

# Bourke-Walgett School of Distance Education Annual Report



2017



4644

## Introduction

The Annual Report for 2017 is provided to the community of Bourke Walgett School of Distance Education 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.

Wendy Hay

Principal

### School contact details

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## School background

### School vision statement

Our vision is to provide quality learning designed between staff, students, families for the future. At Bourke Walgett School of Distance Education, we will develop our learners to:

- be creative thinkers, to solve problems, innovatively, collaboratively and resourcefully,
- achieve their personal best and become respectful, positive life-long learners,
- be independent and critically literate and

engage in enjoyable learning experiences.

### School context

Bourke Walgett School of Distance Education is a Kindergarten to Year 6 distance education school. The school contributes to the life long learning of students whose circumstance may include: Geographic isolation, medical conditions, additional learning and support needs, travelling around Australia and extraordinary circumstances. Our unique school offers educational services to students who are primarily geographically isolated. Complimenting paper based learning materials, delivery modes for learning programs include field services and interactive technologies. Geographically isolated students participate in the Satellite Education Program We offer a comprehensive field service program, have linked with other Primary DE schools to collaborate in producing quality learning materials. Our school is an active member of PSSA sport.

## 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, it has been evaluated that the school is sustaining and growing on all areas with there being a culture of excelling in the focus area of Assessment and Reporting. The school is now planning to develop the learning Culture focus of this domain. In the domain of Teaching, it has been evaluated that the school is sustaining and growing in all areas with an additional focus on continued training in Data Skills and Use as well as Collaborative Practice. The school is now planning to develop the Professional Standard area in this domain. In the domain of Leadership, it has been evaluated that the school is sustaining and growing in all areas.

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

Purposeful Student Learning

### Purpose

It is critical that we create opportunities for students to be highly engaged, independent learners and thinkers through personalised learning while supporting their emotional, social, physical and spiritual wellbeing.

### Overall summary of progress

The next phase of the writing alliance project – Stage 1 Maths – was successfully completed, with work on the remaining stages continuing. Centre-based writing projects in Geography and English have seen the development of a further two English and three Geography quality teaching units in 2017. This project will continue for the next year as we build on our library of units.. Positive feedback has been received about all units – especially the Geography. Teachers have also seen a continued improvement in the effectiveness of student's ability to provide faster feedback with the introduction of Google Apps.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Students improve two cluster markers on the Literacy and Numeracy continuums.</li><li>• Quality Teaching Units produced for new curriculum as released.</li></ul>	<p>\$ 5000 allocated to complete the next phase of the Maths Units.</p> <p>\$5000 allocated for additional writing days</p> <p>Beginning Teacher funds – \$6725</p>	<p>Next maths units completed</p> <p>Two Geography units written</p> <p>Three English Units written</p>

### Next Steps

Writing will continue in PDHPE with the new syllabus release, Geography, and History. When available Professional Development in the learning progressions will be undertaken. The school will continue to be an active member of any joint writing projects either within Distance Education, Hubs or like schools.

## Strategic Direction 2

Creating a dynamic and high performing school.

### Purpose

It is essential to have inspired staff, supervisors and students who actively challenge and critically analyse their teaching and learning to continually improve. We must develop high expectations to achieve success which is motivated by peer evaluation and self-reflection

### Overall summary of progress

Positive feedback on school-based units from students and families and meeting to update supervisors on our next writing projects were well received.

Staff also provided positive feedback on lesson observations and indicated that self-reflection of teaching practices was valued by all involved. Student evaluation of teaching also delivered positive feedback to teachers as students felt catered for and were engaged in their learning and valued the opportunity to set goals. The introduction of learning progressions in 2018 will require further professional development for staff and further evaluation of our present scope and sequences. Staff will continue to develop data collection and tracking practices to continue evidenced-based planning to drive student growth.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Scope and Sequences developed for new curriculums as released	\$ 1500 for additional days to release staff to attend data skills and use course.	Updated scope and Sequence Supervisor support document completed.
Induction and supervisor support packages developed for new curriculums.	\$1500 for employment of staff to edit and produce the final document.	Community information evening conducted.

### Next Steps

Develop a supervisor support program that includes field services as the base.

Continue to update scope and sequence and support supervisors in their understanding of new outcomes.

Staff continue to collaboratively develop School-based quality teaching units and provide opportunities for collaboration, modeling and effective feedback via satellite to drive and sustain student outcomes

Engage the whole staff in data collection and tracking to better plan ongoing student learning growth

## Strategic Direction 3

### Strong Community and Engagement Partnerships

#### Purpose

It is essential to develop and foster relationships, engage in collaboration with all stakeholders. We will improve student engagement and develop more effective partnerships with families.

#### Overall summary of progress

The community consultation draft was finalised this year and its findings presented and introduced into the school. This process has had significant support from the families of the students that attend our school and these community members voiced significant support for all school processes.

