

2021 Annual Report

Bourke Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

Bourke Public School values excellence, promotes a culture of high expectations and supports continuous improvement in all learners. Students develop the skills to become resilient, respectful learners in a school community where success is celebrated. Our school fosters a safe, inclusive learning environment in which respect and valuing each student's unique qualities is of paramount importance. Our work is underpinned by our commitment to being a positive, responsive school and authentic engagement with all stakeholders which reflects community aspirations and priorities.

School context

Bourke Public School serves a small isolated community in the far north west of NSW. The Bourke township is located on the banks of the Darling river on traditional Aboriginal land. The school's population is approximately 175, of whom 80% identify as being Aboriginal. Bourke Public School became a Connected Communities strategy school in 2013. Successful implementation of this strategy is dependent upon effective leadership, sound 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 - Senior Leader Community Engagement, an early years focus through to further learning and employment, personalised learning programs for all students, positioning the school as a hub for service delivery, early intervention and prevention focus, partnership and co-leadership with the Aboriginal community through the School Reference Group and partnerships with universities and TAFE Western.

The school is very well resourced and has an ongoing focus on improving the physical facilities and access to a variety of technologies.

The highly regarded Early Years Transition Centre excels at delivering foundational skills, and early identification of student learning needs which results in effective transition to Kindergarten and a successful start at school for our students.

The school partners with external agencies including Birrang and Interrelate to provide wellbeing opportunities for students and their families.

Professional Learning strengthens staff knowledge and understanding of evidence based pedagogy creating a culture of continuous improvement. All staff will use evidence informed strategies and embedded evaluative practices to meet the learning needs of all students.

The situational analysis highlighted the need to focus on academic success, connection to culture and self efficacy for our Aboriginal students. It also identified the need to provide development for teachers in data analysis and use in planning, curriculum provision and differentiation, whole school assessment and monitoring along with a consistent focus on whole school improvement through the authentic implementation of the school plan.

The school is committed to promoting a culture of high expectations where learning is valued throughout the school community. Our teaching and learning programs offer opportunities to support our students to obtain grade appropriate outcomes, as well as providing enrichment for students working beyond, so that all students achieve growth and school success. Attendance is paramount in ensuring academic success and will be a focus for the school community.

The school has collaborative systems that implement, monitor and evaluate processes and practices to ensure high levels of accountability.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for success. We will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Students become resilient and confident lifelong learners who are aware of their own progress.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Explicit Teaching of Literacy and Numeracy
- Excellence in Aboriginal Education
- Attendance

Resources allocated to this strategic direction

Early Action for Success (EAfS): \$171,513.00

QTSS release: \$42,268.00

Aboriginal background: \$114,000.00

Literacy and numeracy: \$7,000.00

Literacy and numeracy intervention: \$35,317.00

Socio-economic background: \$63,635.00

Per capita: \$46,532.00

English language proficiency: \$5,473.00

Professional learning: \$19,136.00

Low level adjustment for disability: \$134,541.00

School support allocation (principal support): \$13,604.00

Summary of progress

In Strategic Direction 1, our focus for 2021 was on quality explicit teaching practices, and the engagement of Aboriginal students in their learning to improve attendance and educational outcomes across all subject areas.

Staff engaged in a range of professional learning to improve their teaching of literacy and numeracy. This included Phonological Awareness and Additive Thinking Strategies across K-6. The introduction of the phonics programs across K-2 has provided a process for reflection on teaching practice and student learning. Through the establishment of the interventionist teacher and additional tutors, support has been provided for both students at risk and those who require enrichment and extension.

A range of internal and external assessments have been utilised to identify students' strengths and areas for support. The executive staff and the Instructional Leader have supported teachers in the development of their knowledge and understanding of using student data to inform their teaching practice.

Covid 19 restrictions have, however, impacted on teacher learning being transferred into classroom practice. Structures and processes to embed the implementation of evidence based teaching practices, supported by comprehensive professional learning will continue to be a focus in for school improvement.

