

Bourke High School Annual Report



2016



8355

Introduction

The Annual Report for 2016 is provided to the community of Bourke High 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.

Andrew Ryder

Principal

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Message from the Principal

Bourke High School has had a very productive year in 2016. The school is witnessing the effects of the stable leadership provided by an experienced Principal in Mr Robert Bourke over the last two and a half years. We are enjoying productive and positive relationships with families and community members for the benefit of our students. This has been seen in our highest recorded number of completed Personalised Learning Pathways (PLPs) with students, their carers and a staff member during 2016.

In the classroom our staff have all undergone training by Ralph Pirozzo who is a lead authority on lesson differentiation and practical methodologies on how to best ensure the learning needs of each student are being met. The learnings from these workshops have already begun to be implemented in all faculty areas across the school.

In 2016 Bourke High School maintained its commitment to a range of literacy and numeracy programs which had been implemented in the last 3 years. Students in Year 7 participated in the QuickSmart Mathematics program, leading to impressive gains in their ability to perform basic mathematical calculations – the building blocks for more complex mathematical tasks.

Bourke High School has employed a full time Mathematics teacher in a permanent capacity in 2016. She has undertaken a range of professional development, including attendance at the Aboriginal and Torres Strait Islander Mathematics Association annual conference, and has updated Mathematics programs to meet the needs of the Australian Curriculum while also suiting our own context and students. We have also maintained our relationship in the Virtual Mathematics faculty, providing valuable experience and collegial relationships for our staff.

The school has also maintained its commitment to literacy programs, running Seven Steps for Writing Success and Writing in the Middle Years programs throughout 2016. These programs led to improved results in key areas of NAPLAN writing, including audience and ideas. Staff have implemented literacy criteria into their assessment marking criteria across the school, leading to improved staff understanding of literacy across the curriculum as well as students connecting literacy skills to a variety of contexts and settings. This will continue for 2017 with a focus on embedding literacy skills in every Key Learning Area's teaching and assessment.

We have also established two new support classes at Bourke High School for 2017. With the addition of an ED and MC class to our existing TC and MC classes we now have a support unit which will work towards meeting the unique learning needs of some of our students who need more individualised learning and assistance which can be provided to them in this new setting. Ensuring these new classes are appropriately roomed, adequately resourced and staffed accordingly will be a definite focus for 2017. Meeting a wide range of student learning needs is a primary objective of these classes.

In 2016 we teamed up with Desert Pea Media to produce 'People of The Red Sunset' by the B-Town Warriors. The

engaging week long production was a whirlwind of activity involving community members, students, staff from Bourke High School and Desert Pea Media working together to produce an amazing final product. The clip has been viewed over 250,000 times on the internet as well as being played on Rage and MTV while also enjoying airplay on Triple J.

We continued to expose our students to a range of experiences and possibilities throughout 2016. In the pursuit of this we saw a group of our students complete a 3 day workshop with Indigenous Digital Excellence's (IDX) 'Flint Program.' This program saw students work with some cutting edge technology including drone flying, coding and robotics and 3D printing and provided them with a glimpse of the world and some of the industries they may one day move into.

Bourke High School's first ever excursion to the snow was also one to remember for all staff and students involved. This enjoyable learning experience is one we will be seeking to repeat in future years as it is a valuable and educational way to expose our students to new experiences.

We also saw a range of different cultural activities from around the world at Bourke High School this year. We were once again entertained by a classical music trio who conducted workshops with our students before performing a community concert at night. Similarly we had workshops from Japanese drummers, Australian authors and Danish gymnasts throughout the year. Not to mention a visit from Japanese high school students who were hosted by Bourke High School students and attended classes here during their stay.

All of these activities and events are aimed to expose our students to a variety of experiences and skills from all over the world in order to allow them to expand their thoughts and open up new possibilities.

This year we entered into a partnership with the Beacon Foundation. The Beacon Foundation are a not for profit organisation who seek to ensure all young people complete year 12 or equivalent and ultimately transition into meaningful careers through connecting schools and industry. They focus on disadvantaged communities and areas of high youth disengagement and unemployment, where the risk and the need are greatest. Through our partnership with Beacon we aim to work with businesses and the local community to help bring relevance to the curriculum, and inspire our students to think about careers and experience a variety of real workplaces, long before they leave school.

