

# Bourke Street Public School

## 2019 Annual Report



7408

## Introduction

The Annual Report for 2019 is provided to the community of Bourke Street 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.

### School contact details

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### Message from the principal

2019 has been a year of significant growth, change and increasing opportunities for the students at Bourke Street Public School.

Our school continues to be a vibrant, caring and innovative school that caters for its culturally diverse school community.

2019 has been another year of increased learning opportunities and achievements.

Bourke Street's reputation as a public school continues, because of the talented students, dedicated staff and the wonderful school community.

The students continue to flourish academically. NAPLAN results continue to rise further and further above the state levels for both Years 3 & 5 students in Literacy and Numeracy. Increased participation in the University competitions, reporting in more students excelling and achieving Distinction & HIGH Distinction levels across all areas.

This year the school held a Whole School Film Festival event. The event showcased the incredible talents of all students in film making and technology as well as the amazing teachers who ensured its success by attending professional learning workshops to develop and teach film making to students. Staff also utilized the wonderful parent resources within the school community.

All students completed the Premiers' Reading and Sporting Challenge. Many receiving gold certificates acknowledging 4 years of participation.

The Kindergarten, Junior and Senior Choirs continue to grow with many students performing as part of the Primary Proms Performance at Sydney Town Hall and the Choral Performance at the Sydney Opera House. Students also performed at the Sydney Opera House in the NSW Public School's Recorder and strings ensemble.

Bourke Street has strengthened its participation in PSSA sports by entering more teams in Netball, Soccer, T-Ball and Cricket competitions and with a range of achievement at regional and state sports carnivals.

## School background

### School vision statement

Bourke Street Public School is a secure school celebrating learning, leadership and culture. Every member of the school community is encouraged to embrace innovation, pursue excellence and share in a quality education informed by evolving pedagogical practice. This is supported by a climate of responsibility that aims to meet the needs of everyone.

### School context

Bourke Street Public School is an inner city school established in 1880 and located in heritage classified buildings. We are a rapidly growing, dynamic school with a secure environment where students show respect, tolerance and understanding of individual differences and where the academic and cultural potential of each student is fostered in a climate of responsibility in the pursuit of excellence.

The school has a proud history of serving a diverse and multicultural local community. Within its historic walls and newly designed educational spaces are spacious and very well equipped learning environments, which take pride in providing quality education in a caring and supportive atmosphere. Taking advantage of the large classrooms and a wide range of teaching resources, the teachers provide an exciting and challenging academic climate in which students can achieve success and take pride in their learning.

Bourke Street Public School The school has developed strong foundations in assisting students to acquire competencies in all Key Learning Areas, particularly in literacy. There is a strong emphasis on student welfare, the arts and equity. Our enrolments this year was 440 students. Student numbers are evenly spread across K–6. The school has several community partnerships with a variety of organization, as well as, senior student from Sydney Girls' & Sydney Boys' High School who assist in the classrooms on a weekly basis.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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. Staff of Bourke Street Public School regularly used the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. Throughout Professional Learning sessions, teams of teachers examined the school plan and our current practice to determine areas of strength and development.

***The results of this process indicated that in the School Excellence Framework domain of Learning, the school was assessed as Sustaining and Growing.***

### Learning

Bourke Street Public School aspires to develop a school culture with a focus towards engagement and ongoing performance improvement across the whole school community. Our 2018–2020 School Plan explicitly sets out priorities for improving both learning and engagement across the school. The school has particularly focused on improving its practice in analysing student outcome data from both external and internal tracking systems including Best Start, PLAN2, NAPLAN and school-developed assessment tracking sheets to further identify and address learning needs for students and cohorts.

The collaboratively developed Good Discipline and Student Welfare Policy outlines behavioural expectations based on the principles of the Positive Behaviour for Learning (PBL) strategy. The school references an Expectation Matrix which outlines expected behaviours in each school setting promoting well-being and ensuring optimal conditions for student learning.

