Introduction

The Annual Report for 2015 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.


Kylie Pennell
Principal

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0268722 051
Message from the Principal

Bourke Public School provides a stimulating, supportive and safe learning environment with experienced, hardworking and dedicated staff. Students are provided with a wide variety of learning opportunities, aimed at nurturing respectful, motivated learners. Our motto “Strive to Achieve” reflects our commitment to developing students who are well educated, responsible and who always strive to achieve to the best of their ability.

Our dedicated teaching staff has collaboratively developed and delivered stimulating programs in all Key Learning Areas and worked hard to gain a deep understanding of the new Mathematics and Science syllabuses, which were implemented in 2015. The staff has also been involved in professional learning in the Taking Off With Numeracy (TOWN) and Targeted Early Numeracy (TEN) Programs, aimed at supporting students to successfully achieve numeracy outcomes from Kindergarten to Year 6.

Our school Positive Behaviour for Learning (PBL) program was further developed to improve school-wide processes for student wellbeing and quality learning in all classrooms. This promoted student interest in the program and encouraged an energetic school learning culture.

Bourke Public School remains committed to developing and sustaining strong partnerships with our wider school community and organisations. We are fortunate to have outstanding support from our dedicated P&C, who work tirelessly to provide additional resources that enhance the teaching and learning programs across many facets of school life. Likewise our local AECG committee has collaboratively worked with our school to endorse culturally appropriate programs to support both staff and students.

We have continued to achieve excellence in the sporting field, with students competing at school, zone, regional and state levels. Our achievement in the arts has also been outstanding, with students performing at the Southern Stars Dance Festival, in school groups and our cultural dance group being selected to perform for various local and departmental conferences.

I am extremely proud of the achievements of the students at Bourke Public School and grateful to the dedicated staff and community for supporting the students in their endeavour to achieve success in their education.

I certify that the information in this report is the result of a school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Kylie Pennell
Principal
Message from the P & C

2015 has been an eventful year for the P&C with many activities and events organised by the committee for the school community. This year, the P&C were involved with various fundraising activities across the community to raise funds to donate towards our school. The P&C is always happy to help and support activities happening in the school. The P&C would also like to acknowledge the support of the school in return. The annual P&C fete was again a huge success with a large number of parents, students and community members attending. Likewise our Halloween Disco saw a great turnout of students from all schools in fantastic costumes! Our P&C emphasises the importance of education for all our students and our donations allows the school to provide the best resources for our students learning needs. This ensures we play an active role in our children’s education. We look forward to building on our successes in 2016.

Melanie Milgate
President
School background

School vision statement

Our collective vision for Bourke Public School is to provide the best education for all students. Our focus is on the whole child. Socially, emotionally and academically our students will be prepared to make a positive contribution to the society in which they will live, leading and modelling the values of integrity, empathy and resilience to others.

Our school motto is ‘Strive to Achieve’ and our school expectations are Proud, Safe and Respectful which all students are encouraged to be.

Bourke Public School is an Early Action for Success (EAfS) School, an Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on Literacy and Numeracy outcomes for all students in Kindergarten to year 2.

School context

Bourke Public School was erected in 1975. It is located 380km North-West of Dubbo and is a member of the Connected Communities group of schools. The Connected Communities strategy was implemented in 2013 in 15 geographically isolated schools and communities.

Bourke Public School has 238 students, 83% of whom are of Aboriginal and Torres Strait Islander descent and less than 1% ESL students. Our school Family Occupation and Education Index (FOEI) is 164. Our 55 staff members are a passionate and innovative team who are committed to the ongoing enhancement of our school through a diverse range of skills and attributes.

Bourke Public School has an active Parents and Citizens committee (P&C) and Aboriginal Education Consultative Group (AECG) who both work in partnership with our school, supporting us through fundraising, consultation and support.

Bourke Public School has a focus on literacy, numeracy and technology in the 21st century to enhance students’ knowledge and skills. The school endeavours to ensure students have a healthy lifestyle by providing opportunities to engage in a variety of sporting activities and kitchen and garden lessons which develop skills based learning which extends across the entire school curriculum.