We also have a number of our stage 5 Aboriginal students working with the Boomalli School Transition Project. This initiative runs once a term for participants and offers them the opportunity to have an individually tailored transition plan to support them in their journey from school to work or further tertiary education. This plan will create opportunities for students to experience workplace environments of their choice building life experience and providing exposure to a variety of industries, with a continuation onto potential employment or further study. Boomalli provides intensive individual support and a network of community and regional based stakeholders to enhance the pathway of each student.

These new initiatives along with our existing Stage 5 work education subject and Stage 6 VET work placements are maintaining our relevant and deliberate focus on preparing our students for life after school.

Our 2015 HSC class deserve some recognition for some fine results. Most notably, Kaitlyn Matthews' Band 6 result in Community and Family studies and her Band 5 in her Hospitality examination. Kaitlyn's hard work has seen her achieve entry into University. Also gaining entry into University from the class were Dana Schleinzer, Cody Simmons and Douglas Anderson. It is also worth acknowledging that Reuben Barker, Jamie Edwards, Leteasha Greenaway and Samuel Simmons have all found employment locally in Education. It is certainly great to see such fine young people giving something back to the community. Not to be outdone our class of 2016 are already being rewarded for their hard work with Matthew Knight and Emma Cunningham both being offered two unconditional University placements each. We will watch their journeys through Tertiary education with pride.

This year we say farewell and good luck to a number of departing staff.

First and foremost is our retiring Principal Mr Robert Bourke. He has certainly led the way over the last few years and I'm sure I speak for all staff at Bourke High School when I say thank you for all that you have done for the school and best of luck in your second retirement. Similarly, Mrs Lee Bourke also left during the year and we wish her all the best for the future. She is certainly a lady who leaves her mark on a place in the best possible way.

We are also farewellling our Deputy Principal of the last three years in Mrs Gaye Hoskins who will be leaving us to work as Deputy Principal at Blayney High School. We thank you for all you have done at Bourke High School during your time here. Mrs Hoskins has always had the best interests of the students at heart in everything she has done and I know she will be an asset to her new school.

Mr Craig Dunbar has worked at Bourke High School as Head Teacher TAS for the past three years. He will be taking up a similar position at Nowra High School on the south coast which is closer to family and we wish him all the best. Mr Connor Webster has been a valuable part of the English faculty at Bourke High School over the past three years. I've no doubt he has a wonderful career ahead of him and we thank him for his contribution to Bourke High. Another teacher who will be sorely missed by Year 9 and the dancing girls is Miss Kirsty Jedrzejak. She has thrown herself into all aspects of life at Bourke High as witnessed by the strong rapport she has established with all of her students. Once

again, I know we have watched the beginnings of an amazing career and we wish her all the best. I would also like to thank Mr Eric Coonan for his time here in the Maths faculty in 2016 and Mr Mark Hilder for relieving as Head Teacher English/HSIE for the second half of the year. Both of your contributions have been much appreciated. Lastly, our school counsellor Mrs Judy Wall and her husband Mr Stephen Wall (SLSO) are also moving on but, once again, have definitely left a positive mark at Bourke High. I would also like to thanks Mathew Mathews and Elsa Mathews for their efforts throughout the school in 2016. Best of luck with your next steps.

Finally, I'dlike to thank all of the staff at Bourke High School for another exciting and rewarding year. I have enjoyed all of our time working together so far and I look forward to continuing this work into the future. Personally, I would like to add what an honour and a privilege it is to be Principal at Bourke High School. I'm very enthusiastic about the opportunities ahead for our students and I'm determined to continue leading staff in working towards ensuring positive outcomes in our students' lives.

School background

School vision statement

We are a dynamic and innovative learning community that is committed to the promotion of excellence and equity within a rich and diverse learning environment. Every student has the opportunity to achieve their best through appropriate, active learning in a nurturing, safe and respectful school setting.

