Our school at a glance

Students
Bourke High School serves a small isolated community in the far north west of NSW. The school’s student population is approximately 160, about 70% of whom identify as being Aboriginal. The school features a strong vocational education and training focus in all years. There is also a strong welfare focus with programs in place to address students' social, as well as, educational needs. New school rules have been developed to reflect this: Respect - Safety - Learning. The stated aim of the school is that all students can achieve success and the goal is for all students leaving school to enter employment or further education and training.

Staff
At Bourke High School there are 23.5 teaching staff and 8.3 support staff. All teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Bourke High School has a range of programs delivered to support teaching and learning such as National Partnerships, Low Socio-economic Initiative (NP), Priority Schools Program (PSP), Priority Action Schools (PAS), Country Areas Program (CAP) Girri Girri and Norta Norta.

Student achievement in 2012
2012 Smart Data shows that 47.6% of Y7 and 39.1% of Year 9 students achieved expected growth in Reading between Years 7 and 9. Both at or above the state growth.

Grammar and Punctuation NAPLAN results indicate that 30.1% of Y7 and 47.4% of Y9 students were at or above state growth. Both these results are above the expected state average growth.

2012 Smart Data shows that 65.2% of Year 9 students achieved expected growth in Numeracy between Years 7 and 9.

Messages

Principal’s message
Bourke is a unique township located on the banks of the Darling River in northwest NSW comprised of 2000 people. Bourke is characterized 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 its 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 pretenses 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. During 2012, our students have been equipped with knowledge and skills for the world beyond school including tertiary studies, traineeships and employment options. Transition programs have successfully supported students who choose to go directly into the workforce from school.

2012 has been an exciting and focused year. Bringing together onto the one site over 160 students and staff each day to achieve high educational standards is a challenge accepted by the school. During 2012, Bourke High School has seen various changes to help develop and improve student outcomes. These include various physical and educational improvements include a new, bell and communication system, electronic community notice board, and Learning Board approach to all lesson delivery. The following Annual School Report will mention other various innovative and successful programs designed to improve student performance. One of our most successful programs was the continued employment
of a second Deputy Principal – Programs from our National Partnerships – Low SES funding. This has led to the professional establishment and management of teacher development and student enhancement strategies and platforms.

This is my last year at Bourke HS due to the instigation of the Connected Communities program, the school Principal position has been reclassified. I hope this program sees the continued positive growth of our students. I would like to thank the whole school community for making my first four years at Bourke High School a wonderful experience.

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 and/or School Council message

Our P&C is a small but committed group meeting to support the students and staff of Bourke High School. In the past few years we have not been a fundraising body. This is in the process of changing so we welcome ideas for future projects. Another very important role we fulfill is to meet as a group to share information on future happenings within the school, to delight in achievements of students and staff and to discuss any concerns parents and caregivers may have.

We meet on the fourth Tuesday of every month during school terms. It is encouraging to see parents and caregivers join in as well as the school executive team. Our meetings are short, friendly and very informative. If you are unable to attend a meeting but would like to bring an issue to the attention of the P&C please feel free to email your concern to bourkehightschoolpandc@hotmail.com. Emails are checked regularly.

During 2012 the P&C financially supported initiatives of the school aimed at promoting cohesion among our students and community. This has included the yearly ‘Nibble and Natter’ and the Citizenship Award at the Annual Presentation Night.

I encourage all parents and caregivers to come along to our meetings in 2013. It is your P&C, a place where you can meet other parents and caregivers and share your concerns and encouragement in a friendly and supportive environment. I look forward to seeing you throughout the year.

Lynn Hawkins – P&C President

Student Representative Council’s message

This year the SRC was supervised by the two school captains, Kayla Schleinzer and Marc Peterson. 2012 was one to remember for the SRC as it was filled with a busy schedule and bustling with excitement.

The year was busy with fundraising for many worthy causes such as the Shave for a Cure and Jeans for Genes Day, just to name a few. Fundraising was also used to raise money for the school by holding discos and other fun events for the student body.

Some of the female members of SRC were also a part of a very significant event – Nibble and Natter, our annual Mother’s Day celebration. Four members of SRC - Zac Moore, Ellie Milgate, Kate Simpson and Cody Simmons all proudly represented Bourke High School and community in their efforts as a member of the Regional and Sate SRC.

