

Bourke Public School

Annual Report

2018



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Introduction

The Annual Report for **2018** 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.

Benjamin Smith (2019)

Principal

(David Bowey – Principal 2018)

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

School background

School vision statement

The 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 positive contributions to the society in which they will live, whilst 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 students are encouraged to be across all areas of their schooling.

Bourke Public School is an Early Action for Success (EAfS) School, which provides Instructional Leadership for staff and tiered literacy and numeracy interventions for students. Improving the literacy and numeracy skills of all students (K–6) is a primary aim and is at the forefront of many planning processes.

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 has helped to improve outcomes for students by providing culturally relevant experiences and involving the community in all areas of schooling.

Bourke Public School has an enrolment of 230 students, 80% who are of Aboriginal and Torres Strait Islander descent and less than 1% ESL students. Our school Family Occupation and Education Index (FOEI) and Index of Community Socioeconomic Advantage (ICSEA) places Bourke Public School in the most disadvantaged 10% of schools in the state.

Our staff members have a diverse range of skills and are committed to the ongoing enhancement of our school through innovative practices. 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, providing both support and consultation.

Bourke Public School has a focus on literacy, numeracy and technology in the 21st century. 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 to develop skills which extend across the entire school curriculum.

There is a major focus on improving and maintaining attendance at Bourke Public School. Innovative welfare programs and community partnerships are established to ensure all students have an equal opportunity to access 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 2018, Version 2 of the School Excellence Framework (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. Following is a report of the results in each element of the SEF.

Learning Culture – Delivering

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.

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.'

Wellbeing – Delivering

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 2018, data from the Tell Them From Me Surveys was used to reflect on practices.

As a Positive Behaviour for Learning (PBL) school, the expectations of behaviours are explicitly, supportively and consistently applied across the school. Throughout 2018, new classroom expectations of behaviour were formulated in conjunction with staff, students and the community to allow PBL to enter all classrooms.

Curriculum – Delivering

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. 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 – Delivering

The DP Curriculum 3–6 and Instructional leader K–2 (Early Action for Success) provide 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 – Delivering

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 – Working Towards Delivering

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.

Effective Classroom Practice – Delivering

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.

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 – Working Towards Delivering

Staff 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.

Professional Standards – Delivering

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. The Performance 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.

Learning and Development – Delivering

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. This process drives ongoing, school-wide 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.

Educational Leadership – Delivering

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 – Delivering

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.

School Resources – Delivering

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 – Sustaining and Growing

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.

Overall summary of progress

Bourke Public School's 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 2018 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 during 2017 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. This did not eventuate over the course of 2018.

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
Maintain whole school average attendance of 93%.	Employment of school based DP Wellbeing \$150 000 Employment of school based DP Curriculum \$150 000	Daily, weekly and fortnightly attendance monitoring processes embedded in practice.
Assessment cycles reflect the integrity of departmental initiatives.	Utilisation of Instructional Leader Casual Teacher – 1 day teacher release (PLP Review). \$400 p/day, p/teacher x 14 \$6,000	Executive staff to review and analysis school plan data. Observations completed by supervisors. 2018 CRTs get a handover meeting with quality data and information on individual students to continue the support process. Further needs are identified for individual students and the necessary planning can commence for 2018.
Increasing number of students meeting their expected growth by end of year expectations in Literacy & Numeracy.	Employment of school based DP Curriculum \$150 000 Utilisation of Instructional Leader Casual Teacher – 1 day teacher release (PLP Review). \$400 p/day, p/teacher x 14 \$6,000 • Low level adjustment for disability (\$6000.00) • Aboriginal background loading (\$150000.00)	Further needs are identified for individual students and the necessary planning can commence for 2018. Formal feedback on PLP's Action Plan provided to CRT.
Ensure students are participating in transition programs.	Employment of school based DP Curriculum \$150 000 Utilisation of Instructional Leader ICT	Executive team to review effectiveness of Milestones. Implementation of quality teaching and learning programs across the KLAs. KLA Meeting minutes KLA Action Plans Stage Assessments

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Ensure students are participating in transition programs.	Review Day– Casual Teachers \$400 p/day PD/H/PE Review Day– Casual Teachers \$400 p/day	Schedules Stage Meeting Minutes Executive Meeting Minutes Assessment Tracking Tool (PLAN 2) Timetables and Early Stage One programs.

