

2022 Annual Report

Bourke Public School



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Introduction

The Annual Report for 2022 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 160, of whom 87.5% 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.

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. 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Develop and refine data driven teaching and assessment practices to improve student learning outcomes in reading and numeracy.

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.

- Literacy and Numeracy
- Data and Assessment

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.20

Professional learning: \$47,231.28

Socio-economic background: \$235,679.13

Low level adjustment for disability: \$102,285.72

QTSS release: \$20,341.02

Aboriginal background: \$118,479.97

English language proficiency: \$5,325.11

Summary of progress

Literacy and Numeracy

Initiative

Provide staff with high impact professional learning in literacy and numeracy.

Reflective Questions

Were staff provided with high impact professional learning around literacy and numeracy (phonological awareness)?

All teaching staff participated in whole school and stage based explicit phonological awareness professional learning. Evidence-based practices were explored and staff were provided with resources during professional learning experiences.

Implications

Teachers are developing their knowledge and understanding of Phonological Awareness and evidence based teaching strategies. Further support and professional learning is required to assist teachers to effectively teach and provide phonological awareness activities in the classroom. Support staff would benefit from professional learning to assist with targeted interventions.

Data and Assessment

Initiative

Staff collection and analysis of student performance data at regular intervals to ensure that teaching is responsive to individual students needs.

Reflective Questions

Was student assessment data regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions?

Student performance data was collected at 5 week and 10 week intervals. Data was tracked in PLAN2 and on internal tracking spreadsheets. Staff used internal assessments, observations and the ALAN suite of assessments to make informed decisions on student performance.

Implications

Currently staff collect and track student performance data, however, it is not used to inform future teaching and learning directions (formative assessment). Staff professional learning around assessment and data analysis is required to ensure that teaching is responsive to individual student needs.

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
Increase of 8% of the proportion of students in the top 2 bands (or above) in reading.	There has been a 5.03% increase in the proportion of students in the top 2 bands (or above) in reading since 2021. A further increase of 2.97% was required to reach the target.
Increase of 7% of the proportion of students in the top 2 bands (or above) in numeracy	There has been a 7.14% increase in the proportion of students in the top 2 bands (or above) in numeracy since 2021. The target was exceeded by 0.14%.
Self assessment against the School Excellence Framework demonstrates the school Sustaining and Growing in the theme of Data Literacy	<p>Staff require further professional learning and mentoring in 2023 to meet 'Sustaining and Growing' in the Theme 'Data Literacy' In the Element 'Data Skills and Use', in the Teaching Domain.</p> <p>'The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.'</p>
Self assessment against the School Excellence Framework demonstrates the school Sustaining and Growing in the theme of Whole School Monitoring Of Student Learning	<p>Staff require further professional learning and mentoring in 2023 to meet 'Sustaining and Growing' in the Theme 'Whole school monitoring of student learning' In the Element 'Assessment', in the Learning Domain.</p> <p>'The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.'</p>

Strategic Direction 2: Developing Staff Expertise

Purpose

Provide staff with quality learning and development experiences to ensure evidence based practices are implemented to improve student 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.

- Effective Classroom Practice and Curriculum
- Learning and Development

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$0.00

Professional learning: \$0.00

Socio-economic background: \$201,202.81

Low level adjustment for disability: \$102,285.92

QTSS release: \$20,341.01

Aboriginal background: \$197,682.99

Per capita: \$45,962.42

Summary of progress

Effective Classroom Practice and Curriculum

Initiative

Provide staff with comprehensive professional learning around explicit teaching, feedback and classroom management.

Reflective Questions

Are teachers committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies?

All staff participated in professional learning experiences to explore effective feedback (which feeds/ relates to explicit teaching methods). All staff are developing an understanding of the impact that effective feedback can have on student learning outcomes across the Key Learning Areas.

Implications

Evidence of impact will be evident in future TTFM Survey results and when marked against the SEF.

The effective feedback professional learning for teaching staff was put on hold due to other professional learning priorities (new syllabus implementation). Setting goals around delivering feedback and allowing time to practise in class needs to be a focus in 2023. Effective feedback observations and practise of delivering feedback needs to be a focus for support staff in 2023. Feedback professional learning will then flow nicely into WWB explicit teaching professional learning.

Initiative

Targeted professional learning and support around the new English and Mathematics Syllabuses.

Reflective Questions

Are staff confident to implement the new English and Mathematics Syllabuses to ensure there is an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students?