Although Attendance incentives and celebrations have been introduced, learning from home has negatively impacted on some students' attendance. A focus on continuing to improve attendance will remain a priority in 2022.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<p>Expected Growth:</p> <p>Reading;</p> <ul style="list-style-type: none"> • A minimum growth of 8% of students in Years 3 & 5 achieving expected growth in Reading. <p>Numeracy;</p> <ul style="list-style-type: none"> • A minimum growth of 4.5% of students in Years 3 & 5 achieving expected growth in Numeracy. 	<ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN Reading has increased by 0.5%. • The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy has decreased by 0.5%. • This indicates that progress towards this target is yet to be seen.
<p>Excellence in Aboriginal Education;</p> <ul style="list-style-type: none"> • At least 9% increase of students in the top 3 bands of NAPLAN in Reading. • At least 7.5% increase of students in the top 3 bands of NAPLAN in Numeracy. 	<ul style="list-style-type: none"> • 13.89% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound target. • 5.7% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward the lower bound target.
<p>Attendance;</p> <ul style="list-style-type: none"> • A growth of 2% of students achieving 90% attendance or more. 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has remained stable when compared to 2020 data.
<p>Consolidate 'Delivering' and work towards 'Sustaining and Growing' in "Student performance measures" and "Curriculum" as measured in the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of Student Performance Measures. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Curriculum.
<p>Proportion of Students in the top 2 bands (or above):</p> <ul style="list-style-type: none"> • At least 1.1% increase of Years 3 & 5 students achieving in the top 2 bands in Reading.. • At least 3.5% increase of Years 3 & 5 students achieve in the top 2 bands in Numeracy. 	<ul style="list-style-type: none"> • 2.38% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target. • No students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.

Strategic Direction 2: Continuous improvement through high expectations and best practice.

Purpose

Establish and promote a culture of high expectations throughout the school and community. Build teacher's knowledge and understanding of best practice through targeted Professional Learning that ensures continuous improvement. Quality wellbeing services and practices will be embedded to support students in achieving aspirational academic goals.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Continuous improvement through best practice
- Wellbeing Practices and Processes
- Partners in Learning

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Location: \$74,162.00

Aboriginal background: \$180,000.00

Low level adjustment for disability: \$62,873.00

Socio-economic background: \$30,000.00

Summary of progress

The school engaged in various activities to work towards continuous improvement through best practice via targeted differentiated Professional Learning to create a culture of continuous improvement leading to systematic and explicit lessons in all key learning areas. The establishment of a Data team to oversee the collection and analysis of data pertaining to all aspects of school improvement including; teaching, learning and administrative processes and procedures remains a focus for 2022, as does the development of a consistent whole school framework for the collection and effective use of data.

As part of Wellbeing Practices and Processes initiative, wellbeing practices were developed to engage students and support them to achieve academic success. These included ensuring that the expectations of Positive Behaviour for Learning were explicitly and consistently taught and applied across the school to ensure optimum conditions for student learning., the streamlining of wellbeing processes and structures to support individualised Learning and Support interventions and the establishment of additional supports for students in the areas of mental health, speech and occupational therapy via the employment of a mental health worker, engagement of a speech pathologist and hosting final year Occupational Therapy students from the university of Newcastle. The identification of students for targeted and specific interventions such as checking in and out each day with a trusted adult was also a focus of the school's differentiated wellbeing programs.

The Partners in Learning initiative was heavily impacted by COVID as community collaboration and partnerships with external agencies were severely hindered by COVID restrictions and periods of learning from home. This will continue to be a major focus for the school in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achieving 'Delivering' or 'Sustaining and Growing' in "Data skills and use" and "School planning, implementation and monitoring" as measured in the School Excellence Framework	Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the elements of "Data skills and use" and "School planning, implementation and monitoring" indicating progress towards the target is yet to be achieved.
Wellbeing; • At least a 2% increase of students	• Tell Them From Me data indicates 76% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of

reporting advocacy, belonging and high expectations as measured in the Tell Them From Me survey.	belonging at school).
Consolidate 'Delivering' in "Assessment" as measured in the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the majority of themes in the element of Assessment.

Strategic Direction 3: Maximise student engagement through collaboration and accountability.

Purpose

Collaboration connects all staff to their colleagues, external agencies and the community. A collaborative approach with high levels of accountability will be implemented to develop innovative programs and practices that ensure high levels of student engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration and Accountability
- Student Engagement

Resources allocated to this strategic direction

Socio-economic background: \$339,487.00

Professional learning: \$5,000.00

Location: \$40,000.00

Aboriginal background: \$165,358.00

Integration funding support: \$118,264.00

Summary of progress

Bourke Public School has initiated strategies to support the development of Accountability, Collaboration and Student Engagement across the school.

This year to improve in the element of 'Instructional Leadership' the school has funded additional full time teaching positions to provide support for each Stage Leader to guide professional discussion around data, consistent teacher judgement and the teaching and learning cycle. This has allowed for personalised professional learning and differentiated discussions based on Stage needs and data. High-performing teachers were identified to provide colleague to colleague demonstration lessons and support professional learning, however, this was hampered by the impact of COVID restrictions and Learning from Home. Further collegial support and sharing of experience is recommended for 2022 to ensure consistent teacher judgement and the building of leadership skills.