Next Steps

Below are Bourke Public School's future directions for 2019 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.

Implement the use of the full Sentral suite.

Strategic Direction 2

Quality Staff

Purpose

Staff are committed to continual professional growth and development through targeted professional learning. Staff are involved in collaborative practices to develop expertise across all educational contexts to improve outcomes for 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 2018 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 have, 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
<ul style="list-style-type: none">• 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.• An increase in staff assessing students achievement consistently across all KLAs. to accurately guide their teaching capacity.	<p>Aboriginal 8 way resources \$800</p> <p>Employment of DP Curriculum (1.0)</p> <ul style="list-style-type: none">• Socio-economic background (\$150000.00) <p>Employment of DP Curriculum Employment of CRT</p> <ul style="list-style-type: none">• Aboriginal background loading (\$80000.00)	<p>Lessons will incorporate best practice strategies: *</p> <p>Assessing and understanding prior knowledge. *</p> <p>Incorporating 8 ways. * Using Local Aboriginal culture and knowledge. *</p> <p>Learning goals. *</p> <p>Success criteria outlined. *</p> <p>Peer and self-assessment. Program and Assessment Supervision. PLAN 2/ ALAN data. NAPLAN. ID/DP meeting minutes. Executive meeting minutes.</p>

Next Steps

Below are Bourke Public School's future directions for 2019 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

Continue to provide culturally inclusive programs, experiences and positive learning environments 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 Local School Reference Group (LSRG) 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
<ul style="list-style-type: none">• Access relevant and available services to support the school or use facilities available to them.• Enhance the number of parents, carers or family members engaging in some form of school event or meeting.	SLCE position (1.0) Community Consultation • Socio-economic background (\$5000.00)	Strengthen our school and community network, thus enhancing our Connected Communities status in our local Aboriginal community. SLCE to provide integral information towards 2018 ASR. Evaluate and implement Tell Them From Me survey results for 2019. Parent/Teacher interview feedback. Feedback to/from School Reference Group, AECG and P&C. Evaluation of the Connected Communities key deliverables. Participation in Presentation Night, Remembrance Day Service, NSW girls netball carnival, assemblies and open classrooms.

Next Steps

Below are Bourke Public School's future directions for 2019 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	<p>\$540,836</p> <p>– FTE 2.0 Aboriginal Education Officers, Senior Leader Community Engagement and additional SLSOs.</p>	<p>Senior Leader, Aboriginal Education Officers and community Elders worked collaboratively with students and staff to ensure our NAIDOC week celebrations 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	<p>\$204,031</p> <p>– FTE 1.5 Learning and Support</p>	<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)	<p>\$19,401</p> <p>– FTE 0.191</p>	<p>Successful support from executive staff has seen improvement in both teaching practice and the development of differentiated teaching and learning programs. The school also contributed funding to this program when developed in 2016 and continued across 2017 & 2018.</p>
Socio-economic background	<p>\$420,013</p>	<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 effectively plan and deliver learning programs that reflect Quality Teaching practices in the</p>

Socio-economic background	\$420,013	<p>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>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.
Targeted student support for refugees and new arrivals	No funding received in this area and no additional resources were required.	Not applicable.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	128	116	113	101
Girls	105	111	120	110

The enrolment at Bourke Public School in 2018 was **211. Seventy eight** percent of students were identified as Aboriginal.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	90.4	94.3	91.4
1	92.1	91	94.1	89.6
2	94.3	92.6	92.5	90.9
3	92.1	93.5	94.7	89.1
4	90.4	90.3	91	90.8
5	89.3	92.9	94	89.4
6	91.6	89.6	91.7	83
All Years	92.3	91.6	93	89.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Bourke Public School attendance rates in 2018 were quite pleasing reaching 87%. 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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	9.81
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Counsellor	0.6
School Administration and Support Staff	7.47
Other Positions	4

*Full Time Equivalent

In 2018, Bourke Public School had fourteen Aboriginal staff. One was a qualified 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 Local School 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	3.8

Professional learning and teacher accreditation

BPS strongly engages in professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers, as outlined in the 2018 – 2020 School Plan 'Establish a culture where staff are committed to continual professional growth and development through targeted professional learning.' 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 including, but not limited to, training and development for Google technologies. 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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	765,756
Revenue	5,585,479
Appropriation	5,530,232
Sale of Goods and Services	1,046
Grants and Contributions	42,355
Gain and Loss	0
Other Revenue	0
Investment Income	11,846
Expenses	-4,746,594
Recurrent Expenses	-4,746,594
Employee Related	-4,261,211
Operating Expenses	-485,382
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	838,885
Balance Carried Forward	1,604,642

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 2019 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.