Staff were provided with limited professional learning around the implementation of the new K-2 English and Mathematics Syllabuses in Semester 2. K-2 staff were provided with some additional professional learning around utilising the new scope and sequences. A committee was formed in Semester 2 to plan the implementation of the K-2

Syllabuses.

Implications

There needs to be comprehensive professional learning and support provided for all staff in order to navigate and understand the structure of the new syllabuses. Additional support is also required to assist staff to plan, implement and assess teaching and learning programs (aligned to the new syllabuses). This will need to be a major focus in 2023, as the K-2 Syllabuses are meant to be in use as of the beginning of the year (and staff are not proficient in their understanding/ implementation). Professional learning for all staff around the 3-6 syllabus documents also needs to be a focus, as they are to be implemented from 2024. A streamlined approach and professional learning needs to be provided for all staff, to ensure consistency of understanding and knowledge across the school, as well as taking into consideration staff movement from year to year.

Learning and Development

Initiative

Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.

Reflective Questions

Do staff demonstrate personal responsibility for maintaining and developing their professional standards/PDPs?

Staff rarely use/ refer to the professional standards to reflect on practice. The professional standards only tend to be looked at by some staff at the beginning of the year when formulating PDP goals. Once goals are formulated, staff will rarely refer to the standards again.

Are Professional Standards used as a reference point for whole school reflection and improvement?

Currently, the professional standards are not used as a reference point for whole school reflection and improvement.

Is professional learning aligned with the school plan, and its impact on the quality of teaching and student learning outcomes evaluated?

Since the rewrite of the BPS SIP, professional learning is now closely linked with the school plan. The effect of the professional learning on teacher quality and its impact on student learning outcomes is still to be explored.

Implications

In 2023, staff will be guided to use the professional standards as a reference point to reflect on professional knowledge, practice and engagement across the school. There will be a focus on staff using the standards to develop their PDPs and to track their progress in relation to their individual goals and the school excellence cycle.

The initiative will continue to be tracked as a 2023 activity through the implementation and progress monitoring phase of the SIP.

Tracking documents formulated by the AP Mentor will provide data around the successful implementation of the professional standards as a reference point.

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
Increase of 6% of students achieving expected growth in reading	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured . Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022..
Increase of 5% of students achieving expected growth in numeracy	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be

Increase of 5% of students achieving expected growth in numeracy	measured . Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022..
Self assessment against the School Excellence Framework demonstrates the school is at Delivering in the theme 'Feedback'.	<p>Through targeted professional learning, staff are meeting 'Delivering' in the Theme Feedback, in the Element Effective Classroom Practice, in the Teaching Domain.</p> <p>'Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.'</p>
Self assessment against the School Excellence Framework demonstrates the school is at Delivering in the theme 'Improvement of Practice'.	<p>Staff require further professional learning and mentoring in 2023 to meet 'Delivering' in the Theme Improvement of Practice, In the Element Professional Standards, in the Teaching Domain.</p> <p>'Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.'</p>

Purpose

Development of partnerships across the school and community so that every student can connect, succeed and thrive.

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.

- Cultural Education and Community Engagement
- Learning Culture
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$198,482.97

Location: \$119,242.52

Summary of progress

Cultural Education and Community Engagement

Initiative

Students are provided with experiences to develop cultural understanding and opportunities to learn on Country.

Develop partnerships with community members to ensure they are involved in educational experiences.

Reflective Questions

Does the principal and school leadership team support a culture of community engagement, resulting in sustained and measurable whole school improvement?

The leadership team have actively been attempting to engage as many community members in activities at BPS.

Are resources strategically used to achieve improved student outcomes and high quality service delivery?

The SLCE and AEO are being utilised to support the implementation of language lessons.

Implications

Ongoing relationships with community members and organisations will continue to be a focus in 2023. An ongoing commitment from external agencies to support cultural education/ programs needs to occur to have a measurable impact.

In 2023, the formulation of an Aboriginal Education Team with guiding advice from the SKT Team should assist with forming and maintaining relationships and consistency of activities for students.

The SLCE and AEO implementing weekly lessons for each class will continue to happen in 2023. The structure and sequence of the lessons is evolving/ changing to make them more engaging and relevant for older students. In 2023, there needs to be more of a focus of getting the students out on Country. Additionally, consultation and collaboration with a past AEO and Exec Team/ staff to create lesson plans/ resources should assist classroom teachers to implement language into classrooms (rather than a one off in language lessons).

Initiative

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

Reflective Question

Does the principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement?