The School Captains had the great honour of attending the State Captain’s conference where they were able to meet with the governor of NSW, her Excellency Marie Bashir. This involved not only an extensive look at the value of great leadership and its importance in society but also an insight into the life of her Excellency. The captains agreed the trip was well worth it and hope the leadership will continued to be displayed through future captains and SRC members.

SRC has made a huge commitment this year in all areas and all members deserve a thank you but a huge thank you also needs to go towards Mr. Hawdon for his organization and coordination of all SRC events and to all teachers who have
helped with events throughout the year. 2012 has been a success for the SRC and we hope this continues for next year.

Kayla Schleinzer – 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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>75</td>
<td>65</td>
<td>78</td>
<td>83</td>
<td>78</td>
</tr>
<tr>
<td>Female</td>
<td>79</td>
<td>81</td>
<td>80</td>
<td>75</td>
<td>77</td>
</tr>
</tbody>
</table>

Management of non-attendance

To monitor and improve attendance of our students we have employed a vast range of strategies including:

a. The formation of an Attendance Team to oversee the processes
b. Daily attendance checks
c. Daily contact with absent students and their families
d. Home visits when deemed necessary
e. The employment of an Attendance monitor
f. A reward system to encourage good attendance
g. Attendance data shown on students’ reports
h. Use of District Office staff e.g. HSLO, ACLO and ASLO
i. Involvement in Community based monitoring and projects including JATS, NIPS and PIPs when needed.

Post-school destinations

In 2012, all eight Year 12 students were awarded a Higher School Certificate. Five Year 12 students qualified to attend university through the Australian University Index (ATAR) (63%). Two students have gone to full-time employment (25%), and one student has joined the Police Force (12%). The percentage of students eligible for an ATAR has increased since 2011 from 70% to 75%.
Year 12 students undertaking vocational or trade training

100% of BHS Year 12 students have undertaken Vocational Education training in 2012. 37% of Year 12 have chosen to study two courses.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of BHS Year 12 students qualified for their 2012 HSC. All Year 12 students completed the requirements for a Statement of Attainment of competencies in their chosen VET course, with 37% attaining a full Certificate II.

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>NA</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>34.8</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Bourke HS we have a policy of employing as many local indigenous community members as possible. In 2012, Indigenous employees at Bourke HS were, three teaching staff, three SASS, two officers and three mentors.

Staff retention

There have been few staff changes from 2011 to 2012. With the exception of one position all 2011 staff stayed on at Bourke High School into 2012.

Teacher qualifications

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

One staff member has a PHD (4%) five (19%) of teaching staff have Masters Degrees, another three are enrolled in postgraduate study. Totally 29% undertaking or completed study at Master’s Degree.

Eight teachers are qualified Vocational and Education Teachers. 29% have undertaken additional study to deliver Australian Framework Courses at industry standard.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>446,673.56</td>
</tr>
<tr>
<td>Global funds</td>
<td>348,554.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>559,379.79</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>26,272.27</td>
</tr>
<tr>
<td>Interest</td>
<td>19,455.46</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,850.91</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1408186.27</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>26,510.99</td>
</tr>
<tr>
<td>Excursions</td>
<td>6,024.19</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>18,630.47</td>
</tr>
<tr>
<td>Library</td>
<td>6,797.71</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>712,370.60</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>52,029.61</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>91,210.91</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>82,230.87</td>
</tr>
<tr>
<td>Maintenance</td>
<td>35,883.05</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>72,101.94</td>
</tr>
<tr>
<td>Capital programs</td>
<td>-0.08</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1,103,790.26</td>
</tr>
</tbody>
</table>

Balance carried forward                      | 304,396.01|

Date of financial summary                   | 30/11/2012|
A full copy of the school’s 2012 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 2012**

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

**Achievements**

**Sport**

What a fantastic year of PDHPE and Sport. Firstly, we have had two new teachers enter into the hallowed staffroom of the MPC this year. A warm welcome to Mr Matthew Meikle and Miss Bridget Stibbard. Both teachers have worked tirelessly to provide students with academic and sporting opportunities and have achieved many positive outcomes for all. This year our focus was on embedding and delivering Quality Teaching into our programs. This flowed over into lessons which has seen a great improvement in student engagement and improved learning outcomes.

