teachers	<p>Three additional teachers were provided with an extra 2 hours release.</p> <p>This release allowed them time to organise class preparation, observe other teachers' lessons, meet with their supervisor, review assessment strategies and provide new research knowledge.</p> <p>One hour of that release time allowed the teachers to either work with the Instructional Leader or DP Curriculum one to one to ensure they strive towards best practise and quality teaching.</p>	<p>\$50,000.00</p>
Early Action for Success	<p>Our Instructional Leader worked directly with students and class teachers to ensure ongoing support was given to students identified as at risk in their literacy and numeracy learning.</p> <p>Through the use teacher professional learning and the introduction of quality texts, there was a much closer correlation between text reading and comprehension, this focus has continued from last year to ensure improved student outcomes occur.</p> <p>Writing continues to be our school focus, quality text writing is being targeted due to identified gaps in students learning in aspects of writing. Spelling, punctuation and legible letter formation will need to be a continued focus, along with writing for an authentic purpose.</p>	<p>\$180,000.00</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	113	113	128	116
Girls	101	102	105	111

The enrolment at Bourke Public School in 2016 was 233. Eighty Three percent of students were identified as Aboriginal. The school enrolment has increased again this year allowing the school to gain a third Permanent Assistant Principal.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.2	92.7	93.7	90.4
1	88.7	91.8	92.1	91
2	91.8	88.7	94.3	92.6
3	92.7	90.9	92.1	93.5
4	90.4	91.7	90.4	90.3
5	94	87.7	89.3	92.9
6	91.1	90.3	91.6	89.6
All Years	91.5	90.6	92.3	91.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Bourke Public School attendance rates in 2016 were quite pleasing reaching 91%. Our school is extremely proud of its commitment to achieving a high level of attendance. Our student attendance is supported and managed through our attendance plan and attendance committee. Attendance is an integral component of our school and it is monitored daily and recorded by our Assistant Principal, Learning & Support, our Aboriginal

Education Officers and the Principal.

Our Aboriginal Education Officers follow up daily students that are not at school, without an explanation. Home visits occur so the Aboriginal Education Officers can obtain a written explanation from the parents why the student/s aren't at school. The school prides itself on excellent attendance and always reminds students, parents and the community that school is compulsory and the benefits for students on attending school. The Aboriginal Education Officers notify the Principal when a pattern of concern emerges with any student's attendance. The Principal plays an active role and will phone or conduct a home visit to discuss with the parents/carers the issues regarding the attendance pattern of their child so they can jointly solve the problem.

Class sizes

Class	Total
KG	16
KC	17
1B	20
1M	22
1C	21
2D	26
2B	28
2T	27
3W	21
3H	23
LC	7

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	12.95
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Counsellor	0
School Administration & Support Staff	6.47
Other Positions	1.4

*Full Time Equivalent

Bourke Public School in 2016 had 13 Aboriginal staff. Two of these are teaching staff and the other eleven work either as Aboriginal Education Officers, our Senior Leader Community Engagement or support staff. Bourke Public School has a close working relationship with our local Bourke Aboriginal Educational Consultative Group and a very effective Connected Communities Reference Group.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	2

Professional learning and teacher accreditation

Bourke Public School had two casual teachers and two permanent beginning teachers working towards their accreditation at Proficient.

Two beginning teachers are maintaining accreditation at Proficient and two executive teachers are working towards voluntary accreditation at Highly Accomplished or Lead.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	744 987.37
Revenue	4 377 535.64
(2a) Appropriation	4 257 602.19
(2b) Sale of Goods and Services	40.00
(2c) Grants and Contributions	108 527.86
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	11 365.59
Expenses	-4 311 151.77
Recurrent Expenses	-4 311 151.77
(3a) Employee Related	-3 699 840.92
(3b) Operating Expenses	-611 310.85
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	66 383.87
Balance Carried Forward	811 371.24

Bourke Public Schools finances are managed by the the School Administrative Manager and the Principal. The school also has a finance committee that supports the School Administrative Manager and the Principal in making financial decisions that reflect the School Plan.

