

Bourke Public School

Annual Report



2017



1326

Introduction

The Annual Report for **2017** 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

School contact details

Bourke Public School

19 Green Street

Bourke, 2840

www.bourke-p.schools.nsw.edu.au

bourke-p.School@det.nsw.edu.au

6872 2051

Message from the Principal

Our school has enjoyed and achieved many highlights during 2017. This was made possible due to the dedicated staff, partnering with families and community, to provide the very best of opportunities to our students. Bourke Public School again had the opportunity to participate in various extra curricula activities such as: choir, debating, dance groups, sporting clinics, Southern Stars and visiting performances.

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, AECG and School Reference Group, who work tirelessly to provide additional resources that enhance the teaching and learning programs across many facets of school life.

In concluding, I would like to thank the very professional and dedicated staff of Bourke Public School – the executive, the teachers, the office staff and the support staff, who collectively make a fantastic team and achieve great things for our students.

Message from the school community

It gives me great pleasure as the P&C president to write this report for 2017.

The P&C committee reflects on the role of the community in the school by ways of endorsing policy, procedures, discussing and resolving issues as well as making financial contributions to the school.

This year the P&C has donated

–\$1500 to the southern stars dance group

–\$350 to help the SRC

–\$250 to the year 6 students farewell

we have also purchased a cubby house valued at \$1500 for the Early years transition centre and for our canteen a soft serve machine valued at \$4000.

In 2017 the P&C invested opportunities for fundraising including

–Mothers day stall

- Fathers day stall
- 80's day
- Snow cone / cup cake day
- Maranugka catering
- and our biggest fundraiser the combined Halloween disco, this year we also had Louth Public school attend.

The proceedings from these fundraisers will be reinvested into the school to benefit our students. The operation of the school canteen not only provides healthy and equitable food to the students but the profits on sale go back into the school community.

Finally on behalf of the P&C I would like acknowledge the ongoing dedication of our P&C members, teachers, support staff, students and the Bourke community. Last but not least I would like to thank our Principal Miss Kylie Pennell for her dedication and continuous hard work and commitment to our school over the last 9 years. She is always going above and beyond and enhancing opportunities for our students. You are and always will be a great credit to Bourke Public school and the Bourke community. We wish you well in the future.

Message from the students

2017 has been a highlight for all year 6 students as it was the last year of their primary school journey. We have participated in a number of things like ANZAC Day, NAIDOC week, Education Week and Remembrance Day. We also have had a lot of special visitors to our school including the Governor General, Sir Peter Cosgrove, The NESA CEO, Mr David De Carvalho, National Children's Commissioner, Ms Megan Mitchell and Director, Mr Sean Andrews.

The Young Leaders Conference in Sydney this year was a fantastic time and we will always remember the great experience. We were able to develop our leadership skills further and make life lasting friendships with leaders at our sister school; Roseville Public School. On Behalf of the 2017 school leaders, we would like to say thank you to Miss Buckley for taking us down to Sydney.

Throughout the year our school has held many fundraising days that benefit our school, our school students and the community. These include:

- Snow cone days
- Cupcake days
- Footy colours day
- The P&C Halloween disco
- The Biggest Morning Tea
- Southern Stars

It is always fun to have a fundraiser for our school to provide all students with the wonderful opportunities at Bourke Public School.

NAIDOC Week was another highlight of the year with loads of fun activities held. All stages got to adventure out to Mount Gundabooka to learn a little bit more about the local cultures around Bourke. Out there, we played some indigenous games along with cooking some Johnny Cakes and a stew, after going for a bush walk through Mount Gundabooka. Overall, NAIDOC Week was a great time and it will be remembered.

This year Bourke Public School held a lot of sporting events in 2017, these include;

- Swimming Carnivals
- Soccer
- Athletics Carnival
- Netball gala days
- Cross Country Carnival and
- The Outback Challenge.

Bourke Public School was also lucky enough to have 2 teachers from Roseville Public School come and teach our Kindergarten and Stage 2 classes, while 2 teachers from Bourke Public School went down to Roseville. We'd like to say thank you to the teachers who took part in that event. Also a few months ago, 16 girls, Lisa Rankmore, Dwayne Willoughby and Miss Mowbray went down to Wollongong to take part in the annual Southern Stars. I'd like to say thank you to everyone who made that trip possible.

This year, the school also participated in a lot of events both inside and outside the school. These include: Hospital Trolley and Meals on Wheels. It's always fun to participate in these kind of events to give something back to the great community of Bourke as it gives the school so much.

Performance Night was also another great hit with the theme being country music. Everyone was dancing and having a good time dancing along to different country music artists such as Alan Jackson, Dolly Parton and Keith Urban just to name a few.

The GRIP Leadership conference was another great event which combined fun and leadership skills into one fun filled event. On behalf of all the 2017 Leaders, I'd like to say thank you to Dwayne Willoughby, for driving the bus down and Miss Wilson, for taking us out for dinner.