The school reviewed programs to improve student outcomes in line with the situational analysis from 2021. Literacy in particular has been adjusted based on current research. Further support to continue to refine skills and for new staff will be required. The school also provided more opportunities for collaborative practice through allocated staff meetings and collaborative sessions. Stage meetings were planned as collaboration meetings to plan for teaching and learning and to concentrate on consistent teacher judgement and assessment. Implications for 2022 include regular formalised collaboration opportunities to support understanding of Professional Learning, sharing of expertise and CTJ. A focus for 2022 will be the establishment of an 'Implementation team' to work alongside the executive team and oversee data analysis, professional learning, curriculum and management plan for the whole school. This has benefits in strengthening accountability and curriculum practices within the school.

With the aim to strengthen 'A Planned approach to Wellbeing' the school has continued to provide students with engaging opportunities such as lunchtime groups and dance groups and social skills groups run by the in-house mental health worker. The school has continued a tiered approach to providing wellbeing support to students and allocating students to relevant programs.

To improve Aboriginal students' connection to their culture and sense of identity the school's Aboriginal Education Officer (AEO) and Senior Leader Community Engagement (SLCE) have worked across the school to implement local language and culture experiences, including cultural group and dance activities, supporting the development of annual events such as NAIDOC and Reconciliation Week and building strong and ongoing relationships with the community and parents whenever possible. Further enhancement to Language and Culture lessons will remain a focus in 2022, along with maintaining and improving relationships with parents and the broader community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A 10% increase in Aboriginal students feeling connected to their culture at school from the Tell Them From Me surveys.	Evaluation of Tell From Me Surveys showed that 78% of Aboriginal students surveyed stated that they feel good about their culture and connection.
Achieving and consolidating 'Delivering' in "Educational Leadership" as measured in the Schools Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the majority of the themes in the element of Educational Leadership.
Achieving and consolidating 'Delivering' in "Learning Culture" as measured in the Schools Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning Culture.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$118,264.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bourke Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: the differentiated learning needs of students has been met and connection with community and families has helped students connect, thrive and succeed.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to accurately assess student growth academically, socially and emotionally in order to more effectively cater to their specific needs. We will establish a two way feedback process to identify the impact of support staff and their work with the classroom teachers.</p>
<p>Socio-economic background</p> <p>\$433,122.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bourke Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Explicit Teaching of Literacy and Numeracy • Attendance • Wellbeing Practices and Processes • Partners in Learning • Collaboration and Accountability • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement attendance, vocab, phonics and wellbeing programs to support identified students with additional needs • employment of additional staff to support attendance, vocab, phonics and wellbeing programs program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • funding for Fruito and breakfast club <p>The allocation of this funding has resulted in: the provision of fresh fruit to all students at 10 am each day which provides a healthy snack while students recharge for the next period. Breakfast is managed by the Senior Leader Community Engagement and School Learning Support Officers to provide a light breakfast for students who did not eat before school. Many students attended Breakfast Club for a 'second breakfast'. Additional engagement excursions were run throughout the year. Improved wellbeing program via school wide implementation of PBL. Improved staff understanding and implementation of What Works Best in Practice. Attendance and engagement also saw improvement.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$433,122.00</p>	<p>funding will be: the continuation of Fruito and Breakfast Club programs . SLCE and AEOs will take a more proactive role in classrooms to ensure students are settled and ready to learn at the beginning of the day and after each break. Continued focus on attendance and PBL to further improve wellbeing and engagement.</p>
<p>Aboriginal background</p> <p>\$459,358.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bourke Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement • Wellbeing Practices and Processes • Quality Explicit Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • community consultation and engagement to support the development of cultural competency • fully funded provision of breakfast and fruit for all students. <p>The allocation of this funding has resulted in: each primary classroom has an Aboriginal School Learning Support Officer attached to it. Additional SLSO staff employed to support student learning via Speech and Language program. Youth Outreach Worker employed fulltime to support counselling and psychologist services within the school. Fruito provides all students with fruit at 10 am each day, with the fruit supplied by the school. SLCE and Aboriginal Education Officer work with students to support cultural engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing a way of assessing the impact of SLSOs on student engagement and growth. We will strengthen the collaboration between teachers and SLSOs so that there is genuine partnership that benefits students.</p>
<p>English language proficiency</p> <p>\$5,473.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bourke Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Explicit Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: the provision of in-class support for students as part of differentiation initiatives and some additional teacher time to develop programs and resources to support students.</p>