	2018 Actual (\$)
Base Total	1,814,368
Base Per Capita	48,215
Base Location	149,521
Other Base	1,616,632
Equity Total	1,167,740
Equity Aboriginal	570,862
Equity Socio economic	422,005
Equity Language	1,384
Equity Disability	173,489
Targeted Total	689,883
Other Total	948,328
Grand Total	4,620,319

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.

In 2018, Bourke Public School participated in NAPLAN. All assessments completed were written.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Grammar and Punctuation

Year 3– 92.3% students are at or above expected level, 8.6% higher than SSSG.

Year 5 – 32.4% students are at or above expected level.

Year 5– average scaled growth 48.4%.

Reading

Year 3– 79.3% students are at or above expected level.

Year 5 – 39.4% students are at or above expected level.

Year 5– average scaled growth 75.2%.

Spelling

Year 3– 76.9% students are at or above expected level.

Year 5 – 44.1% students are at or above expected level.

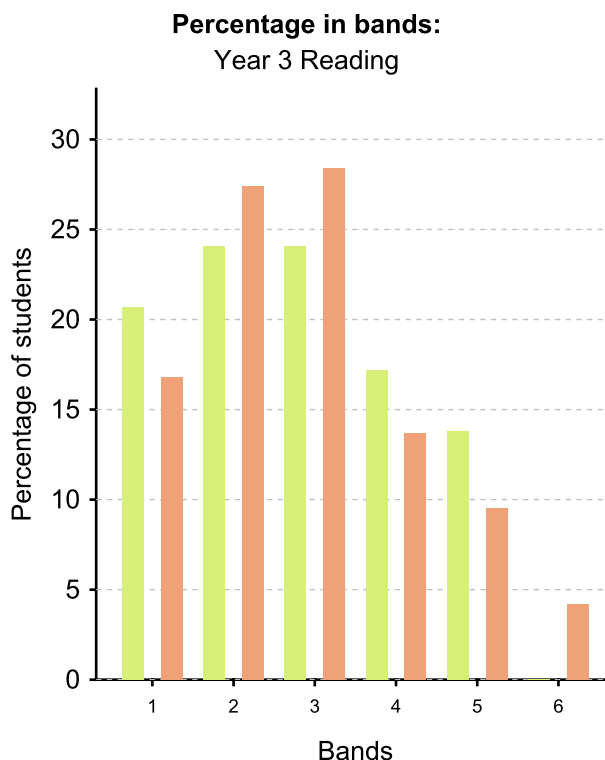
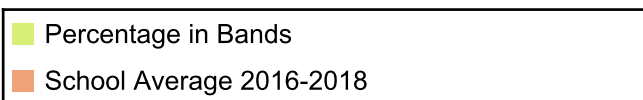
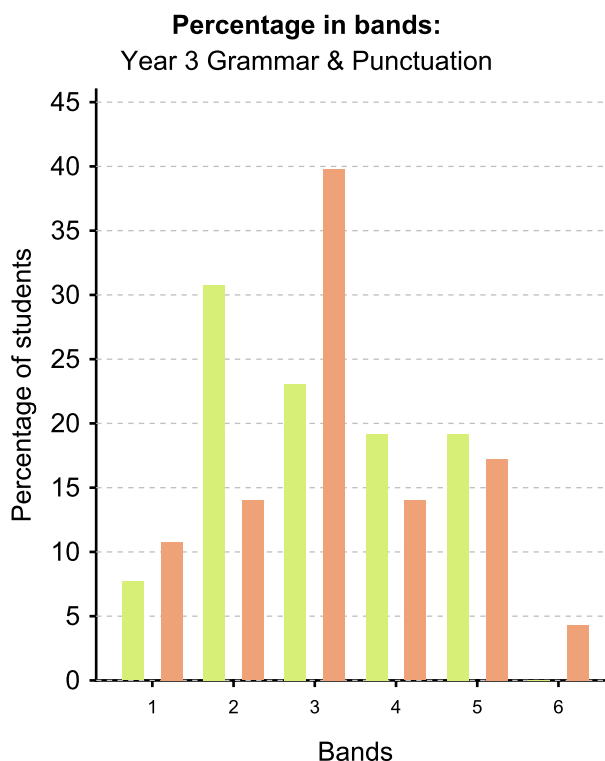
Year 5– average scaled growth 99.3%, 1.8% higher than SSSG and 19.6% higher than the State.