Along with the GRIP Leadership conference, 12 staff members accompanied by the Captains headed over to Moree to take part in the Connected Communities field day. We learnt a lot about the other schools based around Bourke. A massive thank you to Scott Paranaby and the 11 other staff members for looking after us.

That was 2017 In a nutshell, hope you all enjoyed the year, there were the ups and downs but at least we got through the year all together.

A huge thank you to all of our teachers, without you, we wouldn't learn. Thanks to the P&C, who helped the school so much this year, especially to Lisa Rankmore.

Thank you to all the year 6 students for being with us since Kindergarten, without you, school would be pretty boring without mates.

2017 Bourke Public School Captains, Bailey Harrod and Maddison Willoughby.

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

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 2016, Bourke Public School (BPS) undertook the External Validation process using Version 1 of the School Excellence Framework (SEF). In 2017, Version 2 of the SEF was used to complete the Self–Assessment Survey. The results of the survey were the result of a collaborative process between teaching staff and the BPS Executive Team. BPS staff ranked themselves slightly differently from the previous year, which can be attributed to a large turn over in staff, as well as a varied and better understanding of the SEF, as a result of Version 2 being released.

The results of the self–assessment process indicated that in the domain of **Learning**, evidence justifies assessing our performance as **Sustaining and Growing**.

Learning Culture

At BPS, the staff have high expectations of students and as a result, there is a demonstrated commitment within the school community that all students make learning progress. In order to achieve this, strong partnerships are forged with parents and students alike to support clear improvement aims and enable planning for learning.

BPS regularly collects and analyses student data to support students at transition points, as well as to identify students whose learning is at risk. This is reflected in the process of Strategic Direction 1 'staff will undertake a series of structured processes to identify, and then implement, the components necessary in Adjusted Learning Plans and Personalised Learning Plans.'

As promoting student attendance is a major focus at BPS, whole school attendance is regularly analysed and personalised attendance approaches are implemented for all students, inclusive of those who are identified as being 'at risk.' In order to achieve the improvement measure outlined in the 2015 – 2017 School Plan 'achieve whole school average attendance of 93%,' the process has been followed to allow for the 'refinement and implementation of a whole school attendance plan enabling inclusive learning experiences and equal opportunities for students.'

Wellbeing

Wellbeing is a major focus at BPS, and staff strive to ensure the needs of students are met. Students are able to identify a staff member who they can turn to for advice and assistance. In many cases, personalised plans are put in place to support students with additional welfare needs.

As a Connected Communities School, BPS regularly uses data from staff, students and the community to monitor and refine a whole school approach to wellbeing and engagement in order to improve learning for students. Throughout 2017, data from the Tell Them From Me Surveys was used to reflect on practices, as well as to help formulate focus areas for the 2018 – 2020 School Plan.

As a Positive Behaviour for Learning (PBL) school, the expectations of behaviours are explicitly, supportively and consistently applied across the school. Throughout 2017, new classroom expectations of behaviour were formulated in conjunction with staff, students and the community to allow PBL to enter all classrooms.

Curriculum

The Instructional Leader (K–2) and Deputy Principal Curriculum (3–6) lead staff to monitor and review curriculum provisions to meet the changing requirements of all students. Staff are guided to use evidence based teaching practices and have high expectations to ensure students effectively develop their knowledge, understanding and skills to meet the Improvement Measure of Strategic Direction 2 '25% increase of students meeting end of year expectations in Literacy & Numeracy.' This ensures teachers differentiate curriculum delivery to support learning and challenge students. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Assessment

As outlined as a Process in the 2015 – 2017 School Plan, employment of the DP Curriculum 3–6 and Instructional leader K–2 (Early Action for Success) provides staff with professional development and support in the implementation of quality programs, which includes an emphasis on assessment for, as and of learning.

Formative, diagnostic and summative assessments are used as a tool across the school to capture information about student learning. Teachers share criteria for learning with students and create individual goals in order for students to receive feedback on their progress and performance. Staff are guided to use reliable assessments to identify gaps in students learning and to formulate future learning directions.

Reporting

BPS has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis, which is closely monitored by the BPS Executive Team.

Staff provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

Student Performance Measures

When considering the value added results from Kindergarten to Year 6 at BPS, the trend is considered positive. At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within BPS is equivalent to the progress and achievement of all students in the school.

The results of the self-assessment process indicated that in the domain of **Teaching**, evidence justifies assessing our performance as **Sustaining and Growing**.

Effective Classroom Practice

Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Explicit teaching is the main practice used in the school. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. This is outlined in the process of Strategic Direction 1 of the School Plan 'focused support and training in student data analysis, Assessment for Learning and consistent teacher judgement.'

Staff respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. A PBL school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. Stage Supervisors ensure these practices occur through regular lesson observations and feedback.