There is also a major focus on improving and maintaining attendance at Bourke Public School through innovative welfare programs and community partnerships so all students have an equal opportunity to an education and achieve academic growth in a supported learning environment.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

During 2015, our staff at Bourke Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. In Staff meetings during term 2 and 3, as well as on our Staff Development Day in Term 4, in stage groups teachers examined, with executive staff, the School Plan 2015-17 to determine areas of strength and development. Our school undertook a rigorous self-assessment using the elements of the School Excellence Framework.

Learning

In the domain of Learning, our school has primarily focused on the domains of Assessment and Reporting and Wellbeing. Commencing in Term 1, we reviewed the student reports issued at the end of Semester One and Two. A revised report format was issued for all students at the end of Semester One. Staff, were all involved in Professional Learning to support the transition towards the new reporting format.

The wellbeing of students is a priority for all members of Bourke Public School community. This year, the school revised the school PBL practices for students and implemented a new Wellbeing policy. The revised policies and
practices have had a demonstrated positive influence on students with measured decreases in inappropriate behaviour and an increase in the opportunities for students to be recognised for positive behaviour choices.

**Teaching**  
In the domain of Teaching, our focus has been Data Skills and Use. As teachers, the use of assessment data is required to ensure the best possible outcomes for students. Putting this into practice, we have undertaken professional learning as a whole school and teaching teams to determine the baseline achievement level of our students. We have then selected internal and external data collection tools such as standardised assessments including PLAN and NAPLAN to determine goals for achievement and to develop staffs consistent teacher judgement. Staff are continuing to align teaching and learning with the, New South Wales Syllabus for the Australian Curriculum as they are implemented.

**Leading**  
In the domain of Leading, our school has focused on our partnerships with the whole Bourke community. We have developed programs to aid our students and local agencies in deploying resources and service delivery more effectively. As a school we have also facilitated the service delivery of: speech, Occupational therapy, physiotherapy, hearing, vision, dental, general medical, psychological and paediatrics provided by external service providers to ensure our students needs were met. We have thus strengthened relationships with agencies, in the local area and outside, who provide service delivery and resources to our school. This approach is based on our commitment to the Connected Communities Strategy and Bourke Public School being recognised as a central hub of the local community.

This new method of planning and assessing our school achievements has had a substantial, positive impact on our school. Details of our achievements in 2015 and next steps in 2016 for our School Plan 2015-17 goals are outlined on the following pages. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1
Creating engaged, successful learners who achieve their potential

Purpose
To provide innovative and engaging learning opportunities which are supportive and inclusive for individual students.
Focus on the whole child, students are given holistic skills, knowledge and understanding to effectively function in the 21st century.

Overall summary of progress
Our continued school-wide focus on ‘Positive Behaviour Learning’ has enabled us to achieve significant progress in this strategic direction through a successful approach to student well-being and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school context. All students have been provided with diverse leadership opportunities for student’s to display resilience, self-confidence and increased engagement in school life. There have been significant observable changes in behaviour featuring more positive and respectful relationships throughout the school community.
Learning and Support Team processes, including staff education on NCCD data collection have been enhanced to identify, monitor and plan student progress in Literacy and numeracy. This has enabled early identification and intervention to provide stronger, more focused support to individual students in partnership with parents. Professional development in literacy and numeracy involved all staff undertaking training in Language, Learning and Literacy (L3) and TEN (K-2). This training enhanced teachers’ literacy and numeracy skills which allowed for the improved achievement of outcomes across the school.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Students are engaged in a variety of learning opportunities which develop the whole child. | - Implementation of whole school Daily Fitness program  
- Review and update the whole school Positive Behaviour Learning and reward program  
- Implementation of Attendance Incentives each term for students with 100% attendance.  
- Implementation of Whole school Wellbeing Programs i.e. Breakfast club, Fruito, Emergency Lunch program etc  
- Implementation of Ngemba language program across whole school. | Total of Student wellbeing programs $65,000.00 |
| All students will be identified and recorded on the NCCD register for monitoring across the school | -All staff reviewed The Disability Modules (1-8) on the Disability Standards.  
-Executive Staff established a school NCCD register to cater for diverse student learning needs.  
-Executive staff devised an Adjusted Learning Plan proforma to be used across the school. | $6,000.00 |
| All staff will be involved in L3 and TEN training to enhance skill development in literacy and numeracy. | -All staff implementing L3 and TEN strategies to support the teaching/learning of literacy and numeracy skills and outcomes. | $15,000.00 |
Strategic Direction 1

Next steps

Below is Bourke Public Schools, future directions for 2016 to ensure the 3-year plan remains on track to provide high quality educational outcomes.