The leadership team places importance on, and model to staff the importance of authentic community involvement at BPS. Throughout the year there have been multiple attempts to involve parents/ carers and the wider community in activities at BPS. Feedback has also been sought from community.

Implications

BPS needs to solicit feedback more consistently throughout the year (rather than a one off in the TTFM Survey). There also need to be an improved effort to act upon feedback and then report back. This could potentially be explored through Facebook polls etc.

Student feedback is rarely sought (other than TTFM Surveys, SRC and selecting acknowledgements), so this needs to be improved to ensure students voice is heard.

Feedback needs to be sought on a variety of wider areas to ensure BPS caters for the range of equity issues in the school.

In 2023, the formulation of an Aboriginal Education Team with guiding advice from the SKT Team should assist with seeking feedback from stakeholders and then responding and communicating future directions in response to the feedback.

Learning Culture

Initiative

Attendance data is regularly analysed and is used to inform planning.

Reflective Question

Is the school culture strongly focused on learning, the building of educational aspiration and on going performance improvement throughout the school community (in relation to attendance)?

There has been a shift among students, staff and the wider community to focus on improving students attendance. The importance of attendance is regularly promoted throughout the school community (newsletters, Facebook, posters, AECG meetings etc)

Implications

Clear and consistent practices around rewards for student attendance have been established on an ongoing basis - fortnightly and termly. Moving into 2023, this will continue to be a focus, however, there will be an individual end of year reward for students to work towards.

The formulation of the BPS Attendance Procedures in 2022, which was developed in consultation with the SKT Team, will inform clear and consistent procedures across the school in 2023. This includes liaising with identified attendance staff and outlines clear expectations around attendance across the school community.

Although attendance improved, we still have not reached our goal, so it will continue to be a prime focus in 2023.

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
Increase of 13.5% of Aboriginal students achieving top 3 NAPLAN bands in reading	There has been a 8.33% increase in Aboriginal students achieving the top 3 NAPLAN bands in reading, however, a further increase of 5.17% was required to achieve the target.
Increase of 11% of Aboriginal students achieving top 3 NAPLAN bands in numeracy	There has been a 0.17% decrease in Aboriginal students achieving the top 3 NAPLAN bands in Numeracy.
• A growth of 3.5% of students achieving 90% attendance or more.	There has been a 9.98% decrease in students achieving 90% attendance or more.

<ul style="list-style-type: none"> • At least a 4.1% increase of students reporting advocacy, belonging and high expectations as measured in the Tell Them From Me survey. 	<p>There has been an Increase of 10.78% of students reporting advocacy, belonging and high expectations as measured in the Tell Them From Me survey. The target was exceed by 6.68%.</p>
<p>Self assessment against the School Excellence Framework demonstrates the school is at Delivering in the theme 'Attendance'.</p>	<p>Through targeted interventions and improved processes, Bourke Public School is 'Delivering' in the Theme 'Attendance,' in the Element 'Learning Culture', in the Learning Domain.</p> <p>'Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.'</p>
<p>Self assessment against the School Excellence Framework demonstrates the school is at Sustaining and Growing in the theme 'Behaviour'.</p>	<p>Through the review of PBL planning and implementation and the establishment of the 'Superstar Merit System,' Bourke Public School is 'Delivering' in the Theme 'Behaviour', in the Element 'Wellbeing', in the Learning Domain.</p> <p>'The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings'.</p> <p>Bourke Public School is still working towards meeting our target of reaching 'Sustaining and Growing'in the Theme 'Behaviour', in the Element 'Wellbeing', in the Learning Domain'.</p> <p>'Expectations of behaviour are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school'.</p>
<p>Self assessment against the School Excellence Framework demonstrates the school is at Delivering in the theme 'Community Engagement'.</p>	<p>By consistently inviting community into school and beginning to solicit community feedback, Bourke Public School is 'Delivering' in the Theme 'Community Engagement' and also in the Element 'Educational Leadership', in the Leading Domain.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$86,225.00</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"> • Other funded activities <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) • consultation with external providers for the implementation of telehealth/ NDIS Plans • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All students with additional needs in mainstream classes were provided with individualised support in order for them to access quality teaching and learning experiences.</p> <p>After evaluation, the next steps to support our students will be: This will be continue in 2023 by providing professional learning and mentoring to SLSOs in order to provide one on one assistance to students with additional needs, which will align with the SIP implementation and progress monitoring activities:</p> <ul style="list-style-type: none"> - Phonological Awareness - Number Sense and Place Value - What Works Best- Feedback and Explicit Teaching.
<p>Socio-economic background</p> <p>\$436,881.94</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"> • Literacy and Numeracy • Effective Classroom Practice and Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through literacy programs/ interventions to support student learning • employment of additional staff to support literacy program implementation. • 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 the following impact: Students from low socio-economic background families were provided with individualised support in order for them to access quality teaching and learning experiences.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$436,881.94</p>	<p>In 2023 professional learning for staff and using strategic resourcing will allow for targeted activities to occur, which include:</p> <ul style="list-style-type: none"> - Phonological Awareness - Number Sense and Place Value - Data Literacy Professional Learning - Data Analysis and Data Use in Teaching - Student Wellbeing - Community Engagement Team - Aboriginal Education Team - Student Voice.
<p>Aboriginal background</p> <p>\$514,645.93</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"> • Literacy and Numeracy • Effective Classroom Practice and Curriculum • Cultural Education and Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of staff to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • 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 <p>The allocation of this funding has resulted in the following impact: Students who identify as Aboriginal and or Torres Strait Islander were provided with culturally appropriate, individualised support in order for them to access quality teaching and learning experiences.</p> <p>After evaluation, the next steps to support our students will be: In 2023, employment of additional staff and providing targeted professional learning for staff will continue to ensure activities are responsive and culturally appropriate for all students. This aligns with the 2023 implementation and progress monitoring activities:</p> <ul style="list-style-type: none"> - Data Literacy - Data Analysis and Data Use in Teaching - Aboriginal Education Team - Community Engagement Team - Transition - Attendance - Student Wellbeing - Student Voice.
<p>English language proficiency</p> <p>\$5,325.11</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>