Intended use of funds available in 2017 include:

Employment of a DP Wellbeing

Employment of a DP Curriculum

Employment of an extra teacher

Employment of a GA (06)

Employment of 2 extra SLSO's

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 644 617.70
Base Per Capita	13 106.66
Base Location	132 471.23
Other Base	1 499 039.81
Equity Total	1 007 451.58
Equity Aboriginal	424 244.99
Equity Socio economic	384 574.28
Equity Language	0.00
Equity Disability	198 632.30
Targeted Total	460 995.80
Other Total	731 060.57
Grand Total	3 844 125.65

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

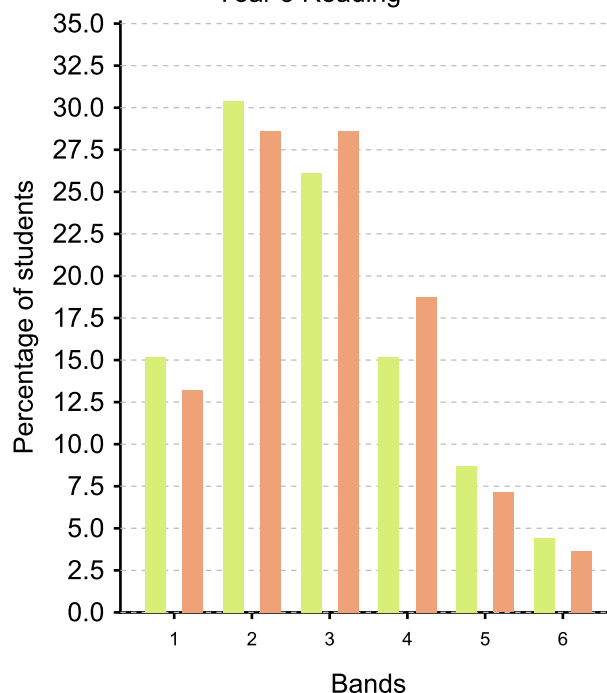
School performance

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.

Bourke Public School has seen steady growth in all areas of Literacy in year 3 and year 5 data over the last four years. The percentage of students at proficiency for Reading has been increasing consistently each year with 2016 being our best results. With a continued focus on writing our data in 2015 and 2016 has seen more students move into bands 4 & 5 and less students are being represented in the lowest band. Spelling continues to be a focus area with many students still represented in the bottom bands. Grammar and Punctuation has seen a big increase in 2016 with more students moving into band 3.

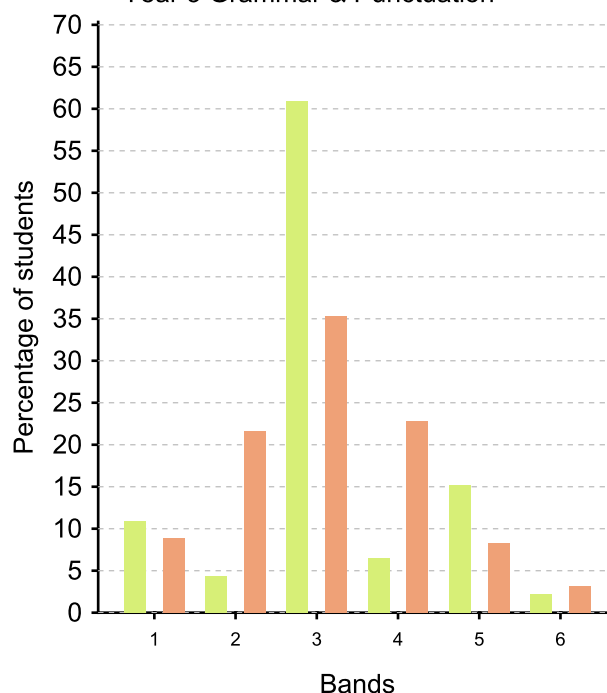
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2014-2016

