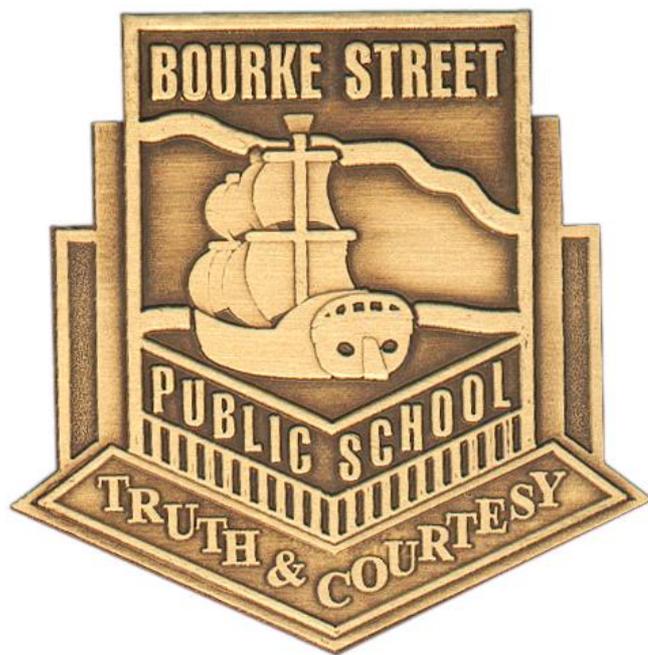


2021 Annual Report

Bourke Street Public School



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Introduction

The Annual Report for 2021 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 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.

School contact details

Bourke Street Public School

590 Bourke St

Surry Hills, 2010

www.bourkest-p.schools.nsw.edu.au

bourkest-p.school@det.nsw.edu.au

9319 7310

School vision

Bourke Street Public School is a dynamic and inclusive school celebrating learning, leadership and diversity. Every member of the school community is encouraged and supported to reach their potential, to embrace innovation and to pursue excellence in a quality educational environment informed by evolving pedagogical practice.

School context

Bourke Street Public School is an inner city school established in 1880 and located in heritage buildings as well as state-of-the-art, purpose-built learning spaces. 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 the pursuit of excellence.

The school has a proud history of serving a diverse and multicultural local community. Its historic walls and newly designed educational spaces are well equipped learning environments. The school takes 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 has developed strong foundations in assisting students to acquire competencies in all Key Learning Areas, particularly in literacy and numeracy. There is a strong emphasis on student welfare, the arts and equity. Our enrolments total approximately 450 students; evenly spread across K-6.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 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	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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Through fostering a culture of high expectations and ensuring teaching is targeted and responsive to the individual needs of our learners all students will achieve growth in their reading and numeracy outcomes, and build strong foundations for academic success in all key learning areas.

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.

- Differentiated Learning
- Culture of High Expectations

Resources allocated to this strategic direction

Literacy and numeracy: \$1,500.00

Integration funding support: \$167,100.00

Professional learning: \$20,000.00

English language proficiency: \$84,878.00

Aboriginal background: \$10,000.00

COVID ILSP: \$34,000.00

Summary of progress

During the difficult learning from home period, the the staff worked tirelessly to ensure that not only student learning outcomes were being met in literacy and numeracy, but they also focused heavily on creating opportunities to boost student wellbeing.

NAPLAN data showed a significant increase in projected growth in Reading for our Year 5 students. While we didn't meet the actual lower bound target, the data demonstrates an upswing from 2019 to show that we are on target for meeting the 2023 measure.

The learning from home experience demonstrated that the explicit teaching; the conversations and discussions required, were missed during this period. Students were able to utilise the direct instruction over zoom, and the online tools and at-home reading tasks to improve their reading results. Students numeracy growth was impeded by the lack of collaborative learning using hands on tools and interactions in the classroom.

The COVID ILSP programs are in place for 2022 to ensure those targets are met in the coming years.

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
70.4% of students Top 2 bands (or above) NAPLAN reading	Year 3 NAPLAN Reading - 69.2% of students achieved in the top 2 NAPLAN bands. Year 5 NAPLAN Reading - 60.3% of students achieved in the top 2 NAPLAN bands. Combined is 64.75% students achieving in the top 2 bands for reading. Programs for 2022 will move us closer to achieving projected targets.
59.7% of students Top 2 bands (or above) NAPLAN numeracy	Year 3 NAPLAN Numeracy - 50.7% of students achieved in the top 2 NAPLAN bands. Year 5 NAPLAN Numeracy - 51.7% of students achieved in the top 2 NAPLAN bands.

