2009 Annual School Report
Bourke High School

NSW Public Schools – Leading the way
Student information

Bourke High School is proud to enrol students from all socio-economic and cultural backgrounds. Approximately 60% of students have an Aboriginal heritage and belong to one of many Aboriginal Nations making Bourke their home.

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

Messages

Principal's message

Bourke is a unique township located on the banks of the Darling River in northwest NSW comprised of 2500 people. Bourke is characterised by the hot, isolated, dry and flat surroundings that have been home to Aboriginal people for tens of thousands of years. These physical and cultural characteristics shape the community and develop within it strong values, resilience and cultural depth. Many people who live in or visit Bourke are touched by the difference Bourke offers. People are accepted and respected for who they are; shallow pretences are easily seen through and overlooked. The development and maintenance of quality interpersonal relationships are more important than individual personal gain.

Bourke High School is an integral part of the Bourke community. Every school reflects its local community and as such our school proudly reflects the characteristics of the wider community.

The buildings and grounds of Bourke High School are a public space dedicated to learning. Together staff, students, parents and caregivers share responsibility for shaping future citizens and lifelong learners.

I would like to thank the whole school community for making my first year at Bourke High School a wonderful experience. My family have been made very welcome, and we look forward to working with you in the future.

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

Bruce Buxton- Principal.

P&C message

The Bourke High School P&C are a small but committed group of parents who have worked with and supported Bourke High School throughout 2009. The group met twice a term and reviewed the school’s progress in co-operation with the school executive.

Our goal each year is to constructively contribute to the school and bring to the table concerns of the parent body. Any and all issues are discussed openly in a spirit of co-operation with the school staff and executive.

The P&C supported programs created by the school staff which aimed at enhancing the interaction between students and their parents. In addition the P&C sponsored an award at presentation night to recognise a student who demonstrated outstanding all round abilities and citizenship throughout the year.

During 2010, the P&C hopes to increase the number of parents and caregivers regularly attending meetings.

The organisation is a terrific body and forum through which contributions are appreciated. We look forward to continued collaboration with the school executive and staff.

Leanne Robinson P&C President

Student representative’s message

2009 has been a busy year for the Student Representative Council (SRC). The 2009 SRC consisted of thirteen students and two staff facilitators. Elected students included and Khalahn Orcher and Zukdekea Kerr as school captains.

The SRC led many fundraising events throughout the year to raise awareness and funds for worthwhile causes including Red Nose Day, Jeans for Genes and Pink Ribbon Day. The focus was on awareness raising and how these issues affect our community.

The SRC also helped stage the Nibble and Natter mother’s day event and Boys Bonanza father’s day celebration.

Samara Milgate and Zac Moore were elected to represent our SRC, school and Bourke District at the Regional and State SRC – a huge honour.

During 2009 the SRC has purchased equipment to support the school and facilitate future fundraising events including a BBQ.

During 2009, the SRC implemented leadership days to foster and develop leadership skills and motivation. These have been very successful with the aim next year of expanding leadership days to one per term.

The SRC was also kept busy staging four discos throughout the year. Each had a different theme including fluoro, retro, Halloween and Heros. All were great nights to remember.

Zukdekea Kerr School Captain
School context

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

Student enrolment profile

Enter text and the appropriate graph from data sheet here

Student attendance profile

Management of non-attendance
Student non-attendance is:
Weekly official letter home alerting parents and carers to their child’s lack of attendance within the previous week requesting a legitimate explanation.
Referral to the Home School Liaison Officer
Positive rewards for good attendance. Example, for every full week of attendance students get a ticket in a draw for various prizes each term, eg, a new push bike.

Structure of classes
Throughout 2009, Bourke High School continued to develop and refine a middle school model with students in years seven and eight streamed into a mixed male and female class, two parallel male and female classes and a support class for students with moderate intellectual disabilities. Students with mild learning disabilities are supported in mainstream classes by an additional specialist teacher. In addition the school operates a Tutorial Centre in separate premises next to the school for students who have special needs.

Students in years nine through twelve were organised into year based classes with some vertical streaming to increase subject offerings and hence broaden elective offerings for students.