- Review, revamp and improve the Learning and Support processes and strengthen the support for disability and Gifted and Talented students.
- Employment of a fulltime Assistant Principal Learning and Support to drive and develop our Learning Support across K-6.
- Regularly monitor and update NCCD register details and conduct review meetings in consultation with all stakeholders.
- Build on the Positive Behaviour Learning program across the entire school to further enhance the Wellbeing policy.
- Develop a school Peer Support Program to align with Positive Behaviour Learning and the new Wellbeing Policy.
- Continue to support teachers when developing adjusted learning plans, personalised learning plans and differentiated learning programs to cater for the developing learning needs.
- Facilitator training and subsequent staff training on the Focus On reading program and Targeting Early Numeracy (TEN).
- Continue to regularly update PLAN data for Literacy and numeracy.
- Analyse PLAN data for students K-2 with a focus on literacy growth.
- Analyse PLAN data for students 3-6 with a focus on literacy growth.
- Analyse PLAN data for students K-2 with a focus on numeracy growth.
- Analyse PLAN data for students 3-6 with a focus on numeracy growth.
Strategic Direction 2

Quality Innovative Staff

Purpose

To develop a school culture committed to ongoing professional growth and development. Staff will be engaged in sustained professional learning experiences to improve their capacity. This will ensure improved educational outcomes for all students.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2015 to achieve this strategic direction, based on the research of professor John Hattie. The Instructional Leader focused on Professional Practice providing Language, Learning and Literacy (L3) lesson demonstrations and observations to enhance teachers' understanding of L3. Through ongoing workshops, staff meetings and stage meetings our Instructional Leader effectively demonstrated how PLAN data can be accessed and used for effective programming and reporting. The professional development sessions were highly effective and provided teachers with an insight into early literacy and numeracy, as well as provided teachers with strategies that can be incorporated in K-6 classrooms.

The school executive team has led staff in a number of initiatives which will continue to ensure a more focused and strategic approach for guiding professional learning and developing staff. Collaboratively reviewing the current school reporting format and aligning it with Department of Education guidelines was a priority in semester 1. All staff were involved in professional learning at school and stage level on the new reporting format and guidelines. When the layout had been revised, parents and community members were introduced to the format at a P&C meeting. The new report program was used in Semester 1 and 2 by all staff. This will be evaluated and any modifications or further training will take place, ready for the next reporting period at the end of semester 1, 2016.

The executive team presented at Term 1, Term 2 and Term 3 Staff Development Days, the English, History and Science and Technology syllabus documents were the centre of professional learning sessions. A review on programming using the English syllabus was conducted, along with an introduction to the new History syllabus. As a result of this professional learning the school created a scope and sequence for HSIE and Science and Technology, along with quality teaching learning programs across the stages. Syllabus updates and professional learning will be ongoing throughout 2016.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Improved professional implementation of evidence based programs to deliver high quality classroom practice. | -8 K-2 teachers participate in K-2 instructional observations  
-Professional Learning for teachers in using PLAN  
-4 staff trained in Kindergarten L3 and Stage 1 L3  
-Initiation of 3-6 staff using PLAN  
-Initiation of Support classes using PLAN (numeracy) | $27,000.00         |
| Enhance staff knowledge of syllabus content and implement a process to communicate student achievement to | -All syllabus documents have been implemented.  
-History and Science scope and sequence was created for the school.  
-Professional development for all staff this year on History, Science and English Syllabus.  
-85% of teachers feel confident in developing and | $12,500.00         |
Strategic Direction 2

families. implementing a quality unit of work in English and Maths. - 30% of teachers are still developing their knowledge and confidence in developing and implementing a quality unit of work in Science and History.