To monitor student learning needs, the Learning and Support Team (LST) support classroom teachers to consistently develop and implement Individual Education Plans across the school based on students' identified needs. These are collaboratively negotiated and developed with parents/carers and support personnel and routinely monitored and evaluated by teachers, and the Learning and Support Team.

### ***Wellbeing***

BSPS sought input from the community to develop and revise a new Good Discipline and Student Welfare Policy. The policy was collaboratively developed with community members across the school to create its new school expectations of Respect, Responsibility, Acceptance and Achievement. These expectations are explicitly taught and reinforced across all school settings and has supported teachers in building positive learning environments for all students.

The school has consistent behaviour management protocols across all classrooms and the playground. Professional learning is regularly provided to support teachers to cater for the well-being needs in the classroom. Teachers were up-skilled on management strategies and classroom practices that allow students to engage directly and take levels of responsibility with their learning progress relevant to their stage of development. This has also resulted in adjustments being made to teaching and learning programs and Individual Education Plans.

The Learning and Support Team works collaboratively with staff across the whole school to identify, monitor and support staff. Management and tracking systems are systemically used across the school to ensure individual and collective wellbeing is measurably improved with the use of financial, physical and human resources. All staff are aware of the mandated child wellbeing reporting processes.

### ***Curriculum and Learning***

BSPS implements systematic and comprehensive transition programs when arriving to school and moving onto other schools. Through development of close alliances with other schools and organisations, the needs of each student are closely communicated, monitored and supported across contexts. In line with the Curriculum Planning and Programming, Assessing and Reporting to Parents K–12, students and parents are regularly involved in their child's learning journey. This is evidenced through the conducting of formal parent-teacher interviews, Term 1 teacher presentations, the formal Semesterly reports and ongoing communication through email, phone and face to face.

BSPS provides a wide range of extra-curricular learning opportunities across the school for all students. These opportunities complement classroom learning and enrich students' educational experience, whilst aligning with the schools core values and priorities. An active Student Representative Council, constituting students from K–6, provides an opportunity for students to express themselves and develop a 'voice'. They meet frequently and collaborate with teachers to organise a range of initiatives and events. Bourke Street offers a range of targeted, relevant intervention programs to enable all students to feel a sense of academic success, these programs include MiniLit, MacqLit and EALD Small Groups. In addition, enrichment programs have been established to extend identified students, these programs include Maths Games, Maths Olympiad and Tournament of the Mind.

### ***Assessment and Reporting***

To monitor and evaluate progress of its Strategic Directions, the school regularly analyses internal and external data sources. The school uses Scout Reporting Data and internal assessment data to inform and improve teacher practice and to report back to parents on their child's progress in twice yearly reports and during parent-teacher interviews. As well as these data sources the school continually adjusts and improves its assessment practices and has created formative and summative assessment schedules which are embedded across curriculum programs. Student involvement in assessment practices is also consistent across the school ensuring students are aware of and jointly establishing success criteria and allowing reflection on their own learning and future goal setting.

### ***Student Performance Measures***

BSPS uses NAPLAN, BEST START and internal assessment data to analyse student achievements and performance. Current results indicate excellent value added results for many students in Year 5 who made high level gain over the past two years. Best Start and PLAN2 results indicate that students in K–2 are achieving a pleasing progress within literacy and numeracy.

***The results of this process indicated that in the School Excellence Framework domain of Teaching the school has been assessed as Sustaining and Growing.***

## ***Effective Classroom Practice***

Teachers regularly review, revise and refine their programs and demonstrate that learning is planned, based on revisions of previous content, assessment and reflections. Through school-wide observation process teachers are able to improve upon their teaching practice and incorporate best practice pedagogy, through collegial discussions and feedback and reflection processes. Teachers involve students in a range of formative and summative assessments to ensure students are aware of and take levels of responsibility towards their next steps in their learning.

