

# 2020 Annual Report

## Bourke High School



8355

# Introduction

The Annual Report for 2020 is provided to the community of Bourke High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Bourke High School  
34 Tarcoon St  
Bourke, 2840  
[www.bourke-h.schools.nsw.edu.au](http://www.bourke-h.schools.nsw.edu.au)  
[bourke-h.school@det.nsw.edu.au](mailto:bourke-h.school@det.nsw.edu.au)  
6872 2560

## Message from the principal

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This year has certainly been one to remember for Bourke High School. The outbreak of COVID affected all of us with the students and staff of BHS being no exception. While we were unable to do many things we would normally have enjoyed such as carnivals, excursions (to Papua New Guinea), sports and assemblies we were still able to continue our focus on education for each of our students. If anything, the remote learning period and subsequent lack of external disruptions actually served to strengthen our priority of knowing our students and how they learn and seeking to ensure that every student improves every year.

The work of our Senior Leader Community Engagement, Joan Dickson has once again proven to be a huge asset for all staff, students and members of the wider Bourke High School community. Not even a global pandemic could stop Joan from her tireless work in our school community. In this I would also like to acknowledge the ongoing work of our AECG President Maxine Mackay and members of the AECG and Local School Reference Group who continued to support Bourke High School throughout 2020.

I would like to acknowledge the efforts of our outgoing school captains for 2020. Lekeisha Orcher and Charli Ibbotson were two students who probably noticed the disruptions of 2020 more than most due to them not being able to fulfil many of the traditional duties of a school captain. They did, however, consistently model the values of Bourke High School and did a fine job of upholding the office of school captain.

From a staffing perspective I would like to say thankyou and farewell to Miss Nicci Riley. Miss Riley has been our Deputy Principal Transitions across BPS and BHS and has done a very thorough job in addressing some of the areas for improvement in our middle school transition as well as working towards greater outcomes for our students in their post school pathways. I would also like to thank Arthur Jenkins for his time at Bourke High School. Mr Jenkins has been with us for a number of years now and has enjoyed a positive rapport with our students. We wish him all the best with the next stage of his career or the first stage of his retirement, whichever comes first. We have also welcomed some new staff to Bourke High School who have had an immediately positive impact. Barbara McGuigan has done some wonderful things to establish the library as an open, warm and positive space at Bourke High School. Clayton Moriceau has jumped straight into our Our Place class where he is busy getting to know the students and doing some great work. June Bokody brings invaluable experience to our school executive in her role as Head Teacher Support. Her knowledge, work ethic and advocacy for our students have made an immediate impact both in support classes and across the whole school. One of the highlights of 2020 from my perspective has been the ongoing work of Instructional Leader Trudy Rodwell in working with all staff to build their capacity in addressing the individual learning needs of all students. Through her efforts I have witnessed considerable growth in a number of staff which is resulting in improved practice and will only lead to student improvement.

Our outgoing class of Year 12 2020 were another group who were very disrupted by COVID. However, throughout the year there were many examples of these students being able to block out the distractions and remain focused on their goals which is a credit to themselves and their families. Lekeisha Orcher had already moved away to Sydney for employment before sitting her HSC exams and remains focused on her admirable two year plan of becoming a police officer. Charli Ibbotson is eagerly waiting for University offers to come out where she is hoping to begin her training as a

primary school teacher. Denzel Jackson has begun work as a mechanic at Bourke Shire Council, Sophie Matthews is working as an SLSO on the BHS farm and Jemmah Knight is also employed as an SLSO at St. Ignatius and I am told they are all doing very well. Overall, Year 12 2020 were a cohort that I will remember as one that had to overcome more than their fair share of hurdles in order to reach their goals and for that I am extremely proud of each and every one of them.