School context

Bourke High School (BHS) serves a small isolated community in the far north west of NSW. Bourke township is situated on the banks of the Darling River and comprises approximately 2000 people living in hot, isolated, dry and flat surroundings. The school's student population is approximately 150, of whom 69% identify as being Aboriginal. Bourke High School was a targeted Low SES school under the Communities National Partnerships Program for the period 2010 to 2013. Participation in this program provided the school with opportunities to transform the ways that schooling takes place and address some of the complex and interconnected challenges facing students in disadvantaged communities. Strategies were identified and implemented to better support Aboriginal students, teachers and school leaders and strengthen a sustainable partnership between the school and community. Two of the major reforms included actions to improve the availability of high quality teaching; and the professional development of school teachers and executive to help them use and analyse data to cater for student needs. Bourke High School became a Connected Communities strategy school, one of fifteen in NSW, in 2013. Successful implementation of this strategy is dependent on: effective leadership, good governance and genuine community partnerships. Key features include: cultural awareness (Connecting to Country) delivered locally for all staff, teaching Aboriginal language and culture, the appointment of an additional school executive position i.e. Leader Community Partnerships, early years focus through to further learning and employment, personalised learning programs for all students, the school as a hub for service delivery, early intervention and prevention focus, partnership and co-leadership with the Aboriginal Community, and partnerships with a University and TAFE Western.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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. 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.

In the domain of Learning, our efforts have primarily focused on creating and maintaining safe, respectful and supportive learning environments. Weekly lessons for all students focus on explicitly teaching expected behaviours across a variety of school settings in order to foster and develop a positive learning culture. A number of programs and interventions are implemented throughout the school on a needs basis which focus on student wellbeing, cultural identity and diversity.

In the domain of teaching, our main focus has been on collaborative practice and professional standards. Teachers undertook voluntary lesson observations in coaching pairs where they were able to share their own practice and develop their skills through collaboration and discussion. A number of staff enrolled to undertake accreditation processes at Lead level. This added level of expertise will benefit all staff and students as the experience is shared across the faculty.

In the domain of Leading, our priorities have focused on community leadership aligned with the Connected Communities model of schools as service hubs. We are committed to fostering ongoing strong links with community which reflect current needs and are responsive to community changes. In the school all staff undertake systematic annual staff performance and development reviews. School priorities and practices are communicated clearly to all staff and community members.

Our self-assessment 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>

framework

Strategic Direction 1

Improved student learning outcomes

Purpose

To improve student learning outcomes through the development and delivery of consistent high quality teaching practice in all areas of the curriculum

Overall summary of progress

Growth has been achieved, particularly in numeracy and writing. The school wide focus has been shifting from writing to reading, and numeracy remains a key focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase in the percentage of Year 9 students who achieve at or above the minimum standard in NAPLAN literacy 2015	<ul style="list-style-type: none">• The Writing in the Middle Years program was implemented across the whole school, with each KLA incorporating literacy criteria into their classroom and assessment practice. Teachers received professional development targeting literacy skills and the delivery of feedback. This improved the delivery of literacy skill education across the curriculum.• Students in Stages 4 and 5 continued to undertake the 'Seven Steps to Writing Success' program in English lessons. This led to improvement in the areas of ideas and audience for the Year 9 cohort.• Literacy block sessions were used three times per week to deliver specific literacy skills. These typically focused on the Super Six comprehension strategies.	\$14,000
10% increase in the percentage of students who achieve at or above the minimum standard in NAPLAN numeracy in 2015	<ul style="list-style-type: none">• The Quicksmart Numeracy program was maintained in 2016, leading to improvement in Stage 4 numeracy outcomes. The impact of the program was evident in the 2016 Year 9 NAPLAN results, with students achieving	\$10,000

Next Steps

The Seven Steps program will be implemented in the support unit, and the program will be reinvigorated in the English KLA with all new staff receiving training. An evidence based Independent Reading program will be implemented, based on Diane Snowball's program. This program focuses on feedback to achieve student growth, and is a high interest, individually targeted and assessed program.

Specific students will also be targeted for interventions such as Corrective Reading, based on internal testing data and SMART data.

The Quicksmart Numeracy program will continue, and the school is making a significant investment in YUMI Maths to improve the numeracy outcomes of students in Years 7–9. This program will be undertaken in collaboration with Bourke Public School, developing a consistent approach to numeracy instruction across the sites.