Data Skills and Use

A process of Strategic Direction 1 of the School Plan outlines 'a three tiered model of intervention is utilised to determine students requiring extra support with their learning and appropriate interventions are formulated to address need.' These interventions require staff to closely monitor a range of student performance data on a regular basis. As an Early Action for Success School, BPS promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. Assessments are developed and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

As a leading Connected Communities school, there is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement. Collaboration with the school community through the School Reference Group and Aboriginal Education Consultative Group has assisted to formulate aspects of the 2018 – 2020 School Plan.

Professional Standards

Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. A Process of the 2015 – 2017 School Plan stipulates that 'additional release (is) provided for all classroom teachers to work with Instructional Leader and DP Curriculum. Teachers set, monitor and review professional learning goals based on a wide variety of data and engage in professional learning to improve instructional practices.' The Professional Development Plans of teachers at BPS are supported by a coordinated whole school approach to developing professional practice. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage, as a result of the Process in Strategic Direction 2 'employment of DP Curriculum 3–6 and Instructional Leader K–2 to provide professional development and support in the implementation of quality literacy and numeracy programs.'

Learning and Development

BPS uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers, as outlined in the 2015 – 2017 School Plan 'teachers engage in professional learning around the use of the Classroom Practice Continuum as a tool for self-reflection and improvement.' This process drives ongoing, schoolwide improvement in teaching practice and student results.

The teaching staff at BPS demonstrate and share their expertise within the school and with other schools. Teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative

practices and has processes in place to evaluate, refine and scale success. 'A comprehensive program of induction is delivered to all new teachers to the school,' as outlined in the 2015 – 2017 School Plan in order to meet the Improvement Measure 'all staff have a deep understanding of the Bourke community and the students cultural backgrounds.'

The results of the self–assessment process indicated that in the domain of **Leading**, evidence justifies assessing our performance as **Excelling**.

Educational Leadership

The BPS Executive Team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence–based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. BPS is recognised as excellent and responsive by the Bourke community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. Teaching and non–teaching staff proactively seek to improve their performance by developing Performance Development Plans. BPS supports collaborative performance development and efforts to continuously monitor improvement.

School Planning, Implementation and Reporting

BPS is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement. Research, evidence based strategies and innovative thinking are used when designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

BPS systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success. The annual report contains data that measures the impact of the plan in terms of student learning progress.

School Resources

The BPS Executive Team deploys teaching and non–teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. Longer–term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

As a Connected Communities School, BPS collaborates with the local community on decisions about school assets and resources, delivering benefit to both the school and the community. BPS takes a creative approach to use of the physical environment to ensure that it optimises learning and technology is effectively used to enhance learning and service delivery.

Management Practices and Processes

BPS evaluates its administrative systems and processes, to ensure delivery of anticipated benefits to the school community, and makes changes when required. The leadership team collects information about administrative practices in order to ensure their effectiveness.

Management practices and processes are responsive to Bourke community feedback. There is a whole school approach to improving service delivery and parent/ student experience. The BPS Executive Team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with the Bourke community.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 future focused learning opportunities, has produced success across the wider school. The sustainability of student welfare programs and cultural enrichment has supported engagement in learning and provided innovative teaching and learning.

Throughout 2017 the Positive Behaviour for Learning (PBL) Team continued to reflect on all aspects of Bourke Public School's behaviour management and student wellbeing processes to enhance the practices being utilised. The PBL Team used data collected from a wide range of sources to make evidenced based decisions.

PBL staff undertook professional learning in the use of Sentral to identify, record and monitor behaviour trends across the school, this information was then relayed to all staff across various staff meetings, with a plan to fully implement the use of Sentral in 2018. This development will assist the PBL team to export data trends, analyse and use to plan explicit interventions to support student behaviour.

The Learning and Support Team has continued to develop the LST processes to ensure we sustain support for students and their developing needs. Alternatively maintaining a focus of promoting differentiated and extension learning opportunities for Gifted and Talented students. Thus developing adjusted learning plans, personalised learning plans and differentiated learning programs to support the developing learning needs of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Achieve whole school average attendance of 92%	\$43,000	<ul style="list-style-type: none">– Continuation of Attendance Incentives each term for students with 100% attendance.– Class Attendance Cup and voucher for highest weekly attendance.– End of year excursion for students that had 100% attendance for the whole year.– Sustainability of Whole school Wellbeing Programs i.e. Breakfast club, Fruito, Emergency Lunch program etc.
All teaching programs reflect the integrity of departmental initiatives	\$85,000	<ul style="list-style-type: none">– Teaching staff provided with mentor support hours each week with either the Instructional Leader or the DP Curriculum.– Whole School Supervision Framework reviewed and updated; and expectations explained to all teaching staff.– Whole school supervision checklist reviewed and updated to incorporate syllabus changes.
25% increase of students meeting end of year expectations in Literacy & Numeracy	\$35,000	<ul style="list-style-type: none">– Students are catered for through differentiated teaching/learning practices.– All students have a Personalised Learning Plan

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
25% increase of students meeting end of year expectations in Literacy & Numeracy		<p>that has set goals developed in conjunction with classroom teachers, Parents/carers and the student.</p> <p>– Identified students have an Adjusted Learning Plan to provide further support and identification of learning goals.</p>
100% of students starting in Kindergarten have participated in an Early Years Transition program	\$155,000	<p>– Aboriginal students are being offered 4 days of Education, by working with the community Pre-school.</p> <p>– The Bourke Public School Early Years Transition Program provides early year assessments in vision, speech and hearing to access early support prior to Kindergarten.</p> <p>– Bourke Public School's Learning Support Team liaises with parents to commence support processes prior to Kindergarten 2018.</p> <p>– Kindergarten Transition Program ensures school awareness and readiness in 2018 students.</p>

Next Steps

Below is Bourke Public Schools, future directions for 2018 to ensure we continue to provide high quality educational outcomes.