Plan goals targeting professional needs, school and system priorities. -100% of staff completed Professional Development Plan’s in 2015. -All staff have a Professional Learning Log Sheet. -Weekly Professional Learning Meetings with supervisors implemented for all staff. $75,000.00

All staff implement History syllabus in 2016. -100% staff attended professional development on the new History syllabus with the intent to implement units of work in 2016.

Next steps

Below is Bourke Public Schools, future directions for 2016 to ensure the 3-year plan remains on track to provide high quality educational outcomes.

- Employment of a fulltime Deputy Principal Curriculum to support curriculum development and Quality Teaching across K-6.
- 1 executive staff member commence initial facilitator training in Focus On Reading
- 100% 3-6 staff training in TOWN program.
- 95% of staff achieved proficiency standards in 2015.
- Facilitator training and subsequent staff training on the Focus On reading program.
- Establish a timeline for professional learning for the implementation of the Focus On Reading program with staff.
- Continue History Syllabus implementation and raise awareness of new Geography syllabus.
- Establish a team to facilitate the implementation of the new Geography Syllabus.
- Develop a whole school scope and sequence for History.
- Revisit Excellence Framework and Quality Teaching Standards with staff.
- Expose staff to the new School Wellbeing Policy prior to sharing with community.
- Continue to develop, review and evaluate teaching and learning programs reflective of the Australian Professional Teaching Standards.
- Maintain the implementation of TEN and TOWN programs across the school. Train new members of staff in TEN and TOWN where appropriate.
- Ensure that all teachers have an understanding of the literacy and numeracy continuums and a deep knowledge of the markers within clusters to facilitate consistent teacher judgement of where students are plotted on these continuums.
- Initiate programs that highlight 8 Ways, Aboriginal culture and Multicultural perspectives.
### Strategic Direction 3

#### Meaningful Community Partnerships

#### Purpose

To develop culturally inclusive programs, experiences and a positive learning environments which foster engagement, effective relationships and connections within our community.

#### Overall summary of progress

The school has engaged the community to create a long term vision as a partnership to enhance student outcomes in both areas of wellbeing and curriculum. The school works collaboratively with the P&C, Aboriginal Education Consultative Group (AECG) and the School Reference Group (SRG) to assess school data and discuss programs that could be implemented to enhance student outcomes in all areas. Our school has facilitated service delivery from within the school to allow students to access speech therapy, occupational therapy, physiotherapy, hearing assessments, vision assessments, dental checks, general medical reviews, psychological services and paediatric reviews just to name a few. This has been a strategy we implemented to enhance ‘whole student’ wellbeing to ensure they have the best support possible in their learning environment.

Our school prides itself on the partnerships we have established across the whole community with both parents and agencies. We have also developed culturally supportive programs, which include local Aboriginal culture, to enhance student learning, engagement and understanding.

#### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Local Cultural engagement and education from Community Elders.                                                    | - Local cultural landmark visits and discussions with Aboriginal elders.  
- Aboriginal men’s talks about respect, family and culture.  
- Joint assistance in development of culturally suitable learning programs.  
- Deeper understanding of students and their families complexities to ensure necessary support.                   | $5,500.00          |
| Sustained high levels of student engagement, learning and well-being as a result of quality and innovative strategic, community learning partnerships and consultation. | - Implementing promotion of our school programs and initiatives through Facebook and school webpage has been very successful and encouraged parent and community engagement in upcoming activities.  
- Dressing clinic 4 days per week at Bourke Public School.  
- Early Stage 1 General Health Checks.  
- Early Years Transition Centre Healthy bus stop.  
- K-6 Dental Checks.  
- K-6 Optometrist Checks.  
- K-6 Hearing checks and reviews                                                                                     | $5,500.00          |
| All staff and community are committed to the schools strategic directions and practices to achieve educational    | Community opinion was sought on the validity and inclusion of student wellbeing and sporting programs being delivered across the school K-6.                                                                                                         |                   |
### Strategic Direction 3

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Special Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased parental engagement with the school and local community across multiple points of access.</td>
<td>- Harmony Day&lt;br&gt;- ANZAC Day&lt;br&gt;- Easter Hat Parade&lt;br&gt;- Multicultural Family Day&lt;br&gt;- NAIDOC week and open Day with a large number of parents and community members in attendance.&lt;br&gt;- School performance night, over 350 audience members</td>
</tr>
</tbody>
</table>

### Next steps

Below is Bourke Public Schools, future directions for 2016 to ensure the 3-year plan remains on track to provide high quality educational outcomes.