Writing

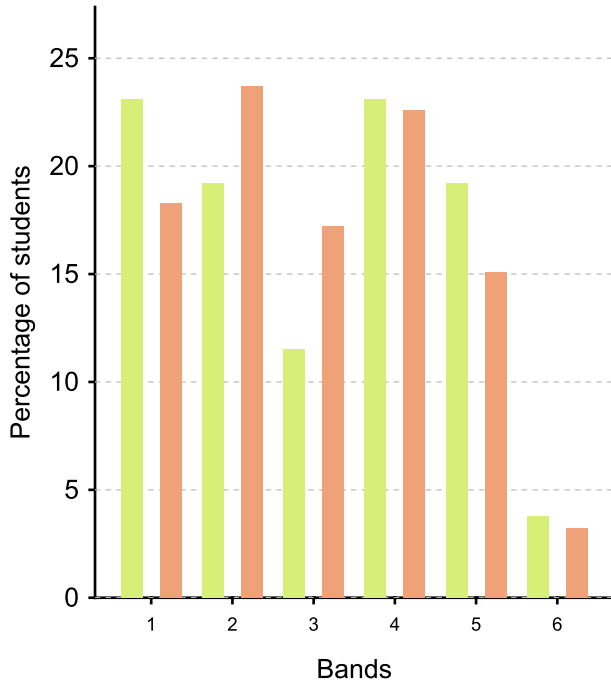
Year 3– 88.5% students are at or above expected level, 1.8% higher than SSSG.

Year 5 – 42.4% students are at or above expected level, 3.1% higher than SSSG.

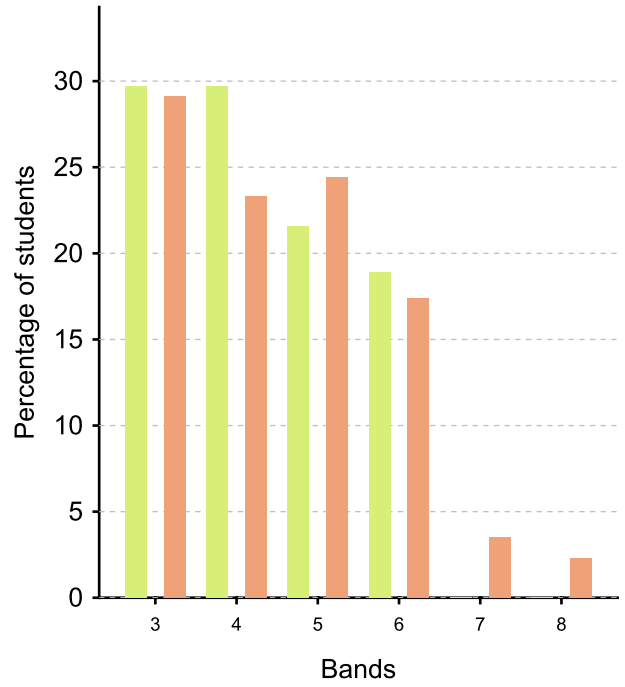
Year 5– average scaled growth 42.7%, 4% higher than SSSG.



Percentage in bands:
Year 3 Spelling



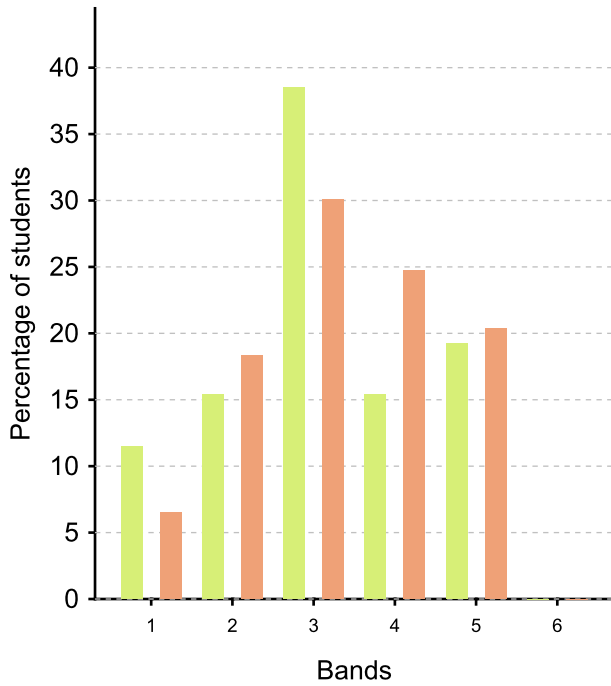
Percentage in bands:
Year 5 Grammar & Punctuation