Maintain whole school average attendance of 93% by targeting student attendance issues which requires additional support.

Continue to implement and review the LST and School wellbeing processes to maintain the support for disability and Gifted and Talented students.

Continue to sustain our Positive Behaviour Learning program with a focus on improving student minor behaviour incidents across the wider school in Non-classroom settings.

Review and update the school Assessment policy to ensure it reflects the integrity of departmental initiatives.

Ensure adjusted learning plans, personalised learning plans and differentiated learning programs are implemented to cater for the developing learning needs of students.

Review and monitor Value-added data and student attainment reports to monitor and support all students meeting their expected growth in Literacy & Numeracy by the end of the year.

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

The continued employment of a Deputy Principal curriculum has allowed us to focus on Quality teaching, assessment and using effective feedback and reflection. A major professional learning focus for Bourke Public School in 2017 was to ensure we develop Quality Innovative Staff.

We have continued to focus on Professional Practice for (K–6) staff through extra mentor times with supervisors, providing professional learning: training, lesson demonstrations and observations to enhance teachers' understanding and implementation across K–6.

The School executive team, including the Instructional leader and DP Curriculum has, collaboratively lead and promoted, the use of analysed data to effectively program for our students needs. Thus providing strategies that can be incorporated in K–6 classrooms and program adjustments to best support a diverse array of students.

We have identified the need to review the whole school assessment policy, with a key focus on developing high quality assessment tasks to inform teaching, learning and reporting. Thus involving student's in self-assessing, reporting and reflecting on their learning.

Actively promoting Consistent Teacher Judgement across all staff, thus assessing students achievement consistently across all KLA's to accurately guide their teaching and reporting capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers develop professional development goals in line with the NSW Professional Teaching Standards. Teachers continually monitor and reflect on progress towards goals.	\$5,000	<ul style="list-style-type: none">– All staff have a Professional Development Plan (PDP) that supports their individual development, stage and school development to support individualised professional development.– All teaching staff align goals with the NSW Professional Teaching Standards to monitor their development across every area.– All stages develop target goals to improve student outcomes, these are reflected in each teachers PDP.
25% increase in the number of students achieving end of year expectations in literacy and numeracy.	\$150,000	<ul style="list-style-type: none">– PLAN data uploaded and analysed in week 5 and week 10 every Term.– All teaching staff review and analysis PLAN data with Instructional Leader or DP Curriculum at weekly meetings and Stage meetings.– Review of value-added reports and student attainment reports are utilised to monitor information about learning growth of students across BPS.– Staff are trained and roll out whole staff training on the New Literacy and Numeracy Progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have a deep understanding of the Bourke community and the students cultural backgrounds.	\$5,000	<ul style="list-style-type: none">– All staff attended and engaged in 'Connecting with Country' Day at Mount Gundabooka with local Aboriginal Elders.– Development of School Induction Program that includes a guided Tour of the community and meet and greet with Local Elders and Agencies.

Next Steps

Below is Bourke Public Schools, future directions for 2018 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.

Whole school focus, ensuring an increase in teachers embedding evidence based teaching practices in all teaching and learning programs.

An increase in teachers developing high quality assessment tasks to inform teaching, learning and reporting. Thus involving student's in self-assessing, reporting and reflecting on their learning.

An increase in staff assessing students achievement consistently across all KLA's to accurately guide their teaching capacity.

Continually promote high level leadership development through our executive team positively building, promoting and reflecting on all aspects of the school priorities.

Further develop the assessment process which involves both teachers and students to self-assess, report and reflect on learning.

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 is focused on sustaining the strong and effective partnerships we have built with the local community. Utilising the school as a Hub for service delivery enhances student outcomes in both areas of wellbeing and curriculum. The school continues to work jointly with: the P&C, Aboriginal Education Consultative Group (AECG) and the School Reference Group (SRG) to review and analyse school data to effectively review programs within the school and discuss new programs that could be introduced to enhance student outcomes in all areas.

Our school continually promotes a deep level of respect for cultural understanding and learning through our Aboriginal Education committee and the role of our Senior Leader Community Engagement. Engagement with local agencies and families continues to promote and develop our school cultural connections across the wider school community.