- Further development of community/school service delivery programs.
- Provide and maintain existing extra-curricular activities.
- Seek and promote Aboriginal and Multicultural perspectives in whole school programs across K-6.
- Broaden community involvement in enrichment programs encompassing a variety of Key Learning Areas.
- Continue to access outside agencies to support learning and engagement opportunities for students.
- Develop a register with local businesses and community organisations to enhance planning and service delivery across 2016 and 2017.
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong>&lt;br&gt;The school’s Aboriginal education reference group highlighted initiatives to support the learning of Aboriginal students.</td>
<td>Aboriginal children entering Kindergarten have had a positive start to school through the Early Years Transition Centre program. All Aboriginal students participated in the development and review of Personalised Learning Plans in consultation with their parents/carers and classroom teacher. SLSO support was provided to Aboriginal students to improve their access to individualised learning. There is a major focus on Literacy and Numeracy learning time. Aboriginal Education Officers and community elders work collaboratively with teachers to incorporate Local Aboriginal history and knowledge into Units of work. Recognition of cultural identity has been enhanced through the use of cultural perspectives in lessons and through the establishment of Aboriginal dance group. Continuation of our Aboriginal Language Program.</td>
<td>EYTC- $170,000.00&lt;br&gt;Targeted Learning support - $150,000.00&lt;br&gt;Cultural Resources - $10,000.00&lt;br&gt;Student wellbeing support - $15,000.00&lt;br&gt;Language Program – $20,000.00&lt;br&gt;SLSO employment - $80,000.00</td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td>Employment of an EALD teacher to work with a small group of students, that resulted in an improvement in literacy and numeracy rates. Stronger relationships with parents were developed across the school. There was an improvement in the quality of teaching and learning for the EALD students and differentiating the programs was made easier through support offered by EALD teacher to class teachers. SLSO support was provided to EAL/D students to improve their access to individualised learning.</td>
<td>0.3 teacher employed (during term 4)</td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong>&lt;br&gt;Priority programs have been:</td>
<td>Instructional Leadership supported teachers to effectively plan and deliver learning programs that reflect quality teaching practices in the classroom. The additional Deputy Principal position continued to lead and manage curriculum implementation and this has supported a consistent approach to programming and assessment across the school.</td>
<td>Learning Assistance - $180,000.00&lt;br&gt;Deputy Principal Curriculum - $140,000.00&lt;br&gt;Technology -</td>
</tr>
</tbody>
</table>
School practices identify students with additional learning needs and targeted learning programs are implemented for those students.

The use of technology in teaching and learning and in administration has been strengthened with the use of smartboards and iPads in classrooms.

PBL resources and wellbeing programs to support school programs.

### Low level adjustment for disability funding

The school received funding to provide assistance to students needing extra assistance with learning.

All students requiring adjustments and learning support are catered for within class programs. These programs were further enhanced with the employment of SLSO’s. A number of students across all stages were referred for learning support.

Students were referred for further support through our Learning Support Team. A teacher was employed to support staff and to facilitate implementing best practice to support students with special needs in order to improve their outcomes.

### Support for beginning teachers

Three additional teachers were provided with an extra 2 hours release to allow them to work with AP Quality Teaching Mentor one on one. This release saw them provided with time to organise class preparation, observe other teachers’ lessons, meet with their supervisor and upskill in the new syllabuses.

### Other school focus areas

#### Early Action for Success

An Instructional Leader worked closely with students and class teachers to ensure ongoing support was given to students identified as at risk in their literacy and numeracy learning.