59.7% of students Top 2 bands (or above) NAPLAN numeracy	Combined is 51.2% students achieving in the top 2 bands for numeracy. Programs for 2022 will move us closer to achieving projected targets.
Increase of 61.7% students achieving at or above expected growth in reading	Year 5 Reading Expected Growth - 66% achieved at or above. This far exceeds our target increase.
Increase of 61.1% students achieving at or above expected growth in numeracy	Year 5 Numeracy Expected Growth - 49% of students achieved at or above. Programs for 2022 will move us closer to achieving the projected targets.

Strategic Direction 2: Excellence in Teaching

Purpose

To ensure that teachers are equipped with the skills to implement explicit data-driven teaching practices, to develop high quality assessments and to engage in comprehensive feedback processes to maximise student learning outcomes.

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.

- Feedback and reporting practices
- Data skills and use

Resources allocated to this strategic direction

School support allocation (principal support): \$24,000.00

QTSS release: \$82,000.00

Literacy and numeracy: \$14,000.00

Professional learning: \$2,000.00

Low level adjustment for disability: \$68,040.00

Literacy and numeracy intervention: \$80,000.00

Summary of progress

During the learning from home period, the staff demonstrated excellence in teaching when they were able to pivot their programs onto an online learning format. The online learning platform ensured a continuity of learning for all students. Students participated in online zoom lessons as well as being provided considered and robust work plans to complete daily. The extremely agile staff provided students with the feedback required in order to reflect on their work. The evidence collected online from student work samples allowed the teachers to determine the best next steps in student learning. The professional team of staff were on hand to communicate regularly with students and families about the student learning during this period.

Moving forward, the school will be providing school reports including next steps in student learning on portal SENTRAL, commencing in Term 3 2022. The next steps in student learning will be according to where students have been mapped on the progressions on PLAN 2.

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
<ul style="list-style-type: none">• All staff have the opportunity to engage in professional learning related to improving their knowledge and understanding of the Visible Learning pedagogy.	Staff have participated in Visible Learning professional learning which has helped provide data for student learning and feedback.
<ul style="list-style-type: none">• Staff begin to use data to inform their teaching and learning programs to support students in achieving their learning goals.	During 2021 staff began to engage with quantitative systems data to identify where students are at in their learning and where to next. Internally, data was limited due to the impacts of learning from home.
<ul style="list-style-type: none">• Parents/carers and teachers have the opportunity to provide feedback on current reporting practices and the school addresses the feedback when modifying reporting structures.	The 2021 report was responsive to the learning from home period and provided parents with information to support their children's learning.

Strategic Direction 3: Positive Learning Community

Purpose

To establish a positive learning environment through a strategic and planned whole-school approach to wellbeing and through deliberate engagement and collaboration with learning partners.

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.

- Whole school approach to Wellbeing
- Community Partnerships

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: \$5,424.90

Professional learning: \$5,208.90

Aboriginal background: \$2,900.00

School support allocation (principal support): \$520.90

Low level adjustment for disability: \$34,000.00

Summary of progress

Engagement in learning during the learning from home period was high, meeting the systems target students attending school 90% of the time or more. Students participated and engaged in the learning from home, handing in work in a timely manner and participating in zooms coordinated by teaching staff. This included a strong student online presence during the learning from home period, which was observed in zoom class sessions as well as evidence of student learning. Following the at-home learning period, students re-engaged with school quickly and positively due to a strong sense of belonging built by explicit support and nurturing from all staff.

The school utilises the community, including grandparents and parents to build strong community partnerships. Allowing parents and grandparents into the school to assist students in classes has led to a greater sense of community and provided the school with a valuable resource to assist teachers in classes.

Due to entry restrictions under the public health order, parents and community members were unable to engage in school related activities as planned for during the lockdown period.

Irrespective of the long and difficult learning from home period, the data reflected a strong sense of wellbeing, where students and families felt a sense of belonging as well as being supported during this period.

The next steps are to continue to build on the implementation of wellbeing program, Grow Your Mind, which will ensure that we meet our 2024 progress measure, 'Sense of Belonging at 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
<ul style="list-style-type: none">• Proportion of students reporting 'Expectations for Success, Advocacy, and Sense of Belonging at School' as reported at 80% from the 'Tell Them From Me' survey.	<p>The November 2021 'Tell Them From Me' Student Data reflected the following;</p> <p>Advocacy at School - 8.0</p> <p>Expectations of Success - 8.2</p> <p>Sense of Belonging - 74%</p> <p>The lockdown period impacted student sense of belonging at school.</p>
<ul style="list-style-type: none">• 88.2% of students attend school 90%	<p>The school far exceeded the attendance progress measure where 95.4% of</p>