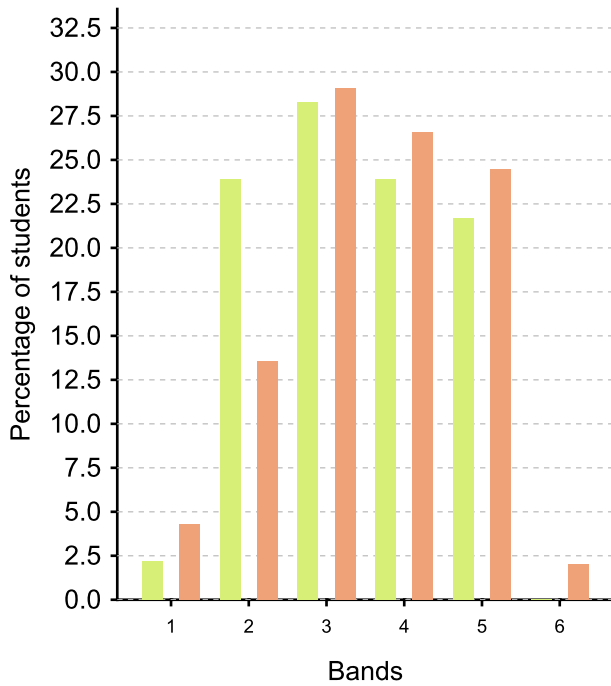
Percentage in bands:

Year 3 Grammar & Punctuation

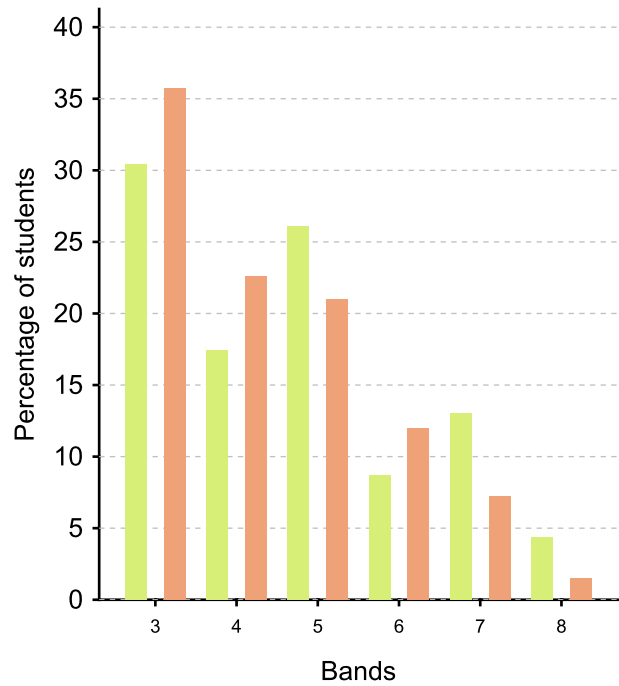


Percentage in Bands
School Average 2014-2016

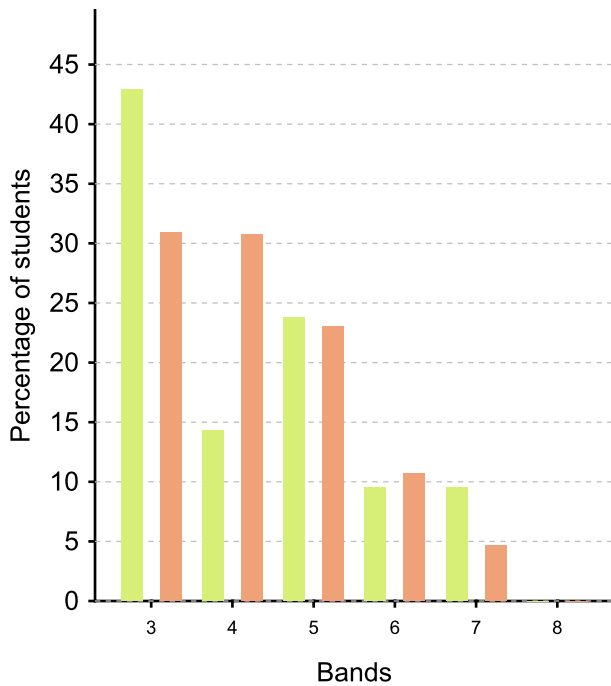
Percentage in bands:
Year 3 Writing



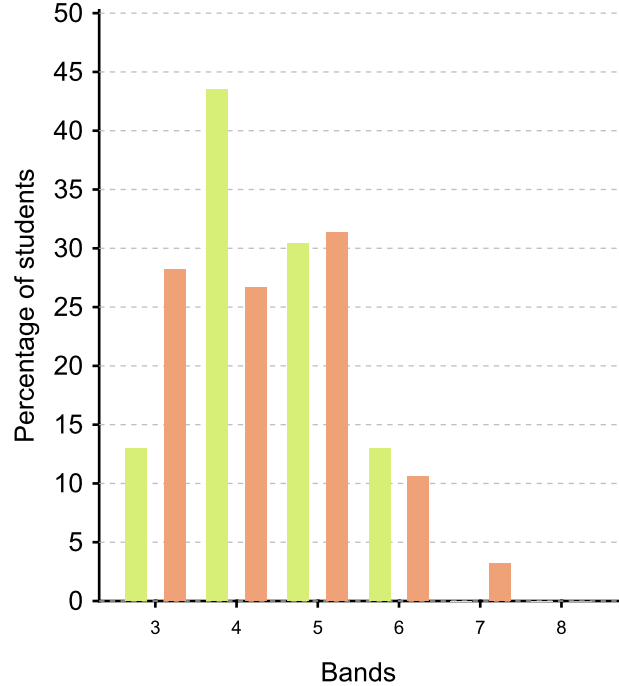
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Reading

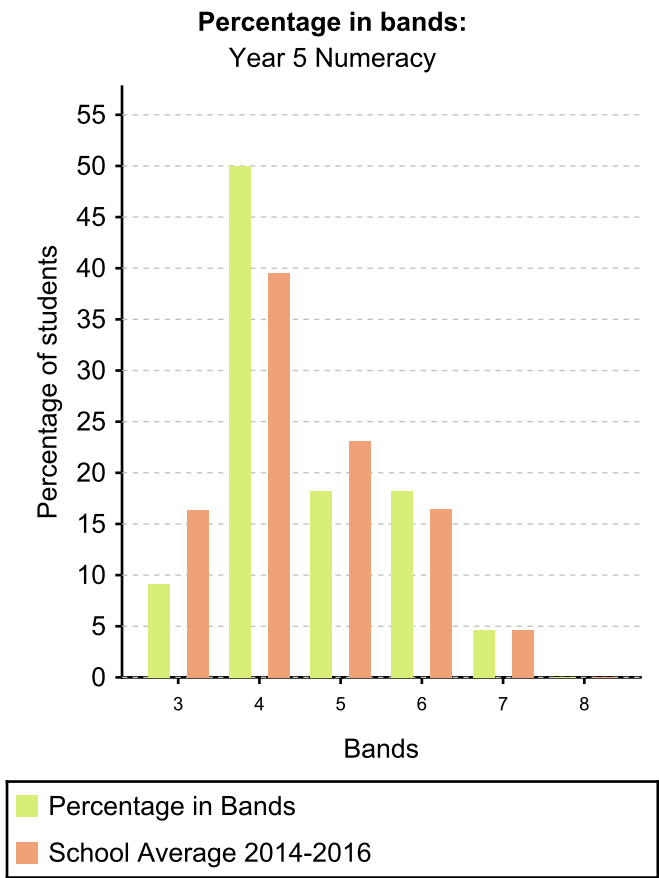
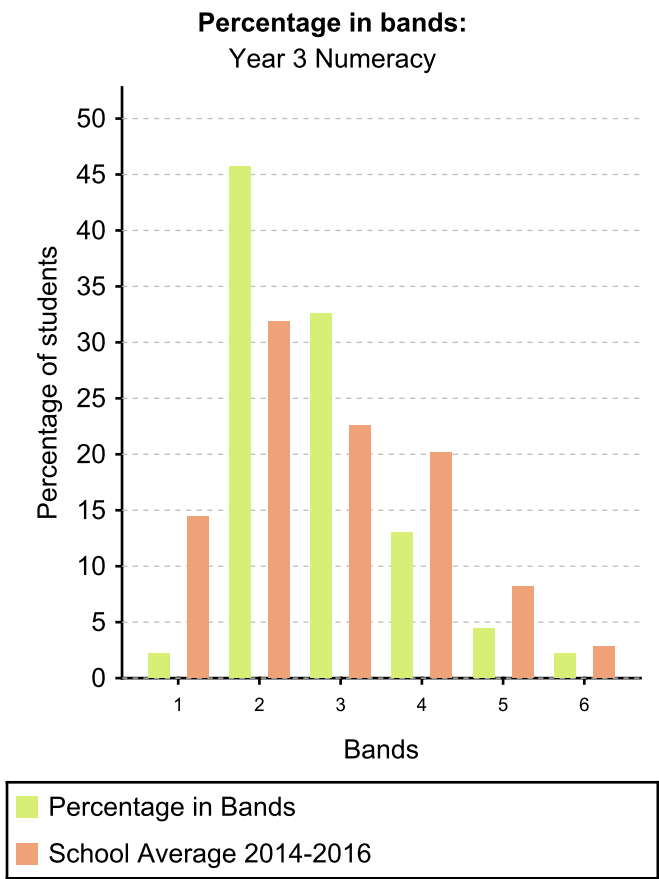