In our sporting year, we have had many of the annual sporting competitions run with success at different levels for teams and individuals. Congratulations to Abbey Hegyi and Emily Ruddick who performed at CHS level for Cross Country. Emily finished an amazing second in her event and Abbey an impressive seventh. Well done to both girls on fantastic results. Samuel Simmons had a taste of first class Rugby League when he toured Papua New Guinea with the Far West Academy squad. Our Under 14 boys Rugby League team delivered a successful season with finals placings at Ronnie Gibbs 7’s and a comprehensive title defense at the Brewarrina gala day. The girl’s netball trip was also successful with the girls plying their trade against quality western region teams at Dubbo. Well done to all students who represented the school this year and we hope that we can continue to build success in the coming years.

**SALTBUSH**

SALTBUSH is a partnership with Ryde Secondary College. It was established to provide an exchange of professional learning between teachers and an understanding of different cultures for students. We are a small, rural, remote school with a majority aboriginal culture while Ryde Secondary College is a large, city school with a high population of students with a migrant background. Our school and teachers use technology that Ryde College would like to share while they can provide support for our teachers - especially staff who are often the only teacher in their subject area.

SALTBUSH was named because Ryde Secondary College are the “salties” from near the beach, and we, Bourke High School, are the “bushies” from the outback. Like the saltbush which breaks down salinity in the soil, our partnership hopes to break down the barriers and mystique between the country and the city.

**Academic**

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.
Higher School Certificate

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Bourke High School has had a busy and successful year in Aboriginal Education. There have been new and ongoing activities and developments at Bourke High School that assist in student engagement, building self-esteem, artistic, social and life skills, welfare, community service, and healthy cooking. Activities include: Yarra after-school program, Aboriginal perspectives and pedagogy in Year 8 Civics, ‘Our Place’, NAIDOC week, local Aboriginal languages program (LALP), Aboriginal education policy, 2013 Cultural immersion program, Aboriginal Mentors, Clontarf and Girls Club. The Aboriginal Education Team is the forum that dictates and underpins the direction of Aboriginal Education at Bourke High School. Thanks to all teachers, support staff, community volunteers and for your valuable time, leadership and efforts towards Aboriginal Education in 2012.

Yarra

Yarra continues to grow into a positive and well-established activity each Wednesday at Bourke High School and community locations. Activities include: Our Place developments, tree planting, cooking classes, art, woodwork, wood burning, fishing, riverbank cleanup, mural painting, BBQ’s, cultural heritage, site identification and storytelling.

Yarra in action
**Year 8 Civics**

This year we have covered a variety of topics on Aboriginal peoples and cultures, and participated in extensive developments at Our Place, and excursions to Darling and Warrego Rivers. Topics covered include: Europeans contact with First Nations, Australian History, traditional and contemporary Aboriginal societies and practices, Stolen Generations, and use of traditional Aboriginal languages and art in teaching. Uncle Ken Elwood – Aboriginal Mentor, provided a deep insight into the Stolen Generations, and gave detailed descriptions into his personal journey from Bourke – Kinchega Boys Home – Bourke. Our students have benefitted through increased knowledge and awareness of issues affecting Aboriginal and Torres Strait Islanders from discussions and activities around Stolen Generations, and acclaimed DVD’s: First Australians and Yolgnu Boy.

**Our Place (Kirra)**

Our Place continues to develop into a school community gathering area for social, cultural and environmental purposes. Year 8 Civics class and Yarra Team have assisted and participated in planting trees and plants, cleaning and maintenance, Yarn Ups, planning, using area for high nutrition and bush tucker cooking in earth ovens (Kunikalpa). Our Place is also used for community gatherings such as family reunions, and Children’s Week Bush tucker Day. Plans are underway for drastic improvements to the area, thanks to investment of Medicare Local which includes building a school community garden inclusive of shelter, rainwater tank, kitchen, raised garden beds, and provisions of vegetables for the elderly and less fortunate members of our community.

**Local Aboriginal Languages Program (LALP)**

This year the Aboriginal Education Team has been working on reinstating Aboriginal Languages in the mainstream curriculum via LOTE – ‘Languages Other Than English’. In 2013 it was decided that Bourke High School run a local Aboriginal languages program, with Paakantji being taught in 2013 for stage 4 (year 7 & 8) students. Mr O’Connor, Uncle Ken Elwood – Paakantji Elder and Bruce Turnbull Jnr travelled to Wilcannia Central School in term 3 to meet with Paakantji Language Teachers and to finalise the 2013 program. Board of Studies assisted with program and curriculum development.