## ***Data Skills and Use***

The 2018–2020 School Plan prioritises the use of PLAN data to track student's progress. To ensure teachers are able to use this tool consistently the school's Instructional Leader conducted professional learning on its use. The school was able to use PLAN and NAPLAN data to identify the learning needs of its students and used it to create and monitor the milestones to achieve the goals of the School Plan. The executive team regularly monitors this data and has used it to increase and adjust interventionist support in its K–2 classrooms.

## ***Collaborative Practice***

All staff regularly collaborates to improve teaching practice. This occurs through scaffolded constructive feedback in the form of classroom observations, mentoring practices and during regular faculty meetings where staff lead professional development sessions about evidence-based pedagogy to improve classroom practice and student learning. Teachers participate in shared planning days each term and weekly stage meetings to establish curriculum programs, scaffolds and strategies for differentiation across grades and consistent teacher judgment.

## ***Learning and Development***

The school has identified strengths within its staff and sets targeted goals for every individual to work towards through a Performance and Development Plan. These are jointly established with executive to support future learning and are routinely monitored and reviewed. Teachers' goals link with the priorities in The School Plan and professional development is planned to support these goals.

To support beginning teachers, the school has developed a Beginning Teachers Induction Policy and Program which details support mechanisms and assists in teachers in becoming accustomed to the teaching context and also in gaining accreditation at the proficiency level.

## ***Professional Standards***

Teachers demonstrate their understanding and implementation of curriculum requirements through programs, assessments and reporting methods and professional conduct. They are able to set goals which are part of their PDPs and the observation process which link to the high level professional standards. Beginning teachers are supported in line with professional standards to establish specific achievable goals and areas of focus.

***The results of this process indicated that in the School Excellence Framework domain of Leading the school has been assessed as Sustaining and Growing.***

## ***Leadership***

The development of leadership capacity across staff is a core focus of the School Plan and a number of shared opportunities for staff to take on responsibilities and further develop their skills are offered based on professional expertise and identified areas to develop. The school community is consulted and engaged across areas of strategic direction and also collaborated with in partnership to organise school-wide events.

## ***School Planning Implementation and Reporting***

The 2018–2020 School Plan was collaboratively developed with the school community. The community was consulted during a series of meetings which were well attended. The School Plan has had milestones created to monitor, review and progress its aims. The Plan aligns with system priorities, particularly Early Action for Success and Great Teaching Inspired Learning. The Plan's progress is regularly communicated to the school community and will be reported on in the Annual School Report.

## ***School Resources***

The school uses a range of physical, human and technologies resources to ensure curriculum requirements are fully met. A majority of classrooms are flexible learning spaces used innovatively to enhance student learning and improve outcomes towards future learning. Funding is sourced through integration submissions and SLSO staff are allocated in accordance with Learning and Support Team distributions. Community users access the school resources before and after school to best meet the school and community priorities. Financial planning is linked to strategic directions with the

school plan and milestones to support success and achievement across the school.

### ***Management Practices and Processes***

The school implements a range of opportunities for community and students to respond to current practices and processes; these include department based surveys such as Tell Them From Me, Scout reporting systems, regular community consultation and student reflection on their classroom learning. This guides further school improvement and implementation of strategies within the school milestones responsive to feedback. The school uses systematic programs such as a school app and newsletter to inform parents and strengthen engagement.

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

Responsible, creative and productive learners and citizens.

## Purpose

Learning environments are student-centred, producing self-directed learners who are engaging in opportunities to be successful emotionally, physically, academically and socially.

## Improvement Measures

- Consistent teaching strategies across K–6 to support student self-directed learning and responsibility over education.
- Gifted & Talented school procedure/program is finalised and implemented through evaluation and refinement.
- Social skills intervention program finalised and implemented for identified students.