Each stage is supported by a Head Teacher and each year group has daily contact with their year advisor.

Retention to Year 12

Post-school destinations
Year 12 students undertaking vocational or trade training
Enter summary statement which must include the percentage of Year 12 students undertaking vocational or trade training in 2009.

Year 12 students attaining HSC or equivalent vocational educational qualification
Enter summary statement which must include the percentage of Year 12 students attaining HSC or equivalent vocational educational qualification in 2009.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>9.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30.1</strong></td>
</tr>
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</table>

Bourke High School has 20% staff who identify as Indigenous.

### 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>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
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</tbody>
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### Financial summary

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

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>530,371.53</td>
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<tr>
<td>Global funds</td>
<td>255,999.53</td>
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<tr>
<td>Tied funds</td>
<td>407,358.02</td>
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<tr>
<td>School &amp; community sources</td>
<td>49,763.02</td>
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<tr>
<td>Interest</td>
<td>25,421.43</td>
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<tr>
<td>Trust receipts</td>
<td>56,124.06</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>794,666.11</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>34,462.11</td>
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<tr>
<td>Excursions</td>
<td>14,302.31</td>
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<td>Extracurricular dissections</td>
<td>36,305.45</td>
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<tr>
<td>Library</td>
<td>2,633.85</td>
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<tr>
<td>Training &amp; development</td>
<td>0.00</td>
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<tr>
<td>Tied funds</td>
<td>373,175.87</td>
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<td>Casual relief teachers</td>
<td>6,211.11</td>
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<td>Administration &amp; office</td>
<td>141,106.09</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>57,560.87</td>
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<td>Maintenance</td>
<td>61,462.51</td>
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<td>Trust accounts</td>
<td>62,184.31</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>789,404.48</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>5,261.63</strong></td>
</tr>
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</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2009

Bourke High School takes pride in offering students a broad and varied education. This includes an emphasis on sport and health, arts and culture.

### Achievements

#### Arts

William Harvey got nominated and accepted into Art Express. Art Express is an exhibition of the top HSC artworks in the state. It is the pinnacle for HSC Visual Arts students and teachers. Williams work will be exhibited in Tamworth and Griffith Regional galleries in 2010.

Interested Visual Arts students travelled to Brewarrina for two excursions to visit the Parliament of NSW Indigenous Art Prize. While there, students participated in two separate workshops with indigenous artists. A sculpture

**William Harvey and his Artworks**
workshop with Garth Lena, and a mixed media workshop with Karla Dickens. Students really enjoyed the gallery experience.

Alongside the workshops in Brewarrina, three other creative workshops were held this year. Students made large mosaic planter boxes, participated in the ARTSTART Voice and movement workshop with Jeff Stein and experimented with monoprinting with Liz O’Riley in conjunction with Outback Arts. Students found these workshops something different and beneficial.

Bourke High School students won numerous ribbons at the Bourke Show in the junior and open sections for their creative work and were instrumental in highlighting the work of students at Bourke High School in the School displays at the local show.

Students and staff participated in the Waste to Art initiative. Numerous people were successful in the local competition. This resulted in numerous students and staff artworks being exhibited at Gilgandra at a regional level.

A fabulous inaugural art exhibition was also held at the end of the year, showcasing student, teacher and parent artwork. It was an amazing success with numerous pieces sold.

Three Visual Arts Prac teachers came to work in the Visual Arts department during 2009. Clare Nicholson from Southern Cross University and Karli Kennedy and Nick Haswell from the College of Fine Arts (UNSW). Clare created a fantastic mural and installation on one side of the art room while she was here.

Two Year Ten students Tammy Gould and Janice Rose completed their work experience in the Visual Arts Faculty. They were very helpful, especially with the art exhibition, helping with the school magazine and teaching Yr 8 Visual Arts.

Mrs Warne and Miss Smith were interviewed for Style magazine. The article highlighted successes in art at Bourke High School and developments in the wider art community.