Strategic Direction 2

Developing and embedding positive behaviours for learning

Purpose

To work with the school community to embed a positive culture based on the three expectations of valuing respect, safety and learning. Using welfare structures to create an inclusive wellbeing framework that increases the likelihood of students learning and behaving.

Overall summary of progress

The PBL framework continues to be used as a tool for achieving excellence in all areas of Bourke High School. A new Wellbeing 4 Excellence team was formed to continue the implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Tier 2 PBL interventions in place by 2017 reflecting consistency in practice across the school.	Progress towards this improvement measure is on track by the end of 2016. A newly formed Wellbeing 4 Excellence team led the implementation of classroom modules in accordance with Tier 2 PBL framework. Peer coaching relationships were also established to monitor and review effective teacher practice and PBL implementation.	PBL rewards nights \$1600 Vivo student rewards \$5000
<ul style="list-style-type: none">Increase attendance rate by 2% per year over a three year period from 74% to 80%.	By the end of 2016 whole school attendance rates continue to improve. The attendance team have analysed and reviewed attendance data throughout the year and led individual and group interventions in an effort to continue current rates of improvement. The school also reinforces this message through regularly recognising and rewarding excellent attendance.	Breakfast program \$6000

Next Steps

- * Continue working through classroom modules through the peer-coaching framework.
- * Form a partnership with Brewarrina Central School and Bourke Public School to support students and staff across three sites.
- * Audit and renewal of school signage.

Strategic Direction 3

Building stronger community connections

Purpose

To build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to ensure increased student learning outcomes.

Overall summary of progress

All staff continue to participate in supporting and growing strategies to enhance the school's connection with its community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">20% increase in the number of families and family members who participate in school based programs and events.	Data collected throughout the year including Tell Them From Me surveys indicates a continual increase of parental and community involvement and participation in school based programs and events. Examples include school presentation night, formal assemblies, NAIDOC celebrations and Nibble and Natter.	Healing Foundation \$110,000 Student driving Program \$8000 NAIDOC \$3000 Excursion subsidies \$25,000
<ul style="list-style-type: none">Maintain 100% of students have PLPs.	While the school did not achieve this measure we did achieve a record number of completed PLPs with over 70% of students and families undertaking the process. While every effort was made to achieve this mark, including releasing teachers there were still families who did not engage with the process.	

Next Steps

- * Further professional learning opportunities to build staff cultural understandings and connections.
- * Continue to work with the Maranguka Community Group.
- * Increase Aboriginal family engagement in the school in terms of having a closer involvement in the learning aspects of their student's education.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Targeted TPL continues to build cultural understanding and connections across teaching and non-teaching staff. The Healing Foundation program is in place as an intervention for stage 4 students to work in yarning circles to build positive relationships, work on self-regulatory behaviours and increase their own local cultural knowledge. The Healing Foundation team have also undertaken training in Trauma Informed Practices and have led these sharing of these practices across all staff. Norta Norta unqualified funds provided SLSO learning support, while qualified funds successfully supported Year 11 and 12 students with teacher tutoring help throughout the year.	Employ ATSI SLSOs \$140,520.43 Employ Norta Norta Teacher (qualified) \$33,791.43 Employ Norta Norta Teacher (unqualified) \$27,569.42 Girri Girri Teacher \$1,577.36 Healing Project \$14,407.69
Low level adjustment for disability	Funds were used to employ additional Learning and Support teacher time to provide in-class support and assist teachers to adjust teaching and learning programs to support students with additional learning needs. This resource was also used to lead and support staff in the National Data Collection for students with a disability.	Employ .6 LAST \$29,000
Socio-economic background	The school continues to support families and students from low socio-economic backgrounds through additional financial support to ensure equity in educational opportunity. Through subsidising uniform, excursions, learning resources, breakfasts and lunches we have witnessed higher levels of engagement and attendance in school activities.	Towards employing an additional DP \$58,063.68 Employ SLSO \$65,538.18 Employ TSO \$76,302.86 Employ SASS \$56,129.34
Support for beginning teachers		\$0

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	79	79	77	73
Girls	78	81	73	78

Student attendance profile

School				
Year	2013	2014	2015	2016
7	83.7	83.1	85.4	82.2
8	76.5	78.1	80.4	76.8
9	72.3	69.4	79.5	71.9
10	69	74.3	70.1	76.2
11	68.9	70.2	73.6	47.5
12	82.5	91.4	91	84.7
All Years	74.5	76.2	78.3	71.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	9.1
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	8.38
Other Positions	4.9

*Full Time Equivalent

At Bourke High School every attempt is made to employ as many local indigenous community members as possible. In 2016 Indigenous employees at the school included the Senior Leader, Community Engagement, one Aboriginal Education Officer, one permanent SASS staff and four Student Learning Support Officers (SLSOs). Two of the SLSO positions are permanent employees.