Our school continues to facilitate strategies that aim to enhance the whole students wellbeing to ensure they have optimum support in their learning environment. BPS prides itself on the continued partnerships we have developed with both parents and agencies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of relevant and available services support the school or use facilities available through them.		<ul style="list-style-type: none">– Bourke Public School is utilised as a Community Hub for local community events and activities.– School facilities utilised to support various Interagency committees.– Continued support and attendance at local Interagency meetings.
90% of parents, carers or family members engaging in some form of school event or meeting.		<ul style="list-style-type: none">– High level attendance at Parent/Teacher Interview Meetings occur across Semester 1 and 2.– High level communication and student feedback to parents via school facebook page and school website.– Utilising the Parent 'Tell Them From Me' survey to identify parents are satisfied and happy with BPS across various levels.– Parents, carers and community members attend and become involved in school events, activities or meetings.

Next Steps

Below is Bourke Public Schools, future directions for 2018 to ensure we continue to provide high quality educational outcomes.

Make use of local services to enable students and families to be highly supported, hence providing a supportive community/school culture.

Strengthen parent satisfaction around their child's progress and school direction by involving them in the targeted

planning to support all children as they progress through the phases of education.

Sustain partnerships of community/school service delivery programs.

Continually promote Aboriginal and Multicultural perspectives in whole school programs across K–6.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$540,836 – FTE 2.0 Aboriginal Education Officers	<p>Aboriginal Education Officers and community Elders worked collaboratively with students and staff to ensure our NAIDOC week celebrations at Gundabooka National Park were focused on cultural identity and cultural understanding.</p> <p>All Aboriginal students entering Kindergarten have had a positive start to school through the Early Years Transition Centre program.</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.</p> <p>Strong support of cultural identity continued to enhance learning opportunities and engagement through the use of cultural perspectives in lessons and the continued exploration of our Aboriginal Language 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/s.</p>
Low level adjustment for disability	\$204,031 – FTE 1.5 Learning and Support	<p>All teachers programs have student adjustments, to enhance learning and support for identified students.</p> <p>Employment of additional School Learning Support Officer's to ensure that all students requiring adjustments and learning support are catered for within classes during English and Mathematics.</p> <p>Continued implementation of Adjusted Learning Plan's, Personalised Learning Plan's and Individualised Learning Plans to support individualised learning goals for all students.</p> <p>Continued support by the LaST and case management through the Learning Support Team.</p>
Quality Teaching, Successful Students (QTSS)	\$19,401 – FTE 0.191	<p>Continued Employment (0.191 FTE) of a casual teacher to release Assistant Principal's to focus on high quality Teaching and Learning practices with teachers on their stage. The school also contributed funding to this program when developed in 2016 and continued in 2017.</p>
Socio-economic background	\$420,013	<p>Continue to implement Positive Behaviour for Learning (PBL), reviewing non-classroom settings due the high turnover of teachers. A PBL mural and noticeboard was integrated into the playground for students to visually connect with our school expectations.</p> <p>Our Instructional Leader and Deputy Principal Curriculum continued to support teachers to</p>

Socio-economic background	\$420,013	<p>effectively plan and deliver learning programs that reflect Quality Teaching practices in the classroom.</p> <p>Continued to implement technology into teaching and learning to ensure we are future focused. Also continued to employ a Computer Coordinator to help manage and support technology in the school.</p> <p>Our Deputy Principal Curriculum and Instructional Leader led and managed curriculum implementation across the whole school. The focus has been on assessment and consistent teacher judgement. This has resulted in improved consistency with student reporting.</p>
Support for beginning teachers	\$60, 525	<p>In 2014, a new model of support for beginning and returning teachers was implemented under the Great Teaching, Inspired Learning (GTIL) reforms. From the commencement of 2017, Beginning Teacher Support Funding was provided to 13 permanent and temporary teachers at BPS to support their induction and professional development, as guided by the Australian Professional Standards for Teachers.</p> <p>BPS utilises the structured support articulated in Teaching Standards in Action, Great Teaching Inspired Learning and Strong Start Great Teachers to assist new teachers who are entering the profession. Beginning Teachers are provided with support in the following ways:</p> <ul style="list-style-type: none"> – beginning teachers have reduced responsibilities or teaching loads sufficient to support the development of their skills; – beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school; – mentoring structures and collaborative practices support beginning teachers within the school, and any teacher mentors have access to specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback; and – beginning teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers. <p>Permanent Teachers</p> <p>For the first year of appointment, eligible BPS staff received two hours per week release time and an additional one hour per week release time with an expert teaching</p>