Percentage in Bands:
Year 5 Writing



Bourke Public Schools year 3 and year 5 Numeracy data trends continue to improve. 2015 and 2016 has seen the highest percentage of students at proficiency for Numeracy. With a continued focus on data, measurement, space and geometry our data in 2015 and 2016 has seen a high percentage of students move into higher bands and less students are being represented in the lower bands. Number, patterns and

algebra continues to be our focus areas with many students still represented in the bottom bands.



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and

select GO to access the school data.

All processes and annual milestones in Bourke Public Schools, School Plan are targeted towards improving the educational outcomes of students. Specifically, the following actions and already achieved outcomes highlight that we are committed to the Premiers Priorities of increasing the percentage of students in the top two bands of NAPLAN.

Actions:

Implementation of new class structure in Stage 1. 18 students identified as not meeting expectations in Literacy and Numeracy have been grouped together. Instruction is provided by two teachers, an SLSO and the Instructional Leader.

Implementation of ability grouped home classes and continued year based Numeracy groups. Students home classes are based around Literacy ability to allow for more flexibility and time throughout the day in further developing students abilities, particularly those in the middle to top range.

Utilising funding to employ a Deputy Principal Curriculum 3–6. Allowing for teachers to be supported with their professional development needs and to drive intervention programs within the primary years (3–6).

Guided Reading Intervention Time. Instructional Leader working with 14 students reading Level 5–11, providing additional Guided Reading lessons.

Deputy Principal Curriculum working with 14 students across 3–6 who are one cluster behind in Reading texts and comprehension, providing additional Guided Reading levels.

Implementation of targeted Phonological Awareness program for four students in Yr 1 and 2.

Instructional Leader and Deputy Principal Curriculum leading a continued focus on data analysis to inform teaching and learning.

Establishment of individual Student Goals in Aspects of Writing.

Continued development of teachers understanding of formative and summative assessment strategies

Continued commitment to training staff in quality Professional Learning Programs including– L3, L3 Stage 1, FOR, TOWN and TEN

Continued implementation of TEN and TOWN programs which intensively target improving students’ individual abilities in small group intervention activities.

Review scope and sequence for Phonics in Kinder.

Review Spelling Program Stage 1.

Reading Recovery targeted intervention.

Review scope and sequence for Mathematics across the school.

Implementation of new LST referral and tracking of student progress. Teachers inform LST on student's progress and actions are recorded by the LST coordinator using a tracking sheet.

Continue Early Years Transition program.

Outcomes:

Target students engage in guided reading and writing groups every day. A teacher/ SLSO is available at all times to guide small group learning. Target students make gains in literacy and numeracy achievement.

Target improving students' abilities within similar ranges. Allowing students to be further extended within the middle to top ranges by developing their ability to engage in independent tasks and target students to make gains.

Deliver targeted support to teachers around their professional development needs to improve student educational outcomes. Improve teachers' abilities to effectively track and analyse student data. Provide intervention programs for specific student needs.