Teacher qualifications

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

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

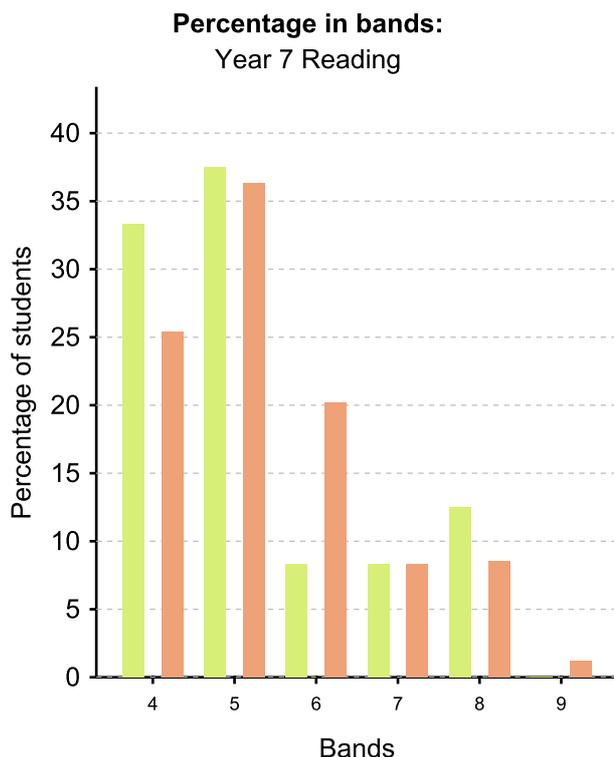
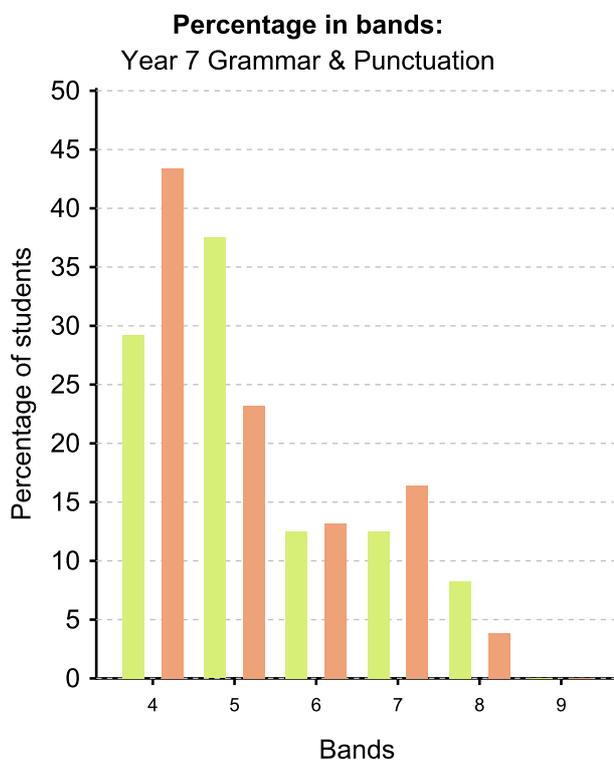
Income	\$
Balance brought forward	779 848.86
Global funds	407 705.81
Tied funds	764 647.84
School & community sources	85 243.72
Interest	18 173.77
Trust receipts	14 142.48
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	67 427.14
Excursions	25 829.64
Extracurricular dissections	59 891.38
Library	3 755.54
Training & development	0.00
Tied funds	635 288.36
Short term relief	27 644.84
Administration & office	95 211.40
School-operated canteen	0.00
Utilities	69 292.05
Maintenance	72 678.76
Trust accounts	28 119.51
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

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.