This year has seen a lot of physical improvements to Bourke High School. We acquired two new demountable classrooms for our support classes and also moved the Our Place class into our Agriculture area of the school so the students could work closely with our stock and crops. All of our classrooms and learning spaces were upgraded this year with new student furniture, new blinds and new interactive panels for teacher and student use. We also purchased a number of new technology resources with student chromebooks, laptops and iPads all adding to the technology available for student use. We have also dedicated one of our rooms specifically for STEM subjects where new resources are continually being ordered to enhance the space. We are almost at completion of two new major refurbishments in the school library and the old science lab. The school library will be decked out with all new furniture in what will become an engaging and welcoming space for all students. Similarly the old science lab is set to become a large future-focused learning hub for our incoming year 7 students with all new furniture and resources. When you add to this the cultural seasons mural in Quad 1 and all the work being done in the farm and around the school by our Agriculture students it all amounts to some fantastic changes to how Bourke High School now looks and feels.

Thankyou to all of our students for applying yourselves to your studies this year, to the teachers who continue to work for our students and to all the parents, carers and community members who support Bourke High School. It is only through working together that we can achieve anything for our students.

## School vision

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

## School context

Bourke High School (BHS) serves a small isolated community in the far north west of NSW. Bourke township is situated on traditional Aboriginal land on the banks of the Darling River and comprises approximately 2000 people living in hot, isolated, dry and flat surroundings. The school's student population is approximately 150, of whom 69% identify as being Aboriginal. Bourke High School became a Connected Communities strategy school, one of fifteen in NSW, in 2013. Successful implementation of this strategy is dependent on: effective leadership, good governance and genuine community partnerships. Key features include: cultural awareness (Connecting to Country) delivered locally for all staff, teaching Aboriginal language and culture, the appointment of an additional school executive position i.e. Senior Leader Community Engagement, early years focus through to further learning and employment, personalised learning programs for all students, the school as a hub for service delivery, early intervention and prevention focus, partnership and co-leadership with the Aboriginal Community, and partnerships with a University and TAFE Western.

## Self-assessment and school achievement

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Quality Learning

#### Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to continually improve literacy and numeracy skills and develop strong identities as life-long learners.

Quality learning experiences, along with positive, respectful and caring relationships will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and cultural wellbeing of students.

#### Improvement Measures

All students complete and show improvement in NESAs Critical Thinking Skills Test.

Students report an increase in positive wellbeing

100% of students have current, reviewed and collaboratively designed Personalised Learning Plans.

Increased proportion of all students achieving expected or above growth in literacy and numeracy.

#### Overall summary of progress

The ongoing work of our Instructional Leader led progress in this area. While our ability to track student wellbeing was impacted by COVID we did source a new partnership with Forge in this area which will continue into 2021.

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing

Develop and embed a wellbeing curriculum scope and sequence.

Evaluation	Funds Expended (Resources)
<p>This was placed on hold until 2021 due to conflicting processes and needs at the end of 2020.</p> <ol style="list-style-type: none"><li>1. When is the annual report due in T1, 2021?</li><li>2. Create a timeline to evaluate the information in TTFM (Comparison between 2018 - 2020).</li><li>3. W4E Team to assess ways in which to add language from the Wellbeing Framework and integrate it into programming at BHS.</li><li>4. Who will write the Report for the ASR 2021?</li></ol>	<p>DP Wellbeing - \$167335.20</p> <p>W4E Team - \$2686.01</p>

##### Process 2: Personalised Learning

Identify learning goals in PLPs which inform programming and teachers know their students.

Evaluation	Funds Expended (Resources)
<p>The TTFM results showed that students did feel a sense of belong at BHS. Further evaluation is required in 2021 to gain a deeper understanding of the needs of the students and how to help them gain further knowledge of what job opportunities are available to them after they finish school.</p> <ol style="list-style-type: none"><li>1. Who will evaluate the TTFM survey results?</li></ol>	<p>Classroom Teachers - \$2277732.40</p> <p>Head Teachers - \$716601.40</p> <p>Career's Adviser - \$87506.86</p> <p>Year Advisers - \$10046.00</p>

## Progress towards achieving improvement measures

2. What has had the biggest impact in relation to student post school options and their understanding of jobs that are available for them once they leave school?