## Overall summary of progress

- K–6 Executives meet frequently to share teaching strategies and approaches to student learning to ensure consistency across school.
- Weekly Stage meetings to facilitate collegial discussions, share professional learning and streamline communication channels
- Staff up-skilling in area of Self Organised Learning Environments (SOLE), implemented weekly in all 3–6 classrooms
- Staff up-skilling in Flexible Teaching pedagogy and these strategies implemented across whole school to support self-directed learning and student responsibility over their learning
- Development of High Potential and Gifted Committee (formerly G&T Team), made up of teachers from each stage and LST coordinator
- School identification process finalised, with added components reflecting emerging 2019 policy; High Potential and Gifted Education Policy
- Enrichment programs (Tournament of the Minds and Maths Olympiad) continue to grow in profile at BSPS for identified students
- Intensive PL with attended by number of staff and shared with all teaching staff
- Teachers trained in Bounce Back program and resources purchased. Implemented across the school within PDHPE program to support social and emotional resilience
- Peaceful Kids program implemented for targeted students to support positive psychology and social skills development, running in conjunction with Social Club to support development of positive social skills
- Peer Support program successfully introduced K–6 and sustained over 2018 and 2019, with intention to continue annually.

## Progress towards achieving improvement measures

**Process 1:** • Implementing and sustaining new programs which cater for the emotional, social, and physical needs of students (gifted & talented, social skills).

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Development of BSPS Identification Process and HP&amp;G Support guide has ensured the procedures are consistent across the school.</p> <p>Guidelines and procedures are collaboratively evaluated by all stakeholders.</p> <p>Individualised Education Plans for identified students are developed collaboratively between Classroom Teacher, LST and parents to ensure students are best supported. Appropriate enrichment programs also identified.</p> <p>Staff have engaged in professional learning sessions which outline the new procedures as well as best practice support strategies for teachers of HP&amp;G</p>	<p>Professional Learning access (\$1500)</p> <p>Time allocated for teacher observation</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$1500.00)</li></ul>

## Progress towards achieving improvement measures

students.	
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## Next Steps

- LST team actively pursue enrichment opportunities for HPG students
- Continue to foster and sustain the growing profile of comprehensive Peer Support program at BPS
- Develop consistent LST processes for identifying students who could benefit from social and emotional support programs
- Ongoing relevant and meaningful PL program for all teachers to ensure consistent approach to k-6 teaching

## Strategic Direction 2

Consistent quality teaching and learning in Literacy and Numeracy.

### Purpose

To create engaging learning environments which are all underpinned by high expectations and quality teaching practices, differentiating the Literacy and Numeracy curriculum to meet the diverse and dynamic needs of learners.

### Improvement Measures

- 75% of students are working at or above National Minimum Standard (NMS) reflected in NAPLAN (Average over 3 years)
- 75% of students experiencing expected or better growth in learning reflected in NAPLAN and school-based standardised assessments (Average over 3 years)
- All staff trained and confidently using the Literacy and Numeracy progressions to monitor student learning.

### Overall summary of progress

- In internal assessment tracking systems and school-based standardised assessments, our Literacy and Numeracy results indicate that each student grade results have steadily improved over the past three years
- External data (NAPLAN) indicates that students are experiencing growth in learning across Numeracy and Literacy
- NAPLAN data closely examined by executive and then shared with all staff.
- Formative and summative Assessment data evaluated and where appropriate, relevant and meaningful, data has informed programming and supported exec in identifying PL opportunities
- Ongoing PL regarding consistent and quality Literacy and Numeracy differentiation and programming.