**Sport**

Davidson Shield was held successfully as Bourke hosted teams from Cobar, Nyngan, Brewarrina, Walgett and surprise attendees Narromine to compete for the 2009 Davidson Shield Winter games. Sports this year included Rugby League, Netball, Futsal, Slide Hockey and Tennis with age groups separating Senior and Junior competitors.

Bourke were looking strong challengers with a host of teams covering all sports, except for tennis (disappointing!). The junior and senior girls netball teams were outclassed on the day by a strong Nyngan squad. Our rugby league teams had mixed results with our senior boys finishing an unlucky third overall after being beaten in a strong and close semi-final. Our junior boys didn’t fare as well, being eliminated in the round robin stages. Slide Hockey was a success for Bourke with our senior team winning overall and giving Bourke some vital shield points. Junior Futsal made the final of their competition and were beaten in a close final 1-0.

On Friday 22nd May 2009, Mr Hosking took a team of 13 boys to Cobar to play rounds 1 and 2 of the Buckley Shield Rugby League. Bourke’s first game was against Nyngan.. Bourke then began to fade as our lack of reserves took its toll, but the boys fought through fatigue and were convincing winners 36-14. Our second game was against Cobar.. Again our boys were let down by lack of numbers and eventually cranked to let in two late tries, going down 36-28. All who played showed great spirit and sportsmanship and must be congratulated.

Bourke High School travelled to Nyngan on the 29th April to play against Nyngan in the opening round of the Stan Jones Knockout. Our team consisted of Ben Parnaby, Roysie Parnaby, Jacob McKenna and Billy Brissenden. Bourke began by playing doubles against a strong Nyngan team that consisted of 3 Far West Academy members. Bourke lost both opening matches and were immediately behind the eight ball. It was on to the singles with our boys knowing that to stay alive, we had to win 3 out of the 4 matches.

Our Junior Rugby League team set out on Wednesday 26th August to find their first win of the year playing in the annual Ronnie Gibbs Sporting Competition. Our first game was against a very strong yet under manned Cobar team who only had 6 players. Bourke started well but let in a few soft tries until they struggled together some good sets to apply pressure on the Cobar line. In a very physical contest, Bourke Bunnies found themselves down 3-1 at half time. In the second half our boys competed extremely well with Billy Brissenden, Mitchell Maret and Ashley Owens the stand outs in a spirited comeback to go down 6-4. Our second game was against Cunnamulla and our boys were pumped up after a good first up performance. Bourke grew in confidence and maintained a 3-1 half time lead. The second half saw Bourke continue this momentum and were supported by some outstanding team play both in attack and defence which saw Bourke achieve their first victory of 2009 by 6-1. Outstanding effort! Bourke took on competition favourites Warren in their third pool match. A win against Warren would see the Bunnies progress to the Semi-Finals. In a determined display, Bourke posted the first try of the match. The second half saw our boys having to call on all reserves of energy to stave off the Warren attack. It wasn’t to be as Bourke could no longer withstand a strong attacking raid and went down fighting to the end.
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 the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN**

**Year 7**

**Percentage of students in bands:**

- Year 7 reading
- Year 7 writing
- Year 7 spelling

**Charts:**
Percentage of students in bands:
Year 7 grammar and punctuation

Note: The 'Percentage in Band' and School Average' columns are not shown if results are available for less than 10 students.

Numeracy – NAPLAN Year 7

Note: The "Percentage in Band" and School Average' columns are not shown if results are available for less than 10 students.

Literacy – NAPLAN Year 9

Note: The 'Percentage in Band' and School Average' columns are not shown if results are available for less than 10 students.
Note: The 'Percentage in Band' and School Average' columns are not shown if results are available for less than 10 students.
Percentage of students in performance bands:
School Certificate Mathematics

Percentage of students in performance bands:
School Certificate Science

Percentage of students in performance bands:
Australian History, Civics and Citizenship

Percentage of students in performance bands:
Australian Geography, Civics and Citizenship
Note: The ‘Percentage in Band’ and School Average’ columns are not shown if results are available for less than 10 students.