Percentage of Year 1 students Reading at RR level 3–5 has reduced from 50% to 23%, students reading RR levels 9+ has increased from 42% to 58% in 4 weeks of intervention.

Decrease the number of students from 3–6, a cluster behind in reading texts and comprehension.

Target students gain recognition of letter names and sounds.

Teachers have a deep understanding of their students' abilities and target their teaching accordingly

Increase of students meeting end of year continuum expectations in Aspects of Writing.

Teachers trained in teaching and learning programs proven to improve literacy and numeracy achievement of students K–6.

Including WALT and WILF goals within the classroom.

80% Kindergarten students reaching Cluster 4 in writing.

Increase in students reaching Cluster 6 (Year 1) and Cluster 8 (Year 2) in Stage 1.

Targeted students make significant growth in reading.

Target students making growth in Early Arithmetical strategies, Place Value and Multiplication and Division.

Adjust the structure and time frames in which Mathematics content is taught to allow for consolidation of concepts and linking of content.

Teachers provide detailed and informative data about a student's achievements and areas of need to the LST team, which allow for a more comprehensive evaluation of student needs.

LST coordinator able to track student's progress, ongoing support required once referred and evaluate the effectiveness of referrals.

Target students school readiness through ensuring 100% of students attending our transition program before kindergarten.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses from the 'Tell Them From Me' surveys are presented below.

A majority of parents, students and teachers surveyed indicated that:

Staff understand current student achievement levels and set goals for student improvement.

Student goals are set in consultation with parents and students.

School staff are open and promote parent/community involvement in their child's education.

Parents and students indicated that they were particularly happy with the students support provided at all levels and the provision of opportunities to participate in extra-curricular activities to develop the whole child.

67% of students in our school had a high rate of participation in extra-curricular activities. The NSW Govt norm is 55%. 74% of the girls and 61% of the boys in our school had a high rate of participation in extra-curricular activities. The NSW Govt norm for girls is 66% and for boys is 44%.

Students identified they had a positive sense of belonging and felt accepted and valued by their peers and by others at our school.

81% of students in our school had a high sense of belonging. The NSW Govt norm is 81%. 84% of the

girls and 78% of the boys in our school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 97% of students in our school valued school outcomes. The NSW Govt norm is 96%. 95% of the girls and 100% of the boys in our school valued school outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.

Overall 85% of parents support positive behaviour at Bourke Public School. Future directions aim to improve community perception through continued consultation, positive media representation and public representation at community events. Students were also surveyed about positive behaviour with the majority of students indicating that they believed that what they were learning was directly related to their long-term success.

85% of teaching staff at Bourke Public School believe that the school leadership drives student learning in a culture of collaboration. The school is inclusive and teachers feel well supported by executive and their supervisor who is available to assist them with learning strategies. The majority of teachers feel that they are provided with the resources to do their job well however some expressed a desire to make greater use of technology and data in teaching and learning.



Policy requirements

Aboriginal education

Bourke Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

83% of the school students enrolled identify as Aboriginal. Our school continues to ensure that Aboriginal Education is a priority for all staff, with a focus on inclusion of Aboriginal perspectives in the teaching programs.

Bourke Public School promotes respect for culture of the Aboriginal people in the following forms:

Integration of Aboriginal perspectives across Key Learning Areas so students can develop deeper knowledge and understanding about Australia's first peoples.

Acknowledging the traditional custodians of the land the Ngemba people, in all assemblies and an *Acknowledgement of Country* plaque displayed at the front of the school and at the entry of the school.

Bourke Public School has an Aboriginal Education Committee to oversee Aboriginal education policies, programs and initiatives in 2016. They also liaise with our school Reference Group and local AECG about initiatives they want to implement within the school.

The annual celebration of National Aborigines and Islanders Day Observance Committee (NAIDOC) was a huge success. Each year there is increasing numbers of school community members who participate in the school NAIDOC week celebrations. Our student leaders led a formal assembly and flag raising ceremony to open NAIDOC week. Performances by our very own boys and girls cultural dance groups lit up the stage and engaged the audience. This was followed by a comprehensive schedule across the week of various cultural activities for all students along with open classrooms. Our community day was very successful and we had a large number of parents and community members for our community lunch. It was a week packed with an array of cultural learning activities to enhance all our students further understanding of Aboriginal culture and particularly our local Ngemba culture.