<p>English language proficiency</p> <p>\$5,325.11</p>	<ul style="list-style-type: none"> • 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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: EALD students were provided with individualised support in order for them to access quality teaching and learning experiences.</p> <p>After evaluation, the next steps to support our students will be: In 2023, students will be provided with individualised support in order to access quality teaching and learning experiences, which focuses on:</p> <ul style="list-style-type: none"> - Phonological Awareness - Number Sense and Place Value - Data Analysis and Data Use in Teaching. - What Works Best - Effective Feedback and Explicit Teaching.
<p>Low level adjustment for disability</p> <p>\$204,571.64</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"> • Literacy and Numeracy • Effective Classroom Practice and Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based interventions to increase learning outcomes • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: All students with additional needs were provided with individualised support in order for them to access quality teaching and learning experiences.</p> <p>After evaluation, the next steps to support our students will be: Employment of additional and specialist staff in 2023 will continue to be a focus in order to provide targeted interventions to ensure students with additional needs are able to access quality teaching and learning experiences. These will include:</p> <ul style="list-style-type: none"> - Phonological Awareness - Number Sense and Place Value - What Works Best- Effective Feedback and Explicit Teaching - New Syllabus Implementation - Transition - Attendance - Student Wellbeing.
<p>Location</p> <p>\$119,242.52</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>

<p>Location</p> <p>\$119,242.52</p>	<ul style="list-style-type: none"> • Cultural Education and Community 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 • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Students and families at Bourke Public School were provided with support in order for them to access additional and subsidised experiences.</p> <p>After evaluation, the next steps to support our students will be: In 2023, students will continue to be provided with additional resources, innovative technologies and unique experiences. This aligns with the SIP implementation and progress monitoring activities:</p> <ul style="list-style-type: none"> - Aboriginal Education Team - Community Engagement Team - Transition - Attendance - Student Wellbeing - Student Voice.
<p>Professional learning</p> <p>\$47,231.28</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Literacy and Numeracy • Effective Classroom Practice and Curriculum • Learning and Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: All staff were provided with individualised support in order for them to access quality professional learning experiences, that align to school initiatives and goals in their PDPs.</p> <p>After evaluation, the next steps to support our students will be: In 2023, professional learning for staff will focus on:</p> <ul style="list-style-type: none"> - Phonological Awareness - Number Sense and Placer Value - Data Literacy - Data Analysis and Data Use in Teaching - What Works Best- Feedback and Explicit Teaching - New Syllabus Implementation - Performance and Development Plans - Transition - Student Wellbeing.
<p>QTSS release</p> <p>\$40,682.03</p>	<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"> • Literacy and Numeracy • Effective Classroom Practice and Curriculum