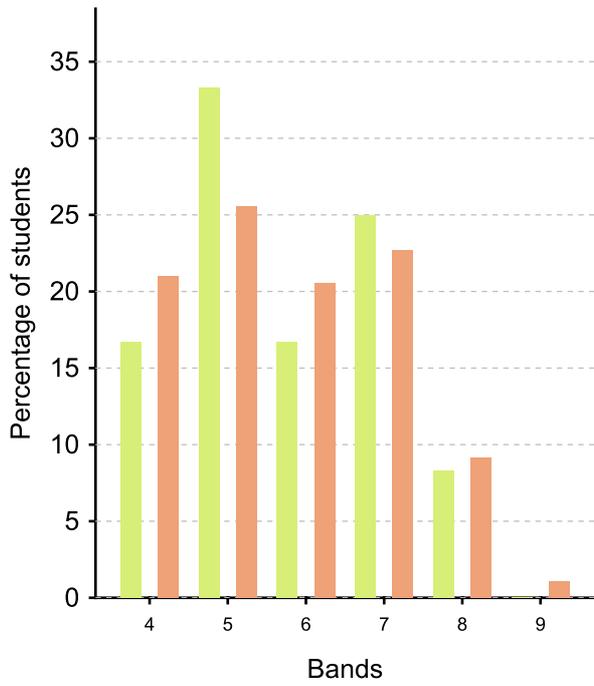
School performance

NAPLAN

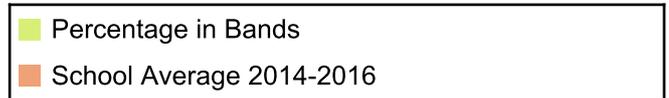
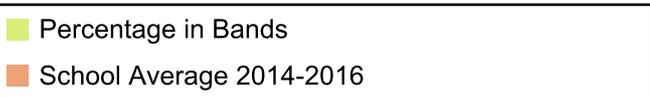
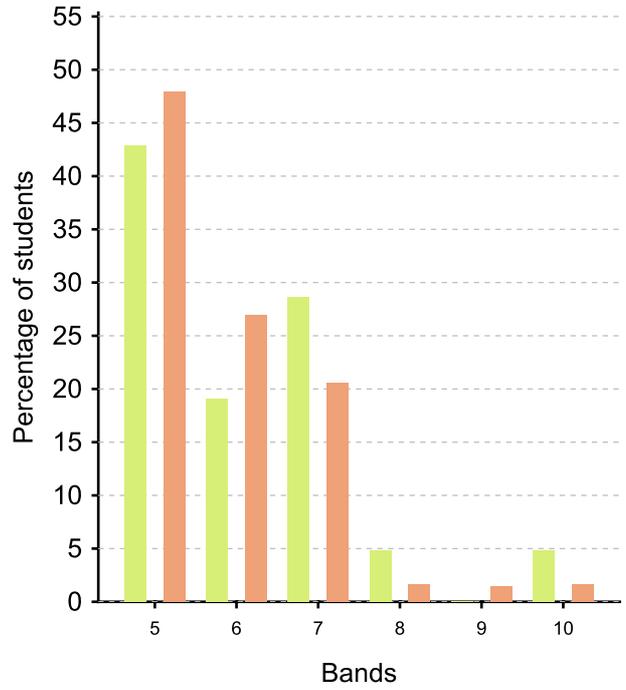
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