### Progress towards achieving improvement measures

- Process 1:**
- Upskill staff through Professional Learning in explicit teaching strategies which align with the aspirations of the school to promote challenged, successful and engaged self-directed learners in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Upon evaluation of existing programs, targeted professional learning experiences were identified by Exec and Maths Committee for late 2019 and early 2020 in Mathematics.  Numeracy and Literacy progressions used to inform annual student reporting.  Soundwaves Spelling Program used in our community of schools, researched with intention to implement 2020.	Mathematics Professional Learning Experiences – \$3000 <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$3000.00)</li></ul>

### Next Steps

- Development of Maths PL Implementation team, to ensure that learning in scheduled Maths PL is implemented consistently across K–6 and incorporated into programming
- Intervention programs such as MiniLit/MacqLit continue to grow to support all students in achieving maximised learning outcomes
- Enrichment programs identified to extend students consistently performing above NMS
- Soundwaves spelling professional learning to be carried out early 2020 with implementation K–6 to follow

## Strategic Direction 3

A supportive and connected community.

### Purpose

To strengthen community relationships across the school, so that our students grow into confident, creative and resilient citizens.

### Improvement Measures

- Established peer support program that decreases incidences of reports of violence/bullying in think slips by 75% over 3 years.
- Established school wide systems for supporting social development of students.
- Increased involvement of local community and parents/carers support and participation in school programs.

### Overall summary of progress

- Peer Support Program successfully implemented in 2018 in Term 2 (will continue this term annually)
- Mentor/inter-grade relationships sustained through introduction of informal weekly 'Peer Picnics' throughout each year
- K-6 student feedback report greater sense of community connection through this program
- Internal data and teacher feedback indicates fewer reports of inter-grade incidents in playground
- Implementation of Bounce Back program within PDHPE supports social development of students K-6
- Establishment of Social Club and implementation of Peaceful Kids program for identified students support social development of kids K-6
- Parent volunteers invited to engage with student learning through BEAR Literacy Program, Classroom Volunteer opportunities, Ethics Program and P&C coordinated events
- Parent and community involvement and consultation in the development of new playground, to be paid for by community fundraising efforts

### Progress towards achieving improvement measures

**Process 1:** • Implement a whole school approach to empowering student leadership and mentoring, through a peer support program.

Evaluation	Funds Expended (Resources)
Timetabled opportunities for students to collaborate in peer support groups established in Term 2.  Teachers observed and students reported the establishment of stronger inter-grade relationships.	

**Process 2:** • Establish procedures for and programs to support identified students requiring social skills support.

Evaluation	Funds Expended (Resources)
Bounce Back program implemented, initially for targeted students and then implemented within PDHPE program for whole school.  LST Register where teachers can flag students requiring additional social skill support.	Bounce Back resources \$450  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$450.00)</li></ul>

**Process 3:** • Engage with parent/carers and community to establish stronger relationships between the school and the wider community.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
Funds from fete sufficiently cover costs of new playground. Scheduled to begin in early 2020.	Fundraising efforts from 2018 Fete allocated towards development of new playground.

## Next Steps

- Welfare and social tracking sheets used more consistently throughout BPS
- Development of comprehensive handover processes to support social and emotional wellbeing of all students
- Review the success and appropriateness of Social Club, Bounce Back and Peaceful Kids programs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$10,915	The development of tailored Individual Learning Plans for all students who identified as Aboriginal or Torres Strait Islander, enabled teachers to best support these students both in the classroom and playground. Teachers established and sustained positive relationships with family and relevant community stakeholders, engaging with external agencies where appropriate and necessary. The school purchases a variety of resources and materials to support these students' meet their educational outcomes and ensure their wellbeing at school.
<b>English language proficiency</b>	\$138,357	With a LBOTE population of 35%, Bourke Street Public School received staffing component of 4 days per week (FTE 0.8). Our allocation also supported the staff training, resource purchase and sustained implementation of English Intervention Programs, MiniLit and MacqLit. Through evaluation of existing resources and careful planning, Bourke Street purchased additional levelled readers as well as quality literature sets for K–6, ensuring equitable access for all. Teachers used internal assessment data to identify students who required additional language support. Through the Learning and Support Team, these students received targeted support through aforementioned programs (small group EALD intervention, MacqLit, MiniLit), as well as small group SLSO support.
<b>Low level adjustment for disability</b>	\$101,000	Bourke Street Public School received a staffing component of 3 days per week (FTE 0.6) through Learning and Support. The teacher coordinates weekly Learning and Support Team meetings, they liaise and establish relationships with external specialists to best support students and families. Additionally, this teacher submits funding applications, seeks out resources and PL experiences for classroom teachers to further support students. This teacher also provides in–class support for students and provides ongoing professional advice for teachers. The school employs additional school counsellor support when required. Bourke Street employed 5 SLSOs over the year to support students engagement in the classroom, to support best behaviour and encouraged development of positive social skills.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$81,819	The school promotes collegial collaboration, allowing for Termly planning days were Stage staff can collaboratively share, reflect and plan quality teaching programs and meaningful assessments. Additionally, stage teachers share their learning gained through engaging with professional reading, attending PL days or classroom experience in weekly stage meetings. In–line with this, staff engage