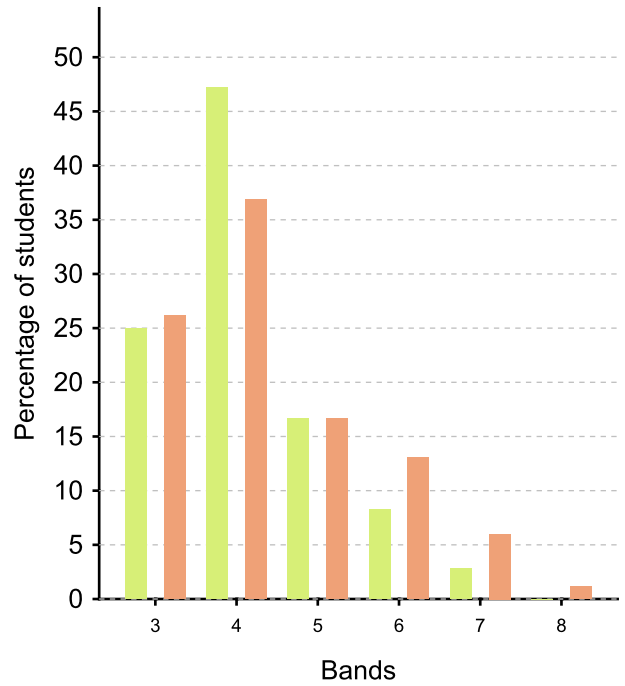
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



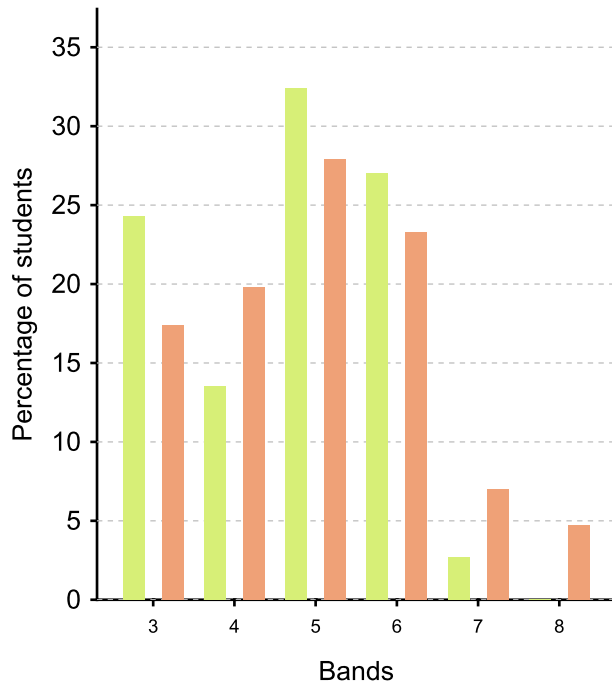
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

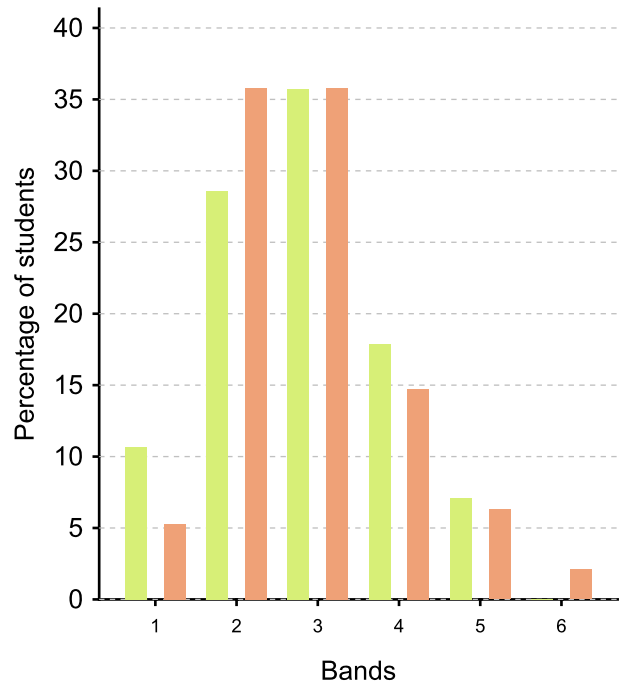
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