of the time or more (which equates to more than 9 days per fortnight).	students were recorded as attending school 90% of the time or more.
<ul style="list-style-type: none">• Parents and community members have the opportunity to engage in a range of school-related activities which help build the positive partnerships across the school community.	Due to entry restrictions under the public health order, parents and community members were unable to engage in school related activities as planned for during the lockdown period.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$167,100.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bourke Street 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"> • Differentiated Learning <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: The N.EXT program was implemented for targeted students in terms one and two of 2021. The program was then impacted by COVID 19 in Terms 3&4.</p> <p>After evaluation, the next steps to support our students with this funding will be: School has identified the need to focus on numeracy intervention for 2022 as opposed to numeracy extension.</p>
<p>Socio-economic background</p> <p>\$9,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bourke Street 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement social club to support identified students with additional needs. • Resourcing to increase equitability of resources and services. • Providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: Equity for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of this activity for 2022 to ensure inclusion and equity for all students.</p>
<p>Aboriginal background</p> <p>\$12,900.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bourke Street 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"> • Community Partnerships • Differentiated Learning

<p>Aboriginal background</p> <p>\$12,900.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • professional learning around Aboriginal Education for all staff. <p>The allocation of this funding has resulted in: Aboriginal students have well developed personal learning plans. Greater engagement with local Aboriginal Elder who has guided the community in supporting our Aboriginal students and families. Aboriginal students have equal access to all school experiences.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build relationships with Aboriginal Elder and the local Aboriginal centre for students Tribal Warrior.</p>
<p>English language proficiency</p> <p>\$84,878.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bourke Street 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"> • Differentiated Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: EaLD specialist teacher and LaST teacher worked with teachers to ensure SMART goals were incorporated in all student IEP's.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to include SMART goals in IEP's. Include SMART goals for all Stage 3 students for 3-way parent/teacher/student interviews. Commence observation rounds as part of the PDP process for all teaching staff.</p>
<p>Low level adjustment for disability</p> <p>\$102,040.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bourke Street 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"> • Data skills and use • Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$102,040.00</p>	<ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in: Student identified as high potential gifted and talented via school counsellor assessment process. Teachers working with specialist department support staff to provide individual education plan. Whole school professional learning delivered around the use of formative assessment (ongoing) and differentiation of mathematics in the classroom, with a particular focus on the use of exit slips to determine next steps in student learning. SLSO's supported students and teachers in classrooms with Individual Education Plans as well as supporting student s socially on the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: SLSO support for HPGE student to build skills in completing individual education plan. Ongoing professional learning around formative assessment strategies in the classroom. Timetable adjusted for 2022, to ensure an uninterrupted literacy block for K-2 students and an uninterrupted numeracy block for 2-6 students.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$5,424.90</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Bourke Street 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"> Whole school approach to Wellbeing Community Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> Targeted wellbeing program, Grow Your Mind, implemented the student value program for all students. The development and implementation of a social club for teacher identified students. <p>The allocation of this funding has resulted in: Students returning to school after lockdown with a renewed engagement for learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support student wellbeing and ensuring that every student is known, valued and cared for.</p>
<p>Literacy and numeracy</p> <p>\$15,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bourke Street 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"> Differentiated Learning Feedback and reporting practices <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 targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Visible learning professional learning for all staff.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy</p> <p>\$15,500.00</p>	<p>Visible Learning professional learning will continue into 2022. PDP Observation Rounds for 2022.</p>
<p>QTSS release</p> <p>\$82,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bourke Street 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"> • Feedback and reporting practices <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 <p>The allocation of this funding has resulted in: Support for students with individual education plans in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Planning for Observation Rounds towards 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$80,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bourke Street 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"> • Data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Focus on formative assessment strategies for assessment via professional learning in numeracy. <p>The allocation of this funding has resulted in: Professional learning implemented around Visible Learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff beginning to use Visible Learning in classrooms. Staff being professionally developed in PLAN 2 and the Progressions 2022.</p>
<p>COVID ILSP</p> <p>\$34,000.00</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"> • Culture of High Expectations • 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 additional staff to support the monitoring of COVID ILSP funding • SMART goal professional learning for all teachers. <p>The allocation of this funding has resulted in: COVID ILSP students identified and supported in small group instruction for both literacy and numeracy.</p>

<p>COVID ILSP</p> <p>\$34,000.00</p>	<p>COVID ILSP groups showed movement on the progressions due to the interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>COVID ILSP groups continuing in 2022.</p> <p>SMART Goal instruction 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	234	227	231	234
Girls	209	209	211	215