School Certificate relative performance comparison to Year 5 (value-adding)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 7 students achieving at and above minimum standard |
|--------------------------|------------------|
| Reading                  | 72.7             |
| Writing                  | 40.9             |
| Spelling                 | 76.2             |
| Punctuation and grammar  | 61.9             |
| Numeracy                 | 68.2             |

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 9 students achieving at and above minimum standard |
|--------------------------|------------------|
| Reading                  | 58.3             |
| Writing                  | 40.7             |
| Spelling                 | 66.7             |
| Punctuation and grammar  | 48.2             |
| Numeracy                 | 65.2             |

Significant programs and initiatives

Aboriginal education

Approximately 60% of students attending Bourke High School identify as Aboriginal people. The school has sought to maximise the achievement of all Aboriginal students through the programs outlined below.

Senior Student Mentors: Senior students have benefited from mentoring, encouragement and support provided by the employment of two senior student mentors. The mentors assisted students with the prioritisation of activities, goal setting and the development of independent learning skills.

Wangkumarra Aboriginal Language: The teaching of the Wangkumarra Aboriginal language has continued to be an outstanding success. The program has resulted in the enhanced understanding of Aboriginal history, culture and language. The foundation of this program has been a strong partnership with the Muda Aboriginal Corporation. The program development and writing of lessons has resulted in an extremely high quality program that meaningfully integrates Aboriginal language and culture in an educational environment. As further evidence of the success of the program, ten students have studied Aboriginal language in stage five 2009. It is envisaged, lessons will also integrate other languages spoken in the Bourke community including Nygemba. The Bourke High School model of community consultation and program development introducing and teaching Aboriginal language has continued to be acclaimed across the region and state. The school is grateful for financial support from the Aboriginal Education and Training Directorate. This funding has ensured the employment of Community Language Tutors to support the project.

Tutors and Mentors: During 2009 the school employed three Literacy and Numeracy Tutors following successful funding submission through the Norta Norta Program. Tutors contribute positively to the school and act as role models for students. Tutors have undertaken a range of professional learning activities to support their efforts with students.

NAIDOC Celebrations: During 2009 the school was proud to host parents, caregivers and community members for community NAIDOC
celebrations. Students, staff and community members enjoyed a week of celebrations of Aboriginal culture. The week began with an assembly recognising outstanding student achievements and Aboriginal performances. Throughout the remainder of the week, students undertook a wide variety of art and cultural activities and sampled traditional foods. The week culminated with a series of workshop featuring Elders and successful local Aboriginals sharing their life experiences with students.

**Multicultural education**

Bourke High School has as a high priority the maintenance of a respectful and diverse school and community environment. The school community including staff, parents and community members work hard to maintain a warm and supportive environment free of any kind of racism or prejudice. James Warne was the school’s Anti-Racism Coordination Officer (ARCO). The ARCO worked on a whole school and individual basis to promote and develop tolerant attitudes and understanding.

A major feature of the schools multicultural education efforts in 2009 was the second annual Multicultural Day. Students were placed in teams to research information and develop a detailed whole classroom display of their assigned country’s food, culture, history and natural features. The result at the end of the day was a terrific amount of sharing of food and information about very different countries and cultures. Students commented positively on what was learnt during the day.

**Respect and responsibility**

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A major feature of the schools multicultural education efforts in 2009 was the third annual Multicultural Day. Students were placed in teams to research information and develop a detailed whole classroom display of their assigned country’s food, culture, history and natural features. The result at the end of the day was a terrific amount of sharing of food and information about very different countries and cultures. Students commented positively on what was learnt during the day.

**Country Areas Program**

Bourke High School is entitled to receive funding under the Country Areas (CAP) Program due to its geographic and social isolation. CAP resources are used to enhance student learning outcomes in geographically isolated schools. During 2009 CAP provided Bourke High School with an additional $24800 in financial support. The financial resources facilitated innovative context specific programs that otherwise would not be possible. During 2009 CAP funds were used to:

- Support the development of connected school initiatives including a cross roads excursion for senior students
- Support student excursions through subsidising the travel component
- Reduce the cost of visiting performances such as drama workshops
- Facilitate staff and student attendance at information communication technology (ICT) training including digital video conferencing with follow up time for staff to incorporate ICT into teaching and learning programs
- Facilitate enhanced extension and enrichment programs to increase confidence and creativity with new technologies
- Provide time for teaching staff to develop pedagogical understandings and the links with quality teaching.