<p>QTSS release</p> <p>\$40,682.03</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • AP Mentor to support staff. <p>The allocation of this funding has resulted in the following impact: All staff were provided with individualised support in order for them to access quality professional learning experiences, that align to school initiatives and goals in their PDPs.</p> <p>After evaluation, the next steps to support our students will be: In 2023, staff will continue to be provided with professional learning and mentoring from targeted staff, in order to build capacity in the following areas:</p> <ul style="list-style-type: none"> - What Works Best- Effective Feedback and Explicit Teaching - Data Literacy - Performance and Development Plans - Succession Planning.
<p>COVID ILSP</p> <p>\$181,567.00</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 2022.</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 teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - focus areas • providing intensive small group tuition for identified students who were working towards meeting outcomes. • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: Students were provided with individualised support in order for them to access small group, targeted learning interventions.</p> <p>After evaluation, the next steps to support our students will be: In 2023, students will be provided with intensive, small group tuition in literacy and numeracy to improve outcomes. Targeted staff will provide support around:</p> <ul style="list-style-type: none"> - Phonological Awareness - Number Sense and Place Value - Data Literacy - Data Analysis and Data Use in Teaching.

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	97	84	82	82
Girls	103	91	87	77

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.4	81.6	71.1	69.4
1	90.1	82.8	75.0	62.6
2	89.6	87.0	78.4	76.3
3	89.2	87.3	80.1	73.0
4	86.2	85.2	77.4	74.0
5	88.5	86.6	79.3	71.9
6	86.0	84.6	80.8	79.5
All Years	88.4	85.1	77.3	72.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.2
Classroom Teacher(s)	10.81
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	8.47
Other Positions	4

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,846,972
Revenue	6,440,473
Appropriation	6,321,749
Grants and contributions	107,439
Investment income	11,286
Expenses	-5,165,212
Employee related	-3,890,244
Operating expenses	-1,274,969
Surplus / deficit for the year	1,275,261
Closing Balance	3,122,233

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.

	2022 SBAR Adjustments (\$)
Targeted Total	86,225
Equity Total	1,161,425
Equity - Aboriginal	514,646
Equity - Socio-economic	436,882
Equity - Language	5,325
Equity - Disability	204,572
Base Total	2,645,779
Base - Per Capita	45,962
Base - Location	119,243
Base - Other	2,480,574
Other Total	1,613,594
Grand Total	5,507,023

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

Student Outcomes and School Climate - Student Survey

The Tell Them From Me student survey provides school leaders with insights student engagement, wellbeing and effective teaching practices at their school, from the perspective of students.

2022 TTFM Student Survey indicated:

- 95% of students report 'advocacy at school'. 26% higher than the positive state average.
- 97% of students report 'expectations for success'. 13% higher than the positive state average.
- 69% of students report 'sense of belonging'. 5% higher than the positive state average.

'Partners in Learning' - Parent Survey

The Partners in Learning parent survey is part of the Tell Them From Me suite of surveys on student engagement and wellbeing. The parent survey helps to clarify and strengthen the important relationship between parent and school. Participation in the parent survey is optional.

2022 TTFM Parent Survey indicated:

- 2.5% increase from 2021 in the area 'parents feel welcome'
- 2.3% increase from 2021 in the area 'parents are informed'
- 1.5% increase from 2021 in the area 'school supports learning'
- 2.0% increase from 2021 in the area 'school supports positive behaviour'
- 2.0% increase from 2021 in the area 'safety at school'
- 1.5% increase from 2021 in the area 'inclusive school'.

'Focus on Learning' - Teacher Survey

The Focus on Learning teacher survey is part of the Tell Them From Me suite of surveys on student engagement and wellbeing. The teacher survey provides school principals and school leaders with insights into school and classroom effectiveness from the perspective of teachers.

2022 TTFM Teacher Survey indicated:

- 0.4% increase from 2021 in the area 'inclusive school'
- 1.1% increase from 2021 in the area 'leadership'
- 0.7% increase from 2021 in the area 'parent involvement'
- 0.4% increase from 2021 in the area 'collaboration'
- 0.2% increase from 2021 in the area 'learning culture'
- 0.5% increase from 2021 in the area 'data informs practice'
- 0.4% increase from 2021 in the area 'teaching strategies'
- 0.5% increase from 2021 in the area 'challenging and visible goals'
- 0.6% increase from 2021 in the area 'planned learning opportunities'
- 0.6% increase from 2021 in the area 'quality feedback'
- 0.4% increase from 2021 in the area 'overcoming obstacles to learning'

- 0.6% increase from 2021 in the area 'technology'.

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.