<p>English language proficiency</p> <p>\$5,473.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continued provision of in-class support and resource development.</p>
<p>Low level adjustment for disability</p> <p>\$197,414.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bourke Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Aboriginal Education • Wellbeing Practices and Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO to improve the development of students by implementing a speech program developed by a speech pathologist along with facilitating tele health speech sessions. • targeted students are provided with evidence-based interventions by Learning and Support teachers along with the EAfS Instructional Leader to increase learning outcomes • employment of additional 1.0FTE LaST to support Literacy and Numeracy <p>The allocation of this funding has resulted in: An early intervention speech program. This was implemented in K-6, supported by a speech pathologist. An SLSO implemented the program with identified individual students and also facilitated tele-health sessions for students with the Speech Pathologist. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to fund extra roles to meet the learning needs of students and support staff</p>
<p>Location</p> <p>\$114,162.00</p>	<p>The location funding allocation is provided to Bourke Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous improvement through best practice • Wellbeing Practices and Processes • Student Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • additional staffing to support student mental health and to support access to speech and language program and Telecare through Royal Far West • student assistance to support excursions • purchase / update school buses to support student excursions and attendance programs <p>The allocation of this funding has resulted in: The employment of a fulltime Youth Outreach Worker and additional SLSO staff to support program implementation. It has also assisted in purchasing new buses for the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staff to support services to students and continue to support students to attend school and participate in excursions</p>

Location \$114,162.00	through subsidies and transport provision.
Literacy and numeracy \$7,000.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bourke Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Explicit Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: Release of staff to participate in professional learning in vocabulary and phonological awareness.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide support through additional staffing to allow teachers to access professional learning so as to support students' language development.</p>
Early Action for Success (EAfS) \$171,513.00	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Bourke Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Explicit Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Shoulder to shoulder support for staff and implementation of phonics and phonological awareness and writing in classes</p> <p>After evaluation, the next steps to support our students with this funding will be: Transitioning to Assistant Principal Curriculum and Instruction roles</p>
QTSS release \$42,268.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bourke Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Explicit Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Improved staff confidence, consistency and collaboration to improve teaching practice across the school</p>

<p>QTSS release</p> <p>\$42,268.00</p>	<p>Teachers embedding evidence-based, high impact teaching strategies within their classroom practice</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue funding additional staffing to support programs based on positive teacher feedback</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bourke Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Explicit Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • Teacher release to engage staff in evidence-based literacy pedagogy such as the department's phonics and phonological awareness training <p>The allocation of this funding has resulted in: Consistent evidence-based reading practices across K-2 staff and improved teacher confidence in teaching systematic and explicit reading pedagogy</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue employment of staff to provide literacy and numeracy intervention</p>
<p>COVID ILSP</p> <p>\$156,349.69</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a teacher and an SLSO to deliver small group tuition <p>The allocation of this funding has resulted in: The majority of the students in the program achieving progress towards their personal learning goals. A total of 89 students received tutoring throughout the year, most of them reported that tutoring had helped them with their learning and class teachers reported increased levels of confidence in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	101	97	84	82
Girls	110	103	91	87

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.4	89.4	81.6	71.1
1	89.6	90.1	82.8	75
2	90.9	89.6	87	78.4
3	89.1	89.2	87.3	80.1
4	90.8	86.2	85.2	77.4
5	89.4	88.5	86.6	79.3
6	83	86	84.6	80.8
All Years	89.1	88.4	85.1	77.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	9.75
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	7.47
Other Positions	4

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,841,871
Revenue	5,536,923
Appropriation	5,512,577
Grants and contributions	23,058
Investment income	1,189
Other revenue	100
Expenses	-5,461,054
Employee related	-4,435,178
Operating expenses	-1,025,877
Surplus / deficit for the year	75,869
Closing Balance	1,917,740

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

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

	2021 SBAR Adjustments (\$)
Targeted Total	118,264
Equity Total	1,095,370
Equity - Aboriginal	459,359
Equity - Socio-economic	433,123
Equity - Language	5,473
Equity - Disability	197,415
Base Total	2,400,005
Base - Per Capita	46,533
Base - Location	114,163
Base - Other	2,239,310
Other Total	1,310,863
Grand Total	4,924,502

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 to access the school data.

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 is centered on the drivers that effect student engagement and learning. It provides insights that may possibly guide school planning and identify potential school improvement initiatives.

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 78% of students at Bourke Public School feel a sense of belonging, which is higher than the state norm of 69% and Statistically Similar School Group (SSSG) norm of 72%. However, 74% of students believed that they had positive relationships with their peers compared to a state norm of 85%. Student results revealed that 97% believed high expectations for success were set at an institutional level compared to the state mean of 85% and SSSG average of 86%. The student surveys indicated that 91% of students value schooling at BPS with 77% highly interested and motivated intellectually and an overall 88% 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 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 informed practice and 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 school plan cycle.
- 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 2021.
- 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.
- Developing 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 are necessary for 2021.
- 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.
- Technology is well resourced within the school, however training, inclusion and allocation is required across all KLAS to ensure BPS students and staff are future focused learners.
- Ensuring BPS is an inclusive school through continual develop of staff understanding of differentiating curriculum and following the Adjusted Learning and Personal Learning Pathway processes within the school.
- Parent involvement within the school setting has improved, however as a Connected Communities School this will be a continued focus.

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, find it easy to speak to their child's teacher and that written information from the school is in clear and plain language. However, feel that they aren't well informed about school activities.

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 School's 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 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.