Support for beginning teachers	<p>\$60, 525</p>	<p>colleague to provide practice–based mentoring support.</p> <p>For the second year of their appointment, eligible BPS staff received one hour per week release time.</p> <p>Teachers in Temporary Engagements</p> <p>For the duration of Semester 2, full time temporary engagement, staff at BPS received two hours per week release time for the eligible beginning teacher and one hour per week release time with an expert teaching colleague to provide practice–based mentoring support.</p> <p>Second year funding is not available for beginning teachers on temporary engagements.</p> <p>How Funding Was Used</p> <p>The Beginning Teacher Support Funding was used flexibly to meet the individual needs of each of the teachers. The funding was used to enhance the professional growth of teachers during their induction period in a variety of ways including:</p> <ul style="list-style-type: none"> – observing other teachers’ lessons; – enabling other teachers to observe their lessons; – engaging in collaborative practices; – receiving structured feedback based on observation; – evaluating impact of their teaching on student progress and achievement; – implementing effective classroom management strategies; – engaging in professional discussion and personal reflection; – assessing and evaluating student work; – planning quality lessons to maximise their impact on learning; and – compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).
Early Action for Success	<p>\$155,388</p>	<p>One teacher completed their training in L3 for Kindergarten and two teacher completed their training in L3 for Stage 1. Teachers were also supported by our Instructional Leader who visited classrooms on a daily basis. Resources were purchased to enhance the delivery mode for L3 and TEN.</p> <p>The data collated throughout the year every 5</p>

<p>Early Action for Success</p>	<p>\$155,388</p>	<p>weeks, demonstrated successful implementation of EA4S with a high percentage of students in Kindergarten, Years 1 and 2, working towards achieving their English and Mathematics goals for the year.</p> <p>Our Instructional Leader worked directly with students in Kindergarten to Year 3 and class teachers to ensure ongoing support was given to students identified as at risk in English and Mathematics.</p> <p>Through the use of 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.</p>
--	------------------	---



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	113	128	116	113
Girls	102	105	111	120

The enrolment at Bourke Public School in 2017 was 233. Seventy eight percent of students were identified as Aboriginal. The school enrolment has increased again this year.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.7	93.7	90.4	94.3
1	91.8	92.1	91	94.1
2	88.7	94.3	92.6	92.5
3	90.9	92.1	93.5	94.7
4	91.7	90.4	90.3	91
5	87.7	89.3	92.9	94
6	90.3	91.6	89.6	91.7
All Years	90.6	92.3	91.6	93
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Bourke Public School attendance rates in 2017 were quite pleasing reaching **92%**. 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 Deputy Principal Wellbeing, our Aboriginal Education Officers and the Principal. Our Aboriginal Education

Officers follow up students daily 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
KF	17
KM	16
1B	18
1D	21
1C	21
2D	21
2B	20
2G	23
3W	19
3H	20
3B	18

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	9.56
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0.6
School Administration & Support Staff	7.47
Other Positions	4

*Full Time Equivalent

Bourke Public School in 2017 had twelve Aboriginal staff. One teacher 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 Connected Communities Reference Group and the Bourke local Aboriginal Educational Consultative 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	0

Professional learning and teacher accreditation

Professional learning was undertaken as an essential element of the school plan's strategic direction, Quality Innovative Staff.

Staff participated in structured in-school professional learning and external training courses that linked both to the school's plan and to their individual teachers' performance and development goals. This led to the successful implementation of teaching and learning cycles.

A focus across the school was training in literacy and numeracy to successfully implement the Early Action for Success program.

Thirteen Permanent and Temporary teachers were supported with beginning teacher funding and provided time and mentoring to focus on progressing their accreditation from a provisional teacher to being proficient teacher.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	811,371
Revenue	5,060,459
Appropriation	4,972,897
Sale of Goods and Services	-150
Grants and Contributions	76,656
Gain and Loss	0
Other Revenue	0
Investment Income	11,056
Expenses	-5,106,074
Recurrent Expenses	-5,092,404
Employee Related	-4,385,375
Operating Expenses	-707,029
Capital Expenses	-13,670
Employee Related	0
Operating Expenses	-13,670
SURPLUS / DEFICIT FOR THE YEAR	-45,615
Balance Carried Forward	765,756

Bourke Public Schools finances are managed by 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 2018 include:

Employment of a DP Wellbeing

Employment of a DP Curriculum

Employment of an extra teacher for the Early Years Transition Centre

Employment of an extra teacher to re-due class sizes

Employment of a GA (0.6)

Employment of 3 extra SLSO's

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,800,512
Base Per Capita	36,269
Base Location	142,382
Other Base	1,621,862
Equity Total	1,164,880
Equity Aboriginal	540,836
Equity Socio economic	420,013
Equity Language	0
Equity Disability	204,031
Targeted Total	715,166
Other Total	924,080
Grand Total	4,604,639

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

The National Assessment Program—Literacy and Numeracy (NAPLAN) is a series of tests focused on basic skills that are administered annually. NAPLAN assesses student achievement in reading, writing, spelling, grammar, punctuation and numeracy. 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 significant growth in student achievement in Literacy from Year 3 to Year 5, with scaled growth scores well above state average. In Reading, students scored an average scaled score growth of 86.8 compared to a state average of 78.2. In Spelling, students scored an average scaled growth of 106.0, compared to state average at 89.6. In Grammar and Punctuation, once again our student's average growth score of 90.0 was significantly above State average of 66.6.