Girls Supervisor - \$2521.00

3. Have students set personal goals that inspire them to engage in school and set personal goals for after school opportunities?

### Process 3: Skills for Lifelong Learning

Develop students' skills in literacy and numeracy.

Build skills of critical and creative thinking, problem solving and collaboration.

Evaluation	Funds Expended (Resources)
Due to Covid-19 NAPLAN did not run in 2020.	DPs

## Strategic Direction 2

### Quality Teaching

#### Purpose

To collaboratively build teacher capacity, where teaching and learning is informed by research based pedagogy and data analysis. Teachers will differentiate teaching and learning to authentically adjust learning to allow all students to be challenged and make progress.

#### Improvement Measures

Increased evidence of research based pedagogy and data use in differentiated teaching and learning programs

All students demonstrate growth across all key learning areas.

#### Progress towards achieving improvement measures

##### Process 1: Research based pedagogy

Collaboratively draw on current research and implement action research to develop and implement quality professional learning and reflect on its effectiveness.

Evaluation	Funds Expended (Resources)
<p>Staff have implemented some strategies with the support of the Instructional Leader, as well as the Good Better Best project this term, however this has been inconsistent. Head Teachers have reported inconsistent uptake across their faculties, suggesting a need to push this further at the Head Teacher/faculty level and to build capacity within those teams to drive educational change.</p> <p>Observations and other collegial sharing activities are occurring but only at the minimum level required by the Department in most cases. Staff are still developing those collegial relationships and the resilience required to engage in robust discussion about educational practices. Staff Wellbeing will continue to be a priority for the next year, with a focus on building those professional relationships and critical conversation skills.</p>	<p>Deputy Principal - Instructional Leader - \$167335.20</p>

##### Process 2: Differentiation

Develop capacity of teachers to differentiate learning to meet the needs of all students putting in place authentic adjustments.

Evaluation	Funds Expended (Resources)
<p>Senior Executive identified a need for further professional development and support for teachers in the areas of programming and registration. This will be an area of renewed focus in 2021. SLSO's were upskilled in some areas throughout the Covid period, enabling them to complete some additional professional development. More targeted SLSO professional development will be offered in the next year.</p> <p>LST processes were refined considerably, but the majority of the focus remained on Behaviour Management Planning and student wellbeing rather than differentiated practice and supporting students with additional learning needs (in terms of planning lessons and learning activities).</p>	<p>SLSO's - School Learning Support Officers - \$465093.38</p>

##### Process 3: Data use

Identify appropriate data sources and work collaboratively to analyse this data, implementing findings to improve teaching practices.

**Progress towards achieving improvement measures**

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>This area was heavily affected by COVID with a number of changes being made to both internal and external assessments. This limited number of academic data sources impacted staff ability for authentic and rigorous data analysis.</p>	

## Strategic Direction 3

### Connecting Across Communities

#### Purpose

To build strong partnerships within and across our community to enable our students and their families access to services, opportunities to authentically connect with school and to articulate their aspirations in planning for their future success.

#### Improvement Measures

100% of students have a collaboratively developed plan that articulates their aspirations, outlining their pathway to success.

Increased family participation in school community activities.

Increased proportion of programs that are supportive and evidence-based.

#### Overall summary of progress

Our progress measures were altered by COVID. With restrictions on traditional parent and community engagement events such as parent teacher interviews, NAIDOC celebrations or assemblies we had to change the way we engaged with our community.

#### Progress towards achieving improvement measures

##### Process 1: Organisational Partnerships

Strengthen ongoing links with partner organisations including BPS in order to embed the 'schools as community hubs' principle in line with Connected Communities key deliverables.