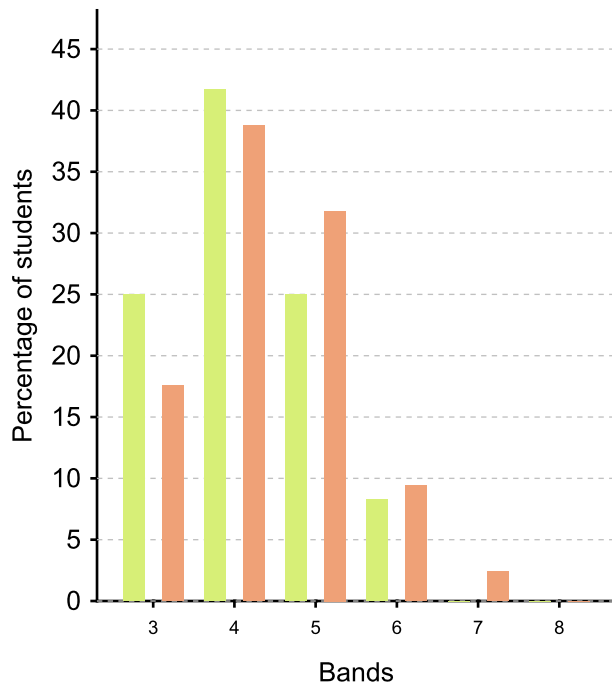
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



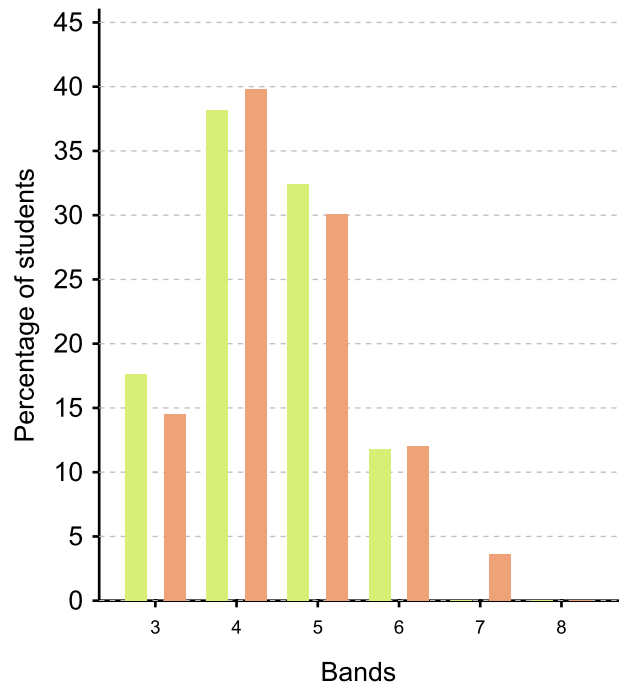
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Year 3– 89.3% students are at or above expected level.

Year 5 – 43.8% students are at or above expected level, 4% higher than SSSG.

Year 5 – average scaled growth 93.6%, 0.5% higher than the State and 3.4% higher than SSSG.

For further information regarding NAPLAN, please refer to the My School website:

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.

An average of 5.5% of students in Year 3 and Year 5 were in the top two bands for Reading and Numeracy.

In Year 3, 7.1% of students were in the top two bands for Numeracy, comprising of 4.8% Aboriginal students. For Reading, 13.8% of students were in the top two bands, which included 4.5% Aboriginal students.

In Year 5, 2.8% of students were in the top two bands for Reading.

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. It provides insights that may possibly guide school planning and identify potential school improvement initiatives.