In 2017, Bourke Public School has seen an increase in the percentage of Year 3 students at proficiency for Reading and Grammar and Punctuation from 2016 to 2017. In Spelling, there has been a marked increase of students in the middle two bands, with a smaller proportion of students falling into bands 1 and 2.

In Year 5 Grammar and Punctuation 50% of students fell into the middle two bands, up from 34.8% the previous year.

In 2017 Bourke Public School has seen a smaller percentage of students fall into in the bottom two bands in Year 3, and in Year 5 for Numeracy. With a strong focus on Number, Patterns and Algebra in the early years of schooling, our trend data indicates an increase of achievement in Year 3. Data, Measurement, Space and Geometry will be a focus for 2018, as many students still represented in the bottom bands. Our trend data for Year 5 Numeracy is stable, yet we have seen an increase in Year 3 Numeracy from a scales score of 335 in 2016 to 352 in 2017.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premiers Priorities

In the period 2016–2017, the percentage of students in the top two bands for Reading in Year 3 has risen from 13.0% to 15.0%. For Aboriginal students in the same period, the percentage of students in the top two bands has risen from 8.4% to 13.4%

In the period 2016–2017, the percentage of students in the top two bands for Reading in Year 5 has risen from 9.5% to 11.1%. For Aboriginal students in the same period, the percentage of students in the top two bands has risen from 0.0% to 8.4%

In the period 2016–2017, the percentage of students in the top two bands for Numeracy in Year 3 has risen from 6.5% to 14.3%. For Aboriginal students in the same period, the percentage of students in the top two bands has risen from 2.8% to 6.3%

In the period 2016–2017, the percentage of students in the top two bands for Numeracy in Year 5 has risen from 4.5% to 7.4%. For Aboriginal students in the same period, the percentage of students in the top two bands has risen from 0.0% to 4.2%.

Actions:

Team teaching class structure in Stage 1 for students identified as not meeting expectations in Literacy and Numeracy. Instruction is provided by two classroom teachers, an SLSO and the Instructional Leader.

Continuation of ability grouped Literacy, Numeracy and home class structure 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).

Development of tailored literacy and numeracy interventions by Curriculum leaders DP Curriculum and Instructional leader.

Implementation of Letter and Sounds Phonics Program from Early Stage 1 to Stage 2

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

All students will have Literacy and Numeracy learning goals, reviewed on a 5 weekly basis.

Implementation of a school wide uniform approach to assessment.

Continued development of teachers understanding of formative and summative assessment strategies.

Implementation of a range evidenced based teaching practices in all classrooms.

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.

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.

Students with identified needs in literacy and numeracy will be offered tailored in class support.

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

All students gain explicit, systematic instruction in phonics and phonemic awareness.

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

Increase of students meeting expectations of the

ACARA Learning Progressions.

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

All teachers set clear learning intentions and success criteria for lessons. Teachers provide multiple opportunities to practise skills and provide students with worked examples of successful tasks.

80% Kindergarten students reaching Cluster 4 in writing.

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

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..

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

Parent/caregiver, student, teacher satisfaction

This year students, staff and parents at Bourke Public School participated in the Tell Them From Me Survey. This survey centres on the drivers that effect student engagement and learning.

Student

The student survey provided a snapshot of the three areas, which effected student engagement. These include social, Institutional and Intellectual engagement. Results revealed that socially 89% of Students at Bourke Public School feel a sense of belonging, which is higher than state norm of 81%. However, 69% of students believed that they had positive relationships with their peers compared to a state norm of 85%. Student results revealed that 96% socially participated in sports and clubs compared to the state average of 89%. 99% of students valued BPS's institutional outcomes, however students identified some concerns with their peers' positive behaviour at school, particularly year six students. Student surveys indicated that at BPS students feel intellectually engaged with results above the state average for high interest and motivation, effort and high quality instruction. The drivers of student engagement all exceeded state norms in quality instruction, positive teacher and student relationships, positive learning climates and expectations for success.

Teacher

The teacher self– assessment survey evaluated the eight drivers for student engagement that teachers contribute to, which include Leadership, parent involvement, inclusive school, technology, teaching strategies, data informs practice, learning culture and

collaboration. From these results, it was evident that:

BPS has strong leadership practices, which will continue to be a focus in the next three-year school plan cycle. Parent involvement within the school setting is a continued focus to be developed. Effective collaboration occurs within the school setting, which has been a strong focus over the last few years, particularly with leadership from Assistant Principals, and will continue to be a focus in 2018. Develop stronger ties with Data Informed Practices and Learning Cultures through strategic planning in our School Plan and developing teachers understanding of data and assessment criteria. Technology is well resourced within the school, however further inclusion and allocation is required across all KLAs. Learning Cultures within the school reflect high expectations by teachers, however barriers to learning is an area to be addressed through ensuring clear goals and success criteria are utilised and incorporating ICT as a learning medium. Ensuring BPS is an inclusive school through continual develop of staff's understanding of differentiating curriculum and following the Adjusted Learning and Personal Learning plan processes occurring within the school setting. Effectively utilising teaching strategies such as student feedback and student goal setting as a tool to improve student performance.