Evaluation	Funds Expended (Resources)
1. Are student needs being met more effectively and communicated via BHS LST meetings as a result of interagency meetings? Are we on track against 5-8 transition matrix steps? 2. Meeting minutes. Survey data. BAEPS data points.	1. Surveys - No cost

##### Process 2: Authentic Projects

Investigate and implement community projects to facilitate greater authentic community involvement.

Evaluation	Funds Expended (Resources)
No cost	

##### Process 3: Aspirational Thinking

Develop and implement a planned whole school approach to strengthen aspirations for learning and achievement for all students including post-school transition.

Evaluation	Funds Expended (Resources)
1. Have post-school outcomes become easier to track and are our responses to student career aspirations becoming more purposeful and reflective of their needs? 2. BAEPS data tracking points.	Deputy Principal - Transition - \$83667.60

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Clontarf Academy \$58,750 Girls Academy \$40,000	Bourke High School Clontarf Academy remains an important tool for engagement and retention of many of our male Aboriginal students. Similarly, our ongoing commitment in funding a Bourke High School Girls Academy continues to be a valuable addition. A number of our engagement and cultural activities were heavily impacted by COVID throughout the year.
<b>Low level adjustment for disability</b>	Staffing 0.8 Flexible \$292,549	We continue to employ a 0.8 Learning and Support Teacher in order to assist staff in meeting the learning needs of all students. We did not spend the same proportion of funds on student assistance in 2020 due to a significantly reduced number of excursions and activities as a result of COVID.
<b>Socio-economic background</b>	Staffing 0.5 Flexible \$ 292,549	These funds are used to employ additional teaching staff and support staff above establishment.
<b>Support for beginning teachers</b>	\$14,481	These funds have rolled over into 2021 due to the impacts of COVID upon Professional Learning for beginning teachers.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	71	81	91	82
Girls	72	68	62	66

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	81.4	73.3	75.4	81.8
8	83.4	70.1	63.8	53.9
9	78.2	80.5	68.7	61.4
10	81.9	77.4	70.6	67.8
11	74.9	57.6	67.8	64.6
12	68.7	74.9	72.9	71.4
All Years	78.9	72.2	69.9	67.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	15
Employment	0	14	46
TAFE entry	0	0	8
University Entry	0	0	8
Other	11	14	8
Unknown	0	0	15

## Year 12 students undertaking vocational or trade training

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93.33% of Year 12 students at Bourke High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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76.9% of all Year 12 students at Bourke High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	14.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.38
Other Positions	1

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	2,504,801
<b>Revenue</b>	6,245,441
Appropriation	6,208,179
Sale of Goods and Services	7,190
Grants and contributions	28,937
Investment income	1,135
<b>Expenses</b>	-6,087,143
Employee related	-4,471,937
Operating expenses	-1,615,206
<b>Surplus / deficit for the year</b>	158,298
<b>Closing Balance</b>	2,663,099

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.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	120,649
<b>Equity Total</b>	939,591
Equity - Aboriginal	465,895
Equity - Socio-economic	347,241
Equity - Language	400
Equity - Disability	126,054
<b>Base Total</b>	3,614,686
Base - Per Capita	40,106
Base - Location	97,897
Base - Other	3,476,683
<b>Other Total</b>	599,433
<b>Grand Total</b>	5,274,358

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

## Parent/caregiver, student, teacher satisfaction

We were unable to complete our 'Tell Them From Me' parent survey due to COVID. Our teachers completed a 'Focus on Learning' survey. The Focus on Learning Survey is a self-evaluation tool for teachers and schools. which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. This report provides results based on data from 13 respondents in this school who completed the Teacher Survey between 21 Oct 2020 and 23 Oct 2020.