**Aboriginal Education Policy**

During the Executive weekend at Toorale National Park and State Conservation Area on 1st September, Aboriginal community representatives, the Dare to Lead consultant, Rooty Hill High School staff, and Bourke High School (BHS) Executive staff workshopped the 2013 Aboriginal Education Policy. The day was hailed a success, with both staff and Aboriginal community having in-depth discussions about the importance of having strategies in place to coordinate the effective delivery of quality education and student welfare support to Aboriginal and Torres Strait Islander students. Another day was coordinated in October by the Dare to Lead consultant, with Aboriginal Mentors and Aboriginal Education Officer participating and providing input and clarification to finalise Aboriginal Education Policy.
Visiting Dentist from Sydney University

2013 Cultural Immersion Program

In November 2012 Aboriginal Mentors and the Aboriginal Education Officer developed the Bourke High School cultural immersion program for new scheme Teachers. The cultural immersion program aims to provide insight into what it means to be an Aboriginal or Torres Strait Islander living in Bourke, who are the Aboriginal and Torres Strait Islander People of Bourke, and where did they come from? What are the current issues affecting our Mobs? This will enhance new Teachers’ better understanding and awareness of the Bourke Aboriginal community and assists in building professional relationships with Aboriginal people and increasing educational outcomes.

Aboriginal Mentors

In term 4 Bourke High School commenced employment of 3 Aboriginal Mentors. Their roles include: student and classroom support, development of Aboriginal cultural immersion program and culturally appropriate environments (Our Place, Aboriginal Resource room, interpretive signage projects) assisting Girl’s Club, Yarra, coordinating Aboriginal Tour Guide Training, and supporting local Aboriginal languages’ program through inclusive delivery of other local language groups: Nyiampa and Murrawari. An excursion was organised on October 31st by Aboriginal Mentors and Miss Stibbon to Gundabooka National Park to provide tour guiding training, cultural awareness and cultural education for 8 female students. Other excursions to local significant sites are being planned, however extreme weather conditions and have deferred all excursions until cooler months.

Aboriginal Mentor in action.

National partnership programs

Literacy and Numeracy, for the second consecutive year Bourke High School has had NAPLAN student growth in excess of state average growth indicating our tiered approach to literacy instruction is working. All students participate in DEAR four times a week and students with additional needs are supported by Multilit and Peer Tutoring.

The national partnerships purchased extra staff and an addition deputy and a classroom teacher. The Deputy Principal coordinates whole-school programs such as literacy/numeracy, school to work and personal learning plans, the Quality Teaching program which focuses on best practice classroom strategies as well as Saltbush our partnership with Ryde Secondary College. The Quality Teaching Program was implemented to support the recommendations from the Dare to
Lead Snapshot. This professional learning program focused on quality feedback by teachers and supported the implementation of the Learning Board.

Our additional classroom teacher provided relief for the Quality Teaching program while also providing small class support for a group of Year 8 students who were at risk of disengaging from school. The Connected Learning Coach and SEG Quality Teaching Deputy also supported our teachers by providing professional learning on smartboards, and programming and planning across all KLA’s.

Local Aboriginal Language class

Equity Programs
In 2012, Bourke HS was supported by various equity Programs to help support our students who are disadvantaged by isolation, and low socio-economic backing.

Country Area Program – CAP
CAP supported our school programs by providing funds for various initiatives including: A. QuickSmart remedial Maths tutoring. B. Peer Tutoring training. C. the End of Year Educational experience, D. the Senior students’ University tour.

Priority Schools Program - PSP
PSP supported our school programs by providing funds for various initiatives including: A. Community events e.g. Nibble and Natter, B. Local positive publicity in the western Herald and the 2WEB radio, C. NAIDOC Week celebrations, D. Our Place support.

Priority Action Schools – PAS
PAS supported our school programs by providing funds for various initiatives including: A. Literacy training of staff, B. Employment of various staff including a Head Teacher Administration and Head Teacher VET, C. Training of staff in Positive Behaviours for Learning (PBL) strategies.