Through the use of teacher professional learning and the introduction of quality texts, there was a much closer correlation between text reading and comprehension. This will continue to be a focus for EAFS in 2016. Through the close study, quality text writing is being addressed however there are still gaps in students learning in aspects of writing. Spelling, punctuation and legible letter formation will need to be a continued focus, along with writing for an authentic purpose.
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>99</td>
<td>105</td>
<td>101</td>
<td>113</td>
<td>113</td>
<td>128</td>
</tr>
<tr>
<td>Female</td>
<td>99</td>
<td>105</td>
<td>96</td>
<td>101</td>
<td>102</td>
<td>105</td>
</tr>
</tbody>
</table>

![Enrolments Graph](image-url)

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.472</td>
</tr>
<tr>
<td>Other positions</td>
<td>8.246</td>
</tr>
<tr>
<td>Total</td>
<td>27.133</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Bourke Public School in 2015 had 12 Aboriginal staff. Two of these are teaching staff and the other ten work either as Aboriginal Education Officers or casual support staff. Bourke Public School has a close working relationship with our local Bourke Aboriginal Educational Consultative Group.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.1</td>
<td>85.5</td>
<td>92.2</td>
<td>92.7</td>
<td>93.7</td>
</tr>
<tr>
<td>1</td>
<td>92.2</td>
<td>92.1</td>
<td>88.7</td>
<td>91.8</td>
<td>92.1</td>
</tr>
<tr>
<td>2</td>
<td>90.0</td>
<td>93.4</td>
<td>91.8</td>
<td>88.7</td>
<td>94.3</td>
</tr>
<tr>
<td>3</td>
<td>91.5</td>
<td>86.5</td>
<td>92.7</td>
<td>90.9</td>
<td>92.1</td>
</tr>
<tr>
<td>4</td>
<td>88.3</td>
<td>93.6</td>
<td>90.4</td>
<td>91.7</td>
<td>90.4</td>
</tr>
<tr>
<td>5</td>
<td>90.4</td>
<td>89.8</td>
<td>94.0</td>
<td>87.7</td>
<td>89.3</td>
</tr>
<tr>
<td>6</td>
<td>90.1</td>
<td>91.2</td>
<td>91.1</td>
<td>90.3</td>
<td>91.6</td>
</tr>
<tr>
<td>Total</td>
<td>90.3</td>
<td>90.2</td>
<td>91.5</td>
<td>90.6</td>
<td>92.3</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>2%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Bourke Public School has two casual teachers and three permanent beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient.

Three beginning teachers are maintaining accreditation at Proficient and two executive teachers are seeking voluntary accreditation at Highly Accomplished or Lead.
All staff have received training in the mandatory components as required by the Department of Education throughout the year. Staff Development Day Term 1 staff undertook professional learning in Child Protection updates and the Code of Conduct.

Staff Development Day Term 2 was a refresher on Positive Behaviour for Learning and professional development in Positive Behaviour for Learning Tier Two strategies as well as PLAN data.

Staff Development Day Term 3 was on adjusted learning plans as well as the super six training and the literacy and numeracy continuums.

Staff throughout the year have also undertaken professional learning with the online courses: WH&S, Anaphylaxis and the Disability Standards.

Teachers completed training on the new Professional Development Plans jointly presented by the Teacher’s Federation Representative and the Principal at the beginning of Term 3.

Other training staff have been involved with throughout 2015 includes: Australian Curriculum-History, Literacy and Numeracy Continuums, the School Excellence Framework, Best Start, Literacy, Language and Learning (L3), NAPLAN Analysis and Quality Teaching with a focus on Literacy and Numeracy.
**Financial information**

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

**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. Click on the link *My School* and insert the school name in the *Find a school* and select **GO** 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.

**Students**

- 96% of students had a high sense of belonging; the NSW Government School norm for these years is 81%
- 95% of students tried hard to succeed; the NSW Government School norm is 88%
- 95% of students rated teacher expectations for academic success high; the NSW Government norm is 87%
- 97% of Aboriginal students agreed or strongly agreed that they feel good about their culture when at school.

**Parents**

Parents indicate that they are made to feel welcome and that the school provides an inclusive, safe and secure environment for their children. They believe that the school focuses on learning and that parents support learning at home. They indicated that they are well informed about the progress of their child and the day to day events of the school.

**Staff**

Teachers believe that the school leadership drives student learning in a culture of collaboration. The school is inclusive and teachers feel well supported by executive and their supervisor who is available to assist them with learning strategies. The majority of teachers feel that they are provided with the
resources to do their job well however some expressed a desire to make greater use of technology and data in teaching and learning.