The programs above benefited every student across the school. Supplementary funding of excursions enabled students to access educational programs and courses that otherwise may have been beyond their financial reach. The CAP ICT emphasis has assisted greatly in the enhancement of ICT skills across the school.

**Priority Schools Funding Program**

Bourke High School receives financial and staffing support from the Priority Schools Funding Program (PSFP). During 2009, the school received an additional $32000 and an extra teacher for two days per week.

The resources were used to support the implementation of Reading to Learn strategies throughout stage four. Funding facilitated professional learning for staff and time for the development of quality teaching and learning sequences.

PSP funds were also used to support the development of head teacher skills with visits to the Bourke Area by highly experienced head teachers. Head teachers from local schools benefited from the workshops conducted and
brought the professional learning back to Bourke High School. A particular focus was standards required for students to achieve high bands in stages five and six.

Bourke High School contributed PSFP funds to employ a Quality Teaching Mentor across the BGoS. This was a full time position with the Quality Teaching Mentor working with individual and groups of staff members to further develop quality teaching practices and implementation of the framework. The particular focus at Bourke High was the mathematics and science faculties.

PSFP funds were also used to support the development of the stage five Aboriginal Language program.

The teacher supplement provided through the PSFP program was used to implement small focused stage four literacy/numeracy classes and a team teaching program sharing and developing quality teaching including literacy, numeracy and classroom management strategies. This approach ensured students were the focus of teaching activities along with the sharing of teaching expertise.

### Priority Action Schools

The Priority Action Schools (PAS) program provides additional funding resources for schools located in communities with lower than average socio-economic status. During 2009, Bourke High School received an additional $120,000. PAS funding is provided to schools to facilitate the development of local initiatives to enhance educational achievement. In 2009, approximately $120,000 of the PAS funds were used to expand the range of senior elective subjects to provide a meaningful curriculum for all students including a range of academic subjects not taught in Bourke for many years. This was facilitated through the employment of two additional teaching staff.

Approximately $20,000 of the schools PAS funds were used to employ a transition mentor to develop individual transition plans for students at risk of not completing their secondary education. Evidence of the success of this project includes the support for students and also the increasing number of students electing to complete school based traineeships. School based traineeships enable students to complete their HSC while at the same time gain practical experience in the workplace. Studies have demonstrated a high correlation between students who complete a school based traineeship while at school and then take on apprenticeships and other vocational studies beyond school.

### Progress on 2009 targets

#### Targets for 2009

In conjunction with the school's 2009 management plan, school targets will guide the school's priorities and directions over the next twelve months.

#### Target 1

Increase the proportion of students meeting or exceeding the national minimum standard in literacy by 5% in 2009 when compared with 2008 NAPLAN

Strategies to achieve this target include:

- Employment of a PAS Head Teacher to support:
  - Development and expansion of Reading to Learn across Bourke High School
  - Professional learning of literacy teachers through team teaching
  - Development (ongoing) of literacy teaching programs incorporating quality teaching elements and Eight Ways of Knowing
  - Student literacy achievement and development

Strengthen linkages with stage three teachers at Bourke Primary School and St Ignatius through teacher exchanges and shared professional learning initiatives

Undertake NAPLAN training for all new and existing staff to ensure confidence with full package including teaching sequences and other resources

Our success will be measured by:

- Successful expansion of the Reading to Learn program across the school including training and mentoring a further four teachers.
- Full implementation of the Eight Ways of Knowing teaching strategy
- Establishment of strong teaching and learning linkages with the feeder primary schools including the sharing of NAPLAN data.

#### Target 2

Increase the proportion of students meeting or exceeding the national minimum standard in numeracy by 5% in 2009 when compared with 2008 NAPLAN

Strategies to achieve this target include:

- Full participation in the cluster numeracy project with Bourke Primary School and Brewarrina Central School. This will include employment of a
cluster numeracy mentor and in-class support to teachers.