Parent

The parent survey identifies parents' perceptions of several areas of their children's experiences at both school and home. These areas include: Parents feel welcome, parents are well informed, parents support learning at home, school supports learning, and school supports positive behaviour, safety at school and inclusive school. Evidence from these surveys reflected:

Parents feel welcomed at Bourke Public school and are well informed about school activities as well as being able to speak easily with teachers. Parents are well informed regarding student behaviour both positive and negative feedback. Support for learning at home is supported through various school letters, parent feedback and resource support for students and parents. Homework was an area of mixed responses, which revealed not many students engaging in this practice. This will be an area for further discussion and development within the school to ensure it is tailored to the needs of students. Parents indicated their children's needs, abilities and interests are effectively supported by the school and that teachers set high expectations, particularly addressing the needs of students with special needs. Parents believe that their children feel safe and preventions for bullying are in place. Parents engaging in input to the school setting displayed mixed results, however 77% of parents indicated they would like their child to complete year 12.



Policy requirements

Aboriginal education

Bourke Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so 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 including Aboriginal perspectives in 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 2017. They also liaise with our School Reference Group and local AECG about initiatives they wish to implement within the school.

In 2017 our Cultural dance groups performed at a number of events and conferences in Bourke and around the Western area.

The annual celebration of National Aborigines and Islanders Day Observance Committee (NAIDOC) was a huge success. Each year there is an increasing number 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. All students, teachers and staff members enjoyed a day long connecting to country day at Mount Gundabooka. During the day, all attendees were taken on a tour of the Mountain with a local Indigenous member who gave great insight into many cultural aspects, such as different leaves that assist in making

medicine, discussing rock artwork and the importance of water running through the area. Students and staff also engaged in making johnny cakes over a fire and playing a range of Indigenous games. 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.

Individual Personal Learning Plans are written for each student at Bourke Public School. Additional resources are allocated as required. Students participate and are engaged in a variety of programs which improve the outcomes of all students.

Multicultural and anti-racism education

Bourke Public School 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 2017. All students and staff wore the colour orange to recognise this important day and all students participated in a variety of Multicultural activities.

Other school programs

Early Years Transition Centre

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 well being 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.

The Early Years Transition Centre students participate in the Sounds, Words Aboriginal Language and Yarning (SWAY) program throughout the year through video conferencing. SWAY is an oral language and early literacy program based on local Aboriginal language and stories within the early learning environment. It has been developed by Educators, Aboriginal Education Officers and Speech Pathologists at the Royal Far West School in Manly, NSW. SWAY incorporates evidence based teaching strategies to improve the language and literacy outcomes of preschool and kindergarten children.

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.

2017 – 87.5% 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 12.5% of students were new to the Bourke community.

Creative Arts

Bourke Public School successfully held the annual "Performance Night" in Term 3. The 2017 theme was "Country Music" which produced some very creative performances from all involved. Performance Night is a celebration of all students work in all aspects of Creative Arts. A huge amount of effort from the staff and students go into Performance Night every year and the Bourke community appreciate the talent that is displayed.

Dance is a large part of Creative Arts at Bourke Public School. This year a number of students participated in infants and primary dance groups. These students range in age from five to twelve and performed at various celebrations for Bourke Public School such as Performance Night and Presentation Night. Our dance groups will continue in 2018, creating opportunities for our students to display their talents.

In Term 2 BPS connected with Bourke High School to create a combined dance group. This group were successful in being accepted in to the Western NSW Dance Festival in Bathurst, where they performed in two shows at the Bathurst Memorial Entertainment Centre.

In Term 3 sixteen students from years 4 to 6 were involved in the annual Southern Stars at the Wollongong Entertainment Centre. This event is an amazing opportunity for Bourke Public School students to participate in a celebration of Creative and Practical Arts and Public Education. This year Bourke Public School were chosen to have their own piece, choreographed by Miss Mowbray, dancing in front of large audiences throughout the four performance shows. Schools from throughout the state are invited to participate in Southern Stars each year, with Bourke Public School being the school to travel the furthest to partake in the show. This was a fantastic opportunity for our students to travel to Wollongong and perform with over 3000 students from other DEC schools.

Bourke Public School Cultural Dance Group consists of students from years 3 to 6. The Cultural Group has performed at events such as Performance Night, Presentation Night and our NAIDOC Week celebrations. The group were also chosen to perform for Sir Peter Cosgrove, the Governor General of Australia on his visit to Bourke Public School in Term 3. The traditional Aboriginal dance style connects students to their culture.

The Bourke Public School Choir practise every week with Miss Dorrington. This group of students go and perform every 2nd Thursday at the Long Stay Patients Centre at Bourke Hospital. The Governor General of Australia, Sir Peter Cosgrove watched our choir perform at the hospital. The BPS choir also perform at our annual Performance Night and Presentation Night.