The school received positive feedback from participants at our information evenings and we are looking at suitable dates and venues for these to occur throughout our communities in 2018. The outreach program was also well supported and we are now looking forward to being able to enhance and extend this program to include a greater number of students and families.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students to maintain an attendance rate of 90% or above  Higher level of parental satisfaction with school operations	\$ 4000 for classroom teacher release to participate in observations and meetings	Attendance to all school activities increased  Increased return percentage of families with the annual school survey

#### Next Steps

Continue outreach program in 2018. Introduce an additional supervisor support program for 2018 – 2020 that is field serviced based. Continue to attend ICPA conferences. Continue to run information evenings in the community to inform communities about Distance education. Continue to develop an inclusive framework to support the wellbeing of families and students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Additional supervisors support and specific teaching support in a face to face delivery – \$7688	Increased school activity attendance, increased communication between school and home, students improved at least two levels in literacy.
<b>Low level adjustment for disability</b>	Additional teaching support via field services and satellite \$24827	All learning programs show differentiation Increased participation in school activities.
<b>Socio-economic background</b>	\$8903 for additional teaching support in a face to face situation.	Increased communication between school and family, increased regularity of work returns and attendance at school based activities.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	36	36	24	29
Girls	24	26	22	12

BWSODE is a Distance Education School providing educational opportunities for Primary students across the North West and upper Western area of the state. BWSODE programmed and packed work for 72 students in 2017.

### Management of non-attendance

Students enrolled in the school are expected to be in attendance for school on every day that the school is open. With the range of learning needs and learning enrolments and contexts, Individual Learning Plans can outline the requirements and processes for such attendance and monitoring of attendance. Student absence is recorded on a Class Roll as per State policy requirements

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	2.59
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.7
Other Positions	0

\*Full Time Equivalent

At present, there are no indigenous members' in our school's workforce.

### 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

In 2017 two staff members completed their teaching accreditation. Staff participated in the following Professional learning; Rural and Remote Conference, Distance Education Enrolment meetings, Distance Education Primary network meetings, Aspirant Meetings, Bourke District Hub meetings, English Concepts training, Google apps, History and Geography Implementation.

School staff development days focused on mandatory training in the following: Anaphylaxis, e- emergency care, Cardio Pulmonary Resuscitation training, Work Place Health and Safety, Child Protection, Code of Conduct, Private and Secondary Employment. In conjunction with mandatory training staff undertook training and development in:

Wellbeing Framework, Wellbeing Toolkit and learning objectives.

LMBR Training

The total school expenditure on teacher professional learning was \$7,850.00

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs to 30/11/2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance. The balance carried forward also includes student support programs salaries expended yet to be paid and funds committed for both December 2017 and for the commencement of the 2018 school year.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>119,461</b>
Global funds	213,761
Tied funds	46,973
School & community sources	6,003
Interest	2,257
Trust receipts	143
Canteen	0
<b>Total Receipts</b>	<b>269,137</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	18,714
Excursions	1,070
Extracurricular dissections	40,938
Library	1,177
Training & Development	4,995
Tied Funds Payments	21,204
Short Term Relief	13,006
Administration & Office	22,277
Canteen Payments	0
Utilities	3,752
Maintenance	1,164
Trust Payments	143
Capital Programs	0
<b>Total Payments</b>	<b>128,441</b>
<b>Balance carried forward</b>	<b>260,157</b>

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>264,311</b>
Appropriation	260,601
Sale of Goods and Services	0
Grants and Contributions	3,710
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	<b>-53,935</b>
Recurrent Expenses	-53,935
Employee Related	-23,557
Operating Expenses	-30,378
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>210,376</b>
<b>Balance Carried Forward</b>	<b>210,376</b>

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.

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

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

- This summary financial information covers funds for operating costs to 30/11/2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance. The balance carried forward also includes student support programs salaries expended yet to be paid and funds committed for both December 2017 and for the commencement of the 2018 school year.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	118,245
Base Per Capita	7,641
Base Location	37,673
Other Base	72,931
<b>Equity Total</b>	41,418
Equity Aboriginal	7,688
Equity Socio economic	8,903
Equity Language	0
Equity Disability	24,827
<b>Targeted Total</b>	0
<b>Other Total</b>	816,835
<b>Grand Total</b>	976,498

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

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.

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.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

All parents/ carers/ students/ teachers, valued the comprehensive Field Service program and Satellite Education program offered by the school and felt it supported and developed a positive school environment and great teaching and learning opportunities.

All parent parents/ carers supported the Specific teaching program and saw it as a valuable support for both supervisors and students.

All parents/ carers support the continuous acknowledgement of all achievements, academic or otherwise.

They support the collaboration with other distance education schools in developing and writing quality teaching and learning units.

All parents saw a positive impact on their child's attitude to learning from the How 2 Learn habits being taught.

All parents responded positively – very effective and important to the learning conferences.

## Policy requirements

### Aboriginal education

In keeping with the Department of Education Policy, Indigenous cultures, history and contemporary issues are integral to the curriculum for all students. While the school's current enrolment of Aboriginal students is less than 2%, staff includes best practice strategies in education programs to assist these students to achieve outcomes comparable to their cohort.

A focus area in 2017 for Aboriginal Education in our learning community was the introduction of an outreach program to provide explicit teaching, supervisor training and goal setting for students.

### Multicultural and anti-racism education

All teachers work with families to ensure inclusive teaching practices, which recognize and value diversity of student's backgrounds. Programs promote open tolerant attitudes toward different cultures, religions and worldviews.

All students in the school were given opportunities to examine cultural diversity in Australia and its contribution to concepts and investigations through the implementation of the new History Syllabus.