Building the capacity of staff to deliver quality numeracy teaching through expanded training and use of Newman’s Analysis

Facilitate numeracy staff participation in BGoS numeracy activities

Our success will be measured by:
Collaboration in the cluster numeracy project.
Professional learning in Newman’s Analysis and its application to student learning.
Involvement with BGoS numeracy activities.

Target 3

Improvements in performance for Bourke High School Aboriginal students equal or exceed that for all students in the State in 2009

Strategies to achieve this target include:
Implementation of the DETs new Aboriginal Education policy.
Staff development in the Eight Ways of Knowing led by the regional Aboriginal education consultant
Expanding the Wangkumarra Aboriginal language program to include students in stage five.
Our success will be measured by:
Staff working with and fully adopting the new Aboriginal Education policy.
School-wide implementation of the Eight Ways of Knowing.
Students completing 100 hours of stage five Wangkumarra at the conclusion of 2009.

Target 4

Increase years ten to twelve retention rates by 5% in 2009 when compared with 2008

Strategies to achieve this target include:
Year eleven 2009 BHS students participate in a common excursion for all year eleven Bourke SEG students to establish expectations and develop the concept of being part of a larger cohort.
Ongoing establishment of traineeships and partnerships with local businesses and organisations.
Undertake a university/future careers tour.
Our success will be measured by:
Students developing connections with other schools including a strong work ethic following the common excursion.

Expansion in the number of traineeships and school based apprenticeships.
Higher percentage of students electing to pursue tertiary education in 2010.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Culture.

Educational and management practice

Background

Due to a high rate of staff turn-over, the staff decided to review the School Welfare / Discipline System so as to make it more concise and “user friendly”.

Findings and conclusions

It was decided that the School Rules where to cumbersome and difficult to use and implement, and there were too many for students to remember. The new school rules of:
Respect - Safety - Learning , where devised to cover all the previous school rules. The New school rules were introduced to all staff and students via whole school assembly presentation, followed up with classroom activities. Also, the school rules have been advertised on each playground quadrangles via signs.

Future directions

These new school rules will be evaluated in 2010.

Curriculum

Each year the school evaluates a curriculum area to investigate strengths and areas for further development. This year the school elected to appraise the Senior Curriculum structure so as to make it more appropriate and student centred.

Background

An average only of 17% of our Senior students continue on University, thus requiring an ATAR. The other 83% of Senior students do not require an ATAR, therefore their curriculum need not be Tertiary based. We needed to provide the non-ATAR students subjects which would be relevant to them for their futures, as well as not making their senior years as academically rigorous.
Findings and conclusions
We researched other Board of Studies courses that would better suit our clientele. Two main courses, CEC English and Applied Mathematics-Project, were found to be more relevant and appropriate for a large section of our students. These courses will be offered as part of a curriculum package which will include a variety of Vet and TVET courses, as well as Traineeships.

Future directions
These two new courses, CEC English and Applied Maths, will be offered to our Preliminary students for 2009.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents (P&C): Reported satisfaction with the school and the ongoing progress made to improve teaching and learning outcomes. In particular, parents were pleased with the improvement in the conditions of the school grounds and buildings, the improvement in the Discipline System and the “friendly open communication” of the school.

Students (SRC): Students reported overall satisfaction with school organisation and activities. Throughout the year improvements were made in a variety of areas including sport options for senior students and improved student toilet facilities for all students including painting and graffiti removal. In addition students undertook increased leadership opportunities and training through leadership days.

Staff: Staff reported overall satisfaction in most areas including teaching and learning, assessment and reporting, school organisation and the relevancy of the curriculum. Staff indicated an ongoing need to review school policies to ensure relevancy and to review internal reporting timelines and student welfare practices. Staff also reported a need to further investigate some student’s attendance, motivation and work ethic with the possibility of developing programs and procedures in this area.

Professional learning
In 2008 the school received $24 800 in Teacher Professional Learning (TPL) funding. These resources were allocated according to school needs and targets. Priorities include:

- Quality teaching
- Beginning teachers
- Information Communication Technology including smart board training
- Syllabus implementation
- Welfare and Equity and
- Career development

All teachers participated in school based teacher professional learning activities including school-based teacher professional learning activities including school development day workshops and faculty activities focused on the school development targets of improving quality teaching and learning outcomes.