Progress on 2012 targets
Target 1
Increase Yr9 students performing at National Minimum Standard in Literacy by 10% from 2010 Year 7 to 2012 Year 9.
Our achievements include:
- Training of SLSO in MultiLit tutoring and update resources.
- Provided release time and resources for the AEO to develop local Aboriginal Language booklets as part of the DEAR program.
- Provided TPL funds to train staff to embed Literacy within their teaching programs via the Virtual English Faculty and other training.

Target 2
Increase Yr9 students performing at National Minimum Standard in Numeracy by 3% from 2010 Year 7 to 2012 Year 9.
Our achievements include:
- Up-skilling of SLSO to implement the “Quick Smart” numeracy program
- Provided TPL funds to train staff to improve Numeracy strategies within their teaching programs via the Virtual Maths’ Faculty

Target 3
Teacher Quality: All teaching staff delivering high quality lessons.

Strategies to achieve these targets include:
- Implemented a Head Teacher QT TPL project utilizing an external facilitator - support faculty members.
• Provided each Head Teacher with release time to mentor faculty in program and teaching development. Employ casual to provide release.

• Developed professional links with Ryde Senior College for staff mentoring, named Saltbush.

Target 4

**Student Attendance & Engagement:**
Increase student attendance rates.
Decrease suspension rate.
Our achievements include:
- Increased student attendance rates from 78% to 82%
- Decreased suspensions from 47 suspensions in 2011 to 40 suspensions in 2012.

Target 5

Improve student engagement with their school and schooling.
Our achievements include:
- Continued Literacy and Numeracy support for Aboriginal students via tutors. (Norta Norta)
- Continued development of “Our Place” as an Aboriginal community access point.
- Increased Aboriginal literacy and numeracy support via the Girri Girri Sports Academy program

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the Literacy and Numeracy programs.

Background

Bourke High School serves a small isolated rural community in the far north west of NSW. The school’s student population is approximately 160, of whom 70% identify as being Aboriginal. Bourke High School is a comprehensive high school providing a quality education in a caring and supportive environment. The school seeks to provide excellent standards in a caring and stimulating environment. The school features a strong vocational education and training focus in all years. Its basic purpose is to offer a strong, inclusive and comprehensive academic and vocational curriculum while still providing sporting, social and cultural opportunities for all. There is also a strong welfare focus with programs in place to address students’ social, as well as, educational needs. New school rules: Respect - Safety - Learning: have been developed to reflect this and underpin all activities. The stated aim of the school is that all students can achieve success and the goal is for all students leaving school to enter employment or further education and training. The school is currently renewing its focus on Literacy, numeracy, technology and improving attendance.

The school includes a Tutorial Centre and integrated IM support program. Many students come from disadvantaged low-socio economic backgrounds. Bourke High School is supported by the National Partnerships- Low Socio-Economic Reforms Program, Country Areas Program (CAP), Priority Schools Program (PSP), Priority Action Schools Program (PAS.) The school is characterised by innovative and capable staff who are committed to increasing academic achievement through teaching excellence, teamwork and strong pastoral care programs.
The School operates with low teacher/student ratios. Teaching programs are child-centred and encourage flexibility and variety including Gifted and Talented Programs, VET, Life Skills, mentor programs.

Over 80% of teachers at Bourke High School are New Scheme Teachers and within the first five years of their teaching. All executive are new to their roles with the exception of the School Principal and the Deputy Principal.

Findings and conclusions
In 2009 Bourke High School had over 60% of students performing at or below minimum standards on the NAPLAN reading test and showed a declining growth in literacy for students attending Bourke High School.

In 2010, one task that applied to most domains of NAPLAN was targeted, sentence structure, was explicitly taught by the staff prior to the NAPLAN test. This direct instruction in all classrooms gave a demonstrated swing of 16% positive growth on this one item. It also gave staff the understanding that direct instruction and systematic use of data could change student outcomes.

In the staff survey 59% indicated that they use NAPLAN data to plan for their lessons with about 30% using classroom generated material.

In 2010 – 11 a NAPLAN item analysis was used to provide instruction on core literacy and numeracy strategies that could increase student outcomes. This was complemented with a direct literacy focus across the school using the three tiers of student learning. DEAR was implemented for all students four times a week for 20 minutes. MultiLit supported emergent readers and Peer Tutoring supported marginal students in year 7 while ensuring best practice reading strategies became available to the community. A range of different staff co-ordinated the literacy and numeracy programs across the school