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.4	95.2	96.7	96
1	93.5	95.9	96.3	96.1
2	93.8	93.3	95.5	95.6
3	93.7	93.7	94.3	95.2
4	92.9	94	94.5	93.5
5	94.3	94.7	95.7	93.5
6	92.8	94.6	95.1	92.6
All Years	93.8	94.5	95.4	94.7
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)	16.29
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.2
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, 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	850,584
Revenue	4,407,204
Appropriation	4,135,575
Grants and contributions	270,174
Investment income	1,354
Other revenue	100
Expenses	-4,410,099
Employee related	-3,859,788
Operating expenses	-550,311
Surplus / deficit for the year	-2,895
Closing Balance	847,689

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	167,195
Equity Total	209,449
Equity - Aboriginal	12,081
Equity - Socio-economic	9,183
Equity - Language	84,879
Equity - Disability	103,306
Base Total	3,177,948
Base - Per Capita	108,960
Base - Location	0
Base - Other	3,068,988
Other Total	363,829
Grand Total	3,918,421

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

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.

2021 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 **31** parents provided responses to the survey.

The key findings from the survey include:

- there was a reduction in parents feeling welcome at school of 0.2 to 7.7 year on year (NSW Gov Norm 7.4)
- there was an increase in parents feeling informed about their child's behaviour and progress of 0.4 to 6.7 year on year (NSW Gov Norm 6.6)
- there was an increase in parents supporting learning at home of 0.8 to 6.8 year on year (NSW Govt Norm 6.3)
- there was a reduction in parents believing that the school supports learning of 0.1 to 6.5 year on year (NSW Govt Norm 7.3)
- there was a reduction in parents believing that the school supports positive behaviour of 0.4 to 7.4 year on year (NSW Govt Norm 7.7)
- there was a reduction in parents perception of school safety of 0.4 to 7.7 year on year (NSW Govt Norm 7.4)
- there was a reduction of parents perception of school inclusivity of 0.3 to 6.8 year on year (NSW Govt Norm 6.7)

2021 Tell Them From Me - Student Survey

Two surveys were conducted in 2021. 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 157 students in Years 4-6 that participated in the snapshot 2 survey.

The key findings from the snapshot 2 survey include:

- there was a 5% increase in the number of students who participated in sports to 82% year on year (NSW Govt Norm 83%)
- there was a 17% decrease in the number of students participating in extracurricular activities to 56% year on year (NSW Govt Norm 55%)
- the sense of belonging remained the same at 74% year on year (NSW Govt Norm 81%)
- there was a 6% increase in the students experiencing positive relationships to 89% year on year (NSW Govt Norm 85%)
- there was a 1% decrease in students valuing school outcomes year on year (NSW Govt Norm 96%)
- there was a 10% decrease in homework behaviour to 37% year on year (NSW Govt Norm 63%)
- there was a 4% increase in positive behaviour at school to 96% year on year (NSW Govt Norm 83%)
- there was a 4% decrease in interest and motivation to 63% year on year (NSW Govt Norm 78%)
- there was a 1% increase in effort to 87% year on year (NSW Govt Norm 88%)

2021 Tell Them From Me - Teacher Survey

7 teachers completed the survey. Here are their findings:

- there was an increase of 0.1 teachers believing Bourke Street is an inclusive school to 8.3 year on year (NSW Govt Norm 8.2)
- there was a decrease of 0.1 of leadership confidence to 6.1 year on year (NSW Govt Norm 7.1)
- there was an increase of 0.2 for parent involvement to 7.9 year on year (NSW Govt Norm 6.8)
- there was a 0.4 decrease in collaboration by teachers to 7.5 year on year (NSW Govt Norm 7.8)
- there was a 0.1 increase in learning culture to 8.2 year on year (NSW Govt Norm 8.0)
- there was a 0.2 decrease in teachers using data to inform practice year on year to 7.6 (NSW Govt Norm 7.8)
- there was a 0.4 increase to 8.4 of teaching strategies year on year (NSW Govt Norm 7.9)
- there was a 0.2 decrease to 7.6 year on year for challenging and visible goals (NSW Govt Norm 7.5)
- there was a 0.2 decrease to planned learning opportunities to 7.7 (NSW Govt Norm 7.6)
- there was a 0.2 decrease to quality feedback year on year to 7.4 (NSW Govt Norm 7.3)
- there was a 0.1 increase to overcoming obstacles to learning to 7.8 year on year (NSW Govt Norm 7.7)
- there was a 0.1 increase of technology use to 7.3 year on year (NSW Govt Norm 6.7)

The results indicated above would have been affected by COVID-19 lockdowns.

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.