Professional learning funding was used to release teachers to attend external training courses and professional network meetings and conferences to enhance school leadership and management, curriculum implementation and quality teaching skills.

School development 2009 – 2011

Targets for 2010

Target 1
Increase the proportion of our Year 9 students meeting or exceeding the national minimum standard in literacy by 3% in 2010 when compared to their Year 7 2008 NAPLAN

Strategies to achieve this target include:
Employ a PAS Head Teacher to support:
Development and expansion of (Reading to Learn) R2L and literacy development across Bourke High School

Implement DEAR literacy program using SRA reading boxes across stage 4 & 5.

Continue implementation of Reading To Learn (R2L) with continuation of implementation, and training of three more teachers, and providing parent/tutor workshops

Strengthen linkages with stage three teachers at Bourke Primary School and St. Ignatius through teacher exchanges and shared professional learning initiatives

Undertake NAPLAN training for all new and existing staff to ensure confidence with full package including teaching strategies and other resources

Use CAP funds for relief, travel and accommodation to facilitate staff training and development in literacy skills.
Our success will be measured by:
Literacy team formation and effective functioning
Student progress in SRA program
Three staff trained in R2L/ Parent tutor workshops
Attendance of staff at PL in other schools
Item analysis of NAPLAN for whole staff

**Target 2**
Increase the proportion of our Year 9 students meeting or exceeding the national minimum standard in numeracy by 3% in 2010 when compared to their Year 7 2008

Strategies to achieve this target include:

- Full participation in cluster numeracy project with Bourke Primary School and Brewarrina Central School including employment of a cluster numeracy mentor and in-class support to teachers.
- Build capacity of executive leadership to support quality numeracy teaching through expanded training and use of Newman’s Analysis
- Support staff in the full utilisation of the NAPLAN / SMART Software to develop numeracy training and development
- Facilitate numeracy staff participation in BGoS numeracy activities
- Use CAP funds for relief, travel and accommodation to facilitate staff training and development in literacy skills.
- Continue the MCEETYA Maths Pilot Program

Our success will be measured by:

- Maths teachers supported by mentor
- Training in and use of Newman’s analysis
- Whole staff access Smart data software
- Targeted maths strategies linked to item analysis

**Target 3**
Increase the rate of student attendance.
Yr 7 - Yr10 from 72% in 2008 to 77% in 2010
Yr11 – yr12 from 85% in 2008 to 88% in 2010.

Strategies to achieve this target include:
Develop Learning Support Teams to ensure all students are supported – especially at transition points

- Employ an outside agency to assist the OHS committee to review, update and evaluate the OHS policy.
- Employ additional SASS staff to support student transition, exit surveys and PLPs
- Undertake stage five/six university excursion
- Continue to participate in CAP initiated CAPA performances
- Undertake stage five/six university excursion
- In partnership with regional consultancy staff, continue to develop attendance plans and procedures and implement a Whole School attendance strategy.
- Maintain VET teaching qualifications through retraining and professional learning
- Train SASS staff in ERN and SCAS
- Expand the curriculum by employing an Agricultural and Industrial Arts teachers.
- Support student transition by: PLPs, Plan-iT Youth mentoring and School to Work programs.
- Our success will be measured by: Decrease the rate of student suspensions from .72 to .65. 2009 ratio of students to suspension ( 113 suspension / 155 students = .72 )
- Functional LST at level 3 on LST Matrix
- Employment of consultant and OHS audit
- Employment training and monitor of SAS staff
- CAPA performances
- Decrease in daily absences
- VET training of qualified teachers
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Bruce Buxton – Principal
Geoff Michell – Deputy Principal
Leanna Robinson – P&C President
Peter Hosking – Sport Co-ordinator
Amanda Smith - Yr.12 Advisor
Zukdekea Kerr - School Captain

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

Exhibition of Year 12 Major Art works

Mosaic planter box

NSW Indigenous Art Prize in Brewarrina