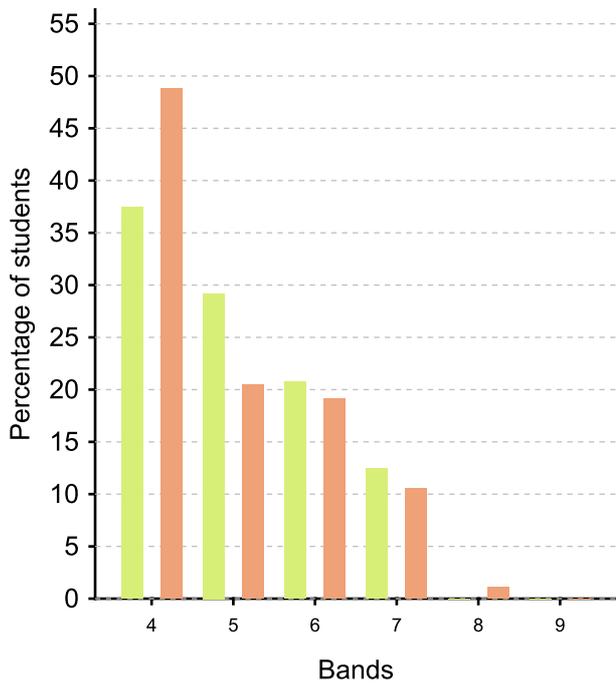
Percentage in bands:
Year 7 Spelling



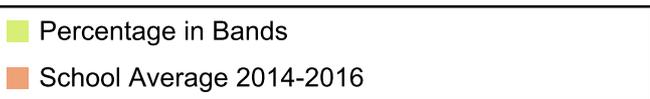
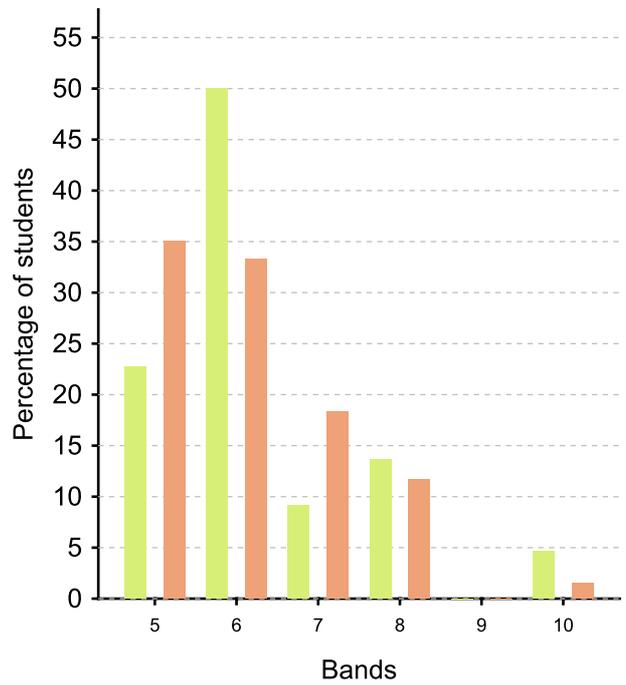
Percentage in bands:
Year 9 Grammar & Punctuation



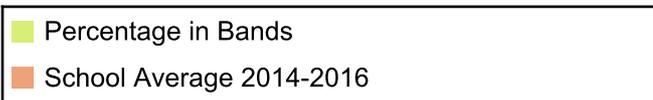
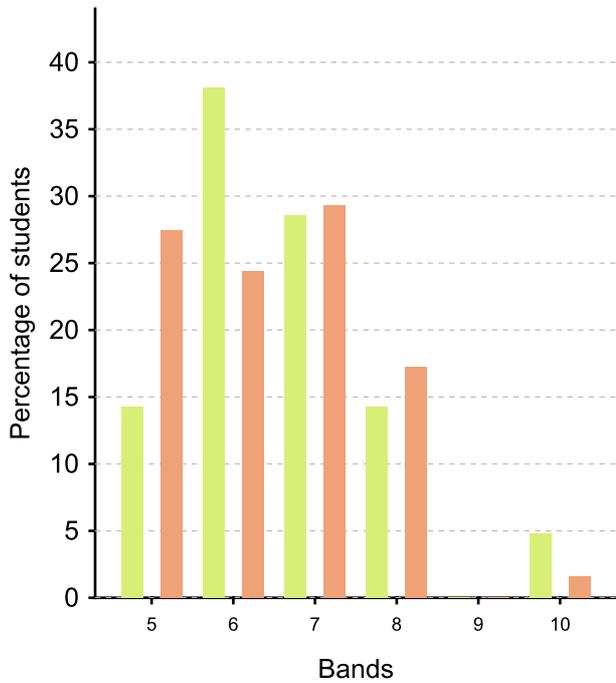
Percentage in bands:
Year 7 Writing