<b>Quality Teaching, Successful Students (QTSS)</b>	\$81,819	in weekly Professional Learning sessions targetting areas identified within our School Plan. Staff engage in frequent formal observation rounds, providing opportunity for all teachers to engage in professional dialogue and feedback and reflection processes. Teachers have reported that this has assisted in the improvement of their understanding and deep knowledge of student learning and effective classroom practices.
<b>Socio-economic background</b>	\$10,915	The Learning and Support Team and all classroom teachers work closely with families, carers and external agencies to ensure the well-being of all students. Professional learning opportunities were identified in line with current student needs and funds were allocated to support learning and engagement of all students. Bourke Street provided financial assistance to some families in the community for a variety of school programs including excursions, sporting events, uniform and camp.
<b>Support for beginning teachers</b>	\$47,818	All beginning teachers receive additional funding in the first two years of their career. This funding was allocated towards relieving them from face to face teaching as well as professional learning opportunities. This time was used to provide scheduled mentoring time with their supervisor, to engage in informal and formal observation of their colleagues and towards additional professional learning experiences. Targeted professional learning opportunities were actively sought out by Leadership Team for all beginning teachers. Beginning teachers are actively supported through their accreditation process by their supervisor and the allocated Accreditation Team leader.
<b>Targeted student support for refugees and new arrivals</b>	\$0	Bourke Street Public School current has no students receiving refugee or new arrival support.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	192	222	234	227
Girls	159	195	209	209

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	94.6	95.4	95.2
1	94.9	94	93.5	95.9
2	93.7	92.8	93.8	93.3
3	95.8	94.9	93.7	93.7
4	93.5	94.3	92.9	94
5	92.8	92.9	94.3	94.7
6	91.2	94.4	92.8	94.6
All Years	94.2	93.9	93.8	94.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.3
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	3.07

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

All staff are involved in significant amounts of ongoing professional learning throughout the year to support individual and whole school directions.

Staff participated in professional learning experiences surround Literacy, Numeracy, Syllabus Implementation, Quality Teaching and Effective Feedback. Three teachers in their first permanent or temporary appointment received targeted funds to support their professional learning over the twelve month period. All staff undertook classroom lesson observations as part of the Performance and Development Plan process. As part of the NSW Educational Standards Authority (NESA) requirements in order to maintain proficient teacher accreditation, teachers are required to complete a minimum of 100 hours of professional learning over a 5 year period.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	634,369
<b>Revenue</b>	4,215,920
Appropriation	3,849,797
Grants and contributions	358,046
Investment income	7,677
Other revenue	400
<b>Expenses</b>	-4,019,575
Employee related	-3,418,290
Operating expenses	-601,285
<b>Surplus / deficit for the year</b>	196,345

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 school's finances are managed by a finance committee comprising the Principal, School Executive and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income and expenditure are monitored on a regular basis by the Principal and School Administrative Manager. The school is moving towards managing the operational budget through Stage program budgets. These budgets are monitored using state wide and local internal orders. Funds carried over into the 2018 financial year have been committed to the three strategic directions and supporting strategies outlined in the 2018–2020 school plan. Funds have also been committed to some high cost initiatives in the area of minor capital works and maintenance

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	116,584
<b>Equity Total</b>	250,305
Equity - Aboriginal	8,930
Equity - Socio-economic	10,177
Equity - Language	130,348
Equity - Disability	100,850
<b>Base Total</b>	3,040,740
Base - Per Capita	103,945
Base - Location	0
Base - Other	2,936,795
<b>Other Total</b>	347,401
<b>Grand Total</b>	3,755,031

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.