### Leadership

School Mean (NSW Govt Norm) 5.3 (7.1)

School leaders have helped me establish challenging and visible learning goals for students. 5.7

School leaders have helped me create new learning opportunities for students. 4.5

School leaders have provided me with useful feedback about my teaching. 5.2

School leaders have helped me improve my teaching. 6.0

School leaders have provided guidance for monitoring student progress. 5.8

I work with school leaders to create a safe and orderly school environment. 5.0

School leaders have taken time to observe my teaching. 5.4

School leaders have supported me during stressful times. 6.0

### Collaboration

School Mean (NSW Govt Norm) 6.3 (7.8)

I work with other teachers in developing cross-curricular or common learning opportunities. 6.1

Teachers have given me helpful feedback about my teaching. 5.9

I talk with other teachers about strategies that increase student engagement. 7.9

Other teachers have shared their learning goals for students with me. 5.2

Teachers in our school share their lesson plans and other materials with me. 4.8

I discuss my assessment strategies with other teachers. 6.9

I discuss learning problems of particular students with other teachers. 8.1

I discuss my learning goals with other teachers. 7.9

### Learning Culture

School Mean (NSW Govt Norm) 7.2 (8.0)

I give students written feedback on their work. 7.5

I talk with students about the barriers to learning. 7.3 In most of my classes I discuss the learning goals for the lesson. 7.5

Students become fully engaged in class activities. 4.8

I monitor the progress of individual students. 8.1

I am effective in working with students who have behavioural problems. 6.9

I set high expectations for student learning. 8.3

Students find class lessons relevant to their own experiences. 6.9

#### Data Informs Practice

School Mean (NSW Govt Norm) 6.8 (7.8)

My assessments help me understand where students are having difficulty. 7.1

I use formal assessment tasks to help students set challenging goals. 7.0

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 6.3

I use formal assessment tasks to discuss with students where common mistakes are made. 7.3

When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve. 7.3

I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 5.6

I use results from formal assessment tasks to inform my lesson planning. 7.5

I give students feedback on how to improve their performance on formal assessment tasks. 7.7

#### Teaching Strategies

School Mean (NSW Govt Norm) 7.1 (7.9)

I help students set challenging learning goals. 7.0

When I present a new concept I try to link it to previously mastered skills and knowledge. 7.5

Students receive written feedback on their work at least once every week. 5.2

I can easily identify unproductive learning strategies. 7.5

My students are very clear about what they are expected to learn. 7.5

I use two or more teaching strategies in most class periods. 8.3

Students receive feedback on their work that brings them closer to achieving their goals. 7.7

I discuss with students ways of seeking help that will increase learning. 7.5

#### Technology

School Mean (NSW Govt Norm) 6.7 (6.7)

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 7.9

I use computers or other interactive technology to give students immediate feedback on their learning. 6.2

Students use computers or other interactive technology to track progress towards their goals. 4.0

I help students set goals for learning new technological skills. 6.3

Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. 7.1

I help students use computers or other interactive technology to undertake research. 7.9

I help students to overcome personal barriers to using interactive technology. 6.9

I work with students to identify a challenging learning goal relevant to the use of interactive technology. 7.1

#### Inclusive School

School Mean (NSW Govt Norm) 8.1 (8.2)

I am regularly available to help students with special learning needs. 8.4

I strive to understand the learning needs of students with special learning needs. 8.2

I establish clear expectations for classroom behaviour. 8.5

I help low-performing students plan their assignments. 7.3

I make sure that students with special learning needs receive meaningful feedback on their work. 7.9

I make an effort to include students with special learning needs in class activities. 8.6

I use individual education plans to set goals for students with special learning needs. 7.1

I create opportunities for success for students who are learning at a slower pace. 8.1

Parent Involvement

School Mean (NSW Govt Norm) 5.5 (6.8)

I work with parents to help solve problems interfering with their child's progress. 6.4

I share students' learning goals with their parents. 5.7 I use strategies to engage parents in their child's learning. 5.0

I ask parents to review and comment on students' work. 3.8

I am in regular contact with the parents of students with special learning needs. 5.4

Parents understand the expectations for students in my class. 5.2

I make an effort to involve parents and other community members in creating learning opportunities. 5.6

Parents are regularly informed about their child's progress. 5.4

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.