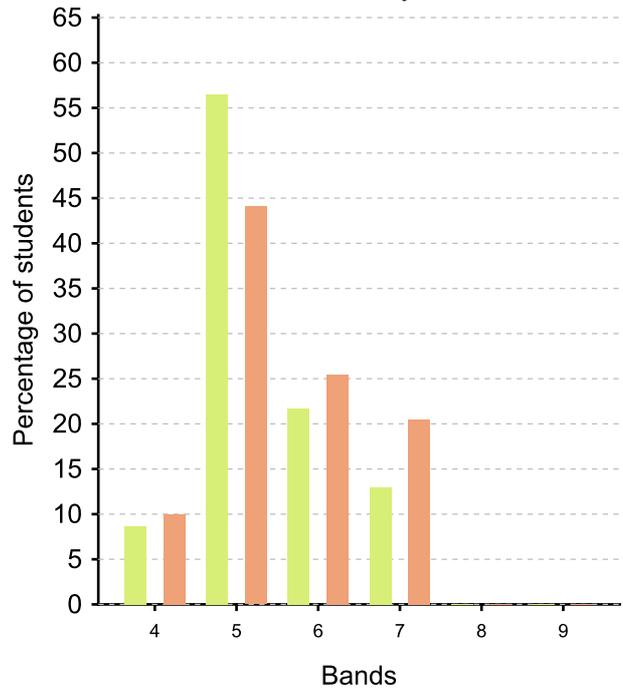
Percentage in bands:
Year 9 Reading



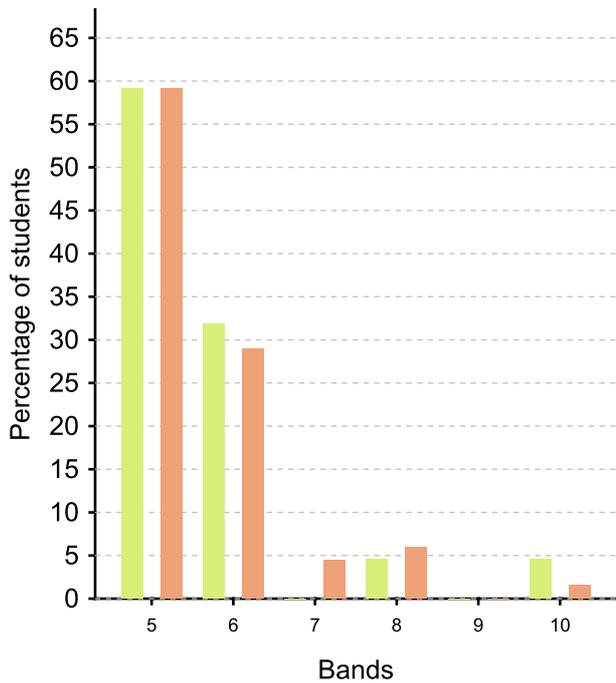
Percentage in bands:
Year 9 Spelling



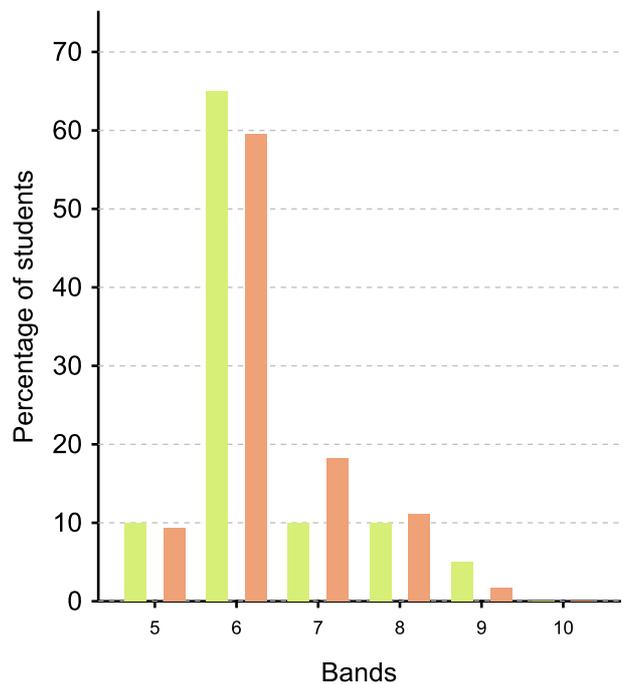
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).