In 2016 our Cultural dance groups performed at a number of events and conferences in Bourke and around the Western area. For the first time Bourke Public School entered into the Western Dance Festival which was held in Bathurst. The Boys Cultural dance group opened the Western Dance Festival with the traditional 'Welcome Dance'. The combined cultural boys and girls dance group then followed with the 'Shake it off' dance.

Bourke Public School spent 3 days at Roseville Public School (our Sister school) to support and develop our cultural connections across our schools. We held 5 workshops for all students in their school which included; Dance, Rock painting, Language, Johnny Cakes and traditional artifacts. It was an amazing experience for our students and staff to be able to share their cultural knowledge and skills with the Roseville Public School staff and students.

Building connections with culture through our learning was deeply explored through our 3-6B support class this year, which involved them designing and building an outdoor school/community cultural learning area. This area was developed to connect the community and school in cultural learning and encourage agencies to hold cultural education days. It was opened by our students, with representatives from our local agencies in attendance, and dedicated to our retiring Aboriginal Education Officer Margo Grimes and in memory of her late husband. This learning area aspires to build cultural learning options for all our students and staff as well as the wider Bourke community and create an area where culture is shared and learnt without barriers.



Multicultural and anti-racism education

Bourke Public School held a Multicultural Day at the end of the school year as a fun and interactive way to recognise and celebrate cultures from different regions around the world. This year we focused on China, Greece, Netherlands, France, Mexico, Chile and Jamaica. Students and teachers make classroom displays, perform a traditional cultural song and dance of their chosen country and cook traditional cuisine from the specific selected countries. Multicultural Day is a great opportunity for our students as it allows them to experience various cultures and understand the differences and similarities across a variety of cultures.

This year staff have participated in Anti-Racism professional learning and we have two appointed Anti-Racist Contact Officers to monitor and manage Anti-Racism across the school.

Harmony Day was again a success at Bourke Public School in 2016. All students and staff wore Orange to recognise this important day and all students participated in a variety of Multicultural activities.

Other school programs

Bourke Public School opened its Early Years Transition Centre (EYTC) in 2014. The Early Years Transition Centre works collaboratively with local childcare services and students attend two consecutive days at Bourke Public School and then another two days at the local service. The aim of the Early Years Transition Centre is to have a working relationship with local services and not detract from each other, but rather enhance the experiences and development of the students across both contexts.

The aim of the Early Years Transition Centre is to prepare students (four year old's) for school so they are ready to learn when they arrive in Kindergarten, instead of spending unnecessary time teaching school routines and how to act appropriately in educative settings. Students in the Early Years Transition Centre have a thorough understanding of the school expectations of being 'Proud' 'Safe' and 'Respectful' by the time they reach Kindergarten. They additionally have the benefit of being comfortable in their surroundings, as they are gradually exposed to all school facilities over the period of a year.

Having the Early Years Transition Centre onsite has the added benefit of identifying students with educational, health, emotional and wellbeing apprehensions and allows time to put plans in place to make their transition into Kindergarten as smooth as possible. The Early Years Transition Centre additionally allows students and parents to become familiar with educators at Bourke Public School before the first day of Kindergarten, which helps to alleviate stress and concerns about what to expect when arriving at school at the beginning of the year.

Having the Early Years Transition Centre onsite at Bourke Public School has increased the amount of students attending school readiness programs prior to attending school.

2014 – 66% of students that attended Kindergarten at Bourke Public School participated in a 10 week transition program, which consisted of five half day sessions in term 3 and five full day sessions in term 4.

2015 – 92% of students began kindergarten at Bourke Public School after attending the Early Years Transition Centre for 2 days each school week over the period of a year. The other 8% of students were new to the Bourke community.

2016 – 97% of students began kindergarten at Bourke Public School after attending the Early Years Transition Centre for 2 days each school week over the period of a year. The other 3% of students were new to the Bourke community.