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 69% of students at Bourke Public School feel a sense of belonging, which is lower than state norm of 78% and Statistically Similar School Group (SSSG) norm of 77%. However, 67% of students believed that they had positive relationships with their peers compared to a state norm of 85%. Student results revealed that 99% believed high expectations for success were set at an institutional level compared to the state mean of 96% and SSSG average of 92%. The student surveys' indicated that 92% of students' value schooling at BPS with 88% highly interested and motivated intellectually and an overall 93% of students indicating they try hard to succeed in their learning. Students identified some concerns with their peers' positive behaviour at school, particularly year four and five students, as well as concerns around positive relationships with peers. The drivers of student outcomes and school climate either match or exceed state norms in effective learning time, rigour, advocacy at school, positive learning environment 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 has improved, however as a Connected Community School this will be a continued focus.
- 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 2019.

- Develop stronger ties with Data Informed Practices, Teaching Strategies and Learning Cultures through strategic planning in our School Plan and continuing to develop teachers understanding of data and assessment criteria.
- Technology is well resourced within the school, however training, inclusion and allocation is required across all KLAs to ensure BPS students and staff are futuristic learners.
- Learning Cultures within the school reflect high expectations and feedback to students 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 setting clear expectations, giving informed student feedback and ensuring challenging student learning goals are used as tools 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. However, feel the principal difficult to speak with. 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 at school, however expressed concerns around the prevention programs being delivered for bullying. With the new Anti–bullying Departmental Policy and Government laws being implemented, information nights and resources around Bourke Public Schools implementation and delivery of anti–bullying programs will need to occur. Parents listed that communication between school and home as essential and particularly indicated that informal meetings, telephone conversations and formal interviews assisted in delivering key information about their child.

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.

78% 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 2018. They also liaise with our School Reference Group and local AECG about initiatives they wish to implement within the school.

The annual celebration of National Aborigines and Islanders Day Observance Committee (NAIDOC) was a huge success. Each year there is 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. 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.

Our aim as a Connected Community School was to create an outdoor bush tucker garden, which endeavoured to connect links within the school community. Our school held a competition within the school to have students assist in the design of our Bush

Tucker garden, students had the opportunity to use Aboriginal symbols to engage in the design process. Design afternoons were held with students where we looked at different student designs and discussed what plants, how they could be used and the costings were explored. Students became familiar with how important budget plans are to projects and how we have to plan around what we can afford. We then held a community planning day in which we had community member's visit and offer their opinions on student designs. This was a huge success and we had locals come in from many agencies and some Indigenous Elders as well. It allowed engagement to occur between community and our school with what they would see as important elements within our Bush Tucker Garden. Many community members were very excited about this opportunity for our students and were impressed with our student designs. From such feedback we could adjust our resources and design to benefit our students in a culturally inclusive way. Community members also connected with our students' ideas and the importance of having a meeting area and fire pit area for cooking within the garden. Such areas would afford opportunities for community events or school events to occur in a significant place. The initial component of this garden involved ensuring that our garden was sustainable. To gather more knowledge and understanding on how a Bush Tucker Garden could achieve this, two teachers, our Senior Leader for Community Engagement and ten students visited the Engonnia Community Bush Tucker garden. An Indigenous leader led us around the garden and community members who worked the garden explained the sustainability of the garden and how they maintained this with the climate from their area. Students really engaged in the process and asked many questions to figure out what was been grown and how this process occurred along with the maintenance of the garden. This opportunity allowed a connection between communities to occur. We hope to further foster this relationship by inviting community members from the Engonnia Bush Tucker garden to visit our garden and partake in some of or produce and maybe share some of their own. Due to drought and sourcing of plants we have had to delay the planting and finishing off the design of the bush garden until next year. This way the weather will be more suitable for planting and we can continue to develop this program and learning space within the school. Engagement opportunities through researching bush tucker plants and what they can be used for will also be a learning target for next year. Students will have the opportunity to develop a knowledge base on the usefulness of bush tucker plants and the types of recipes they can make from these ingredients. Within the Bush Tucker garden design both students and parents saw that a learning area as a useful place for students to engage in a variety of learning opportunities, such as lessons on the Ngemba language, connecting to culture through a story telling area, cultural dance group area to perform, connecting with the bush plants and a place for community to utilise. Our Bush Tucker Garden project has not been complete and plans will continue to finish the building of this garden in 2019.