Policy requirements

Aboriginal education

Bourke Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. 76% of the school students enrolled identify as Aboriginal. Our school continues to ensure that Aboriginal education is a priority for all staff, with a focus on inclusion of Aboriginal perspectives in the teaching programs.

Bourke Public School promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land the Ngemba people, in all assemblies and an Acknowledgement of Country plaque displayed at the front of the school and at the entry of the school hall.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deeper knowledge and understanding about Australia’s first peoples.

To build on Aboriginal education in our school, Bourke Public school has an Aboriginal Education Committee to oversee Aboriginal education policies, programs and initiatives in 2015-16. They also liaise with our school reference group and local AECG about initiatives we want to implement within the school.

The annual celebration of National Aborigines and Islanders Day Observance Committee (NAIDOC) was a booming success. Each year there is a growing number of school community members who participate in the school NAIDOC week celebrations. Our student leaders led a formal assembly and flag raising ceremony. Performances by our very own boys cultural dance group delighted the audience and actively engaged students. This was followed by a comprehensive schedule across the week of various cultural activities for all students along with open classrooms. Our community day was a huge success and we had a large number of parents and community members for our community lunch which was catered by our LC students. It was a delightful week packed with an array of cultural learning activities to enhance all our students understanding further on Aboriginal culture and particularly our local Ngemba culture.

Multicultural Education and Anti-racism

In line with our school plan, the school has reviewed its teaching and learning programs to ensure that there is a culturally inclusive classroom and adjustments have been made to develop programs for all students meeting their needs. Teachers have participated in professional learning with and we have two appointed Anti-Racist Contact Officers to include strategies in embedding multicultural and anti-racism education in everyday teaching.

- School participated in Harmony Day activities
- 2 Staff members are trained as Anti-Racism Contact officer (ARCO) to help support teachers, students and parents
- School conducts a multicultural day for all students.
- A range of strategies have been incorporated in schools communication with parents/carers. These include – use of interpreter if needed; variety of cultural music songs for bell; community information board.

Other school programs

Bourke Public School has not just focused on the Academic side of education, we have also looked at cultural and sporting sides of education to further connect children to school and to learning.

Arts

Our extra-curricular activities continued in 2015, all with high levels of student participation and enthusiasm. The visual arts workshops, the cultural group, the dance
groups are valuable learning experiences for students. Students are benefitting from an increased range of performing arts activities with the establishment of a traditional/contemporary Aboriginal dance group. Designed to engage students in learning and strengthen their connection to school this program, along with many others, build the confidence of participating students and provide them with the opportunity to shine.

The year concluded with a performance night concert that showcased the talents of all of the performing arts groups and class groups across the whole school. Performing in front of a large audience of parents and community members the students demonstrated the many skills they had learned throughout the year. The range of activities was extensive with performances in contemporary dancing, hip-hop and traditional Aboriginal dance. The evening was a fabulous display of developing talent across our school.

Sport

On the sporting fields our teams continue to display a strong sense of school spirit and personal pride. In many different sports they show a strong competitive spirit.

Throughout the year, students participated in a wide range of different sporting activities. This promotes active participation, skill development, excellence and sportsmanship. The benefits of increased confidence and enhanced fitness through sporting participation are reflected in student learning within the classroom.

Those students who have a particular sporting interest are able to join the many teams that Bourke Public enter in the PSSA knockout competition, as well as numerous individual trials. The level of student participation in sporting activities continues to be high with many students competing for places in school and zone teams. This reflects the schools promotion of active healthy lifestyles.

Sporting highlights for 2015 include 1 student, Bradley Parnaby, represented our school at State Swimming and 1 student, Kruz Ryan, represented our school at State Athletics. We successfully won the School Horse Sports trophy and our girls Rugby League team won the Outback Challenge and were selected to participate at the Legends of league carnival in Sydney.

Throughout the year students representing Bourke Public School demonstrated outstanding sportsmanship and skill. They competed in the spirit of the game and represented their school with pride.

Bourke Public School staff again took on the responsibility for coordinating the majority of zone sporting teams and carnivals. This includes the zone swimming and athletics carnivals.