## 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

### Literacy

Bourke Street's 2019 NAPLAN results were strong once again this year. Across all Literacy domains, there was a significant growth of the student population receiving results in Bands 6, 7, 8 and 9. Both Year 3 and Year 5 data shows our students performed above state averages in Reading, Writing, Spelling and Grammar & Punctuation and was similar to or above Statistically Similar Schools in each domain. In Year 5, majority of students achieved growth which was At or Above Expected Growth across all Literacy domains. Our average NAPLAN growth across Literacy Domains has exceeded State and SSSG Averages, as has our growth of Students At or Above Expected Growth.

### Numeracy

The school's 2019 NAPLAN Numeracy results were also strong. In Year 3, our students performed above Statistically Similar Schools and well above the state averages. In Year 5, our students performed lower than Statistically Similar Schools and significantly above state averages. We have analysed this data and, as reflected in our School Plan, have made Mathematics a focus area. In Year 5, majority of students achieved growth which was At or Above Expected Growth within Numeracy. Our average NAPLAN growth in Numeracy has exceeded State and SSSG Averages, as has our growth of Students At or Above Expected Growth.

## 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 surveys have reports detailing participant's responses and are available for interested parents. A snapshot of responses from each data set is presented below.

### 2019 Tell Them From Me – Parent Survey

Parent and caregivers of students were invited to provide feedback to the school based on four domains: the school environment, communication, learning and behaviour.

Approximately 65 parents provided responses to the survey.

The key findings from the survey include:

- 87% of parents stated they feel welcome at Bourke Street Public School
- 86% of parents indicated they feel informed about their child's behaviour and progress
- 87% of parents agreed the school supports student learning
- 95% of parents agreed that Bourke Street Public School supports positive behaviours
- 92% of parents stated their child feels safe at school and behaviour issues are dealt with in a timely manner

### 2019 Tell Them From Me – Student Survey

Two surveys were conducted in 2019. Student from Years 4, 5 and 6 completed the online survey in Term 1 and again in Term 4. The surveys measured 20 indicators based on the most recent research on school and classroom effectiveness. The following snapshots highlight data from 145 students in Years 4–6 that participated in the survey.

The key findings from the survey include:

- 94% of students have friends at school they can trust and who encourage them to make positive choices
- 88% of students believe that schooling is useful in their everyday life and will have a strong bearing in the future
- 87% of students are interested and motivated in their learning
- 85% of students try hard to succeed in their learning
- 83% of students feel teachers are responsive to their needs and encourage independence with a democratic approach
- 82% of students feel school staff emphasises academic skills and hold high expectation for all students to succeed.

### 2019 Tell Them From Me – Teacher Survey

24 teacher completed the survey. Here are their findings:

- 87% of teachers stated that the school leadership had taken time to observe teachers and provided useful feedback, which improved their teaching and provided guidance for monitoring student progress
- 88% of teachers agreed Bourke Street Public School is a collaborative environment promoting collegial conversations and the sharing of teaching strategies, ideas and resources that improve student learning
- 82% of teachers stated the school sets high expectations for student learning and promotes students fully engaged in class activities
- 88% of teachers agreed formal assessments tasks help student set challenging goals
- 93% of teachers use strategies to engage parents in their child's learning
- 83% of teachers regularly use data from formal assessment tasks to decide whether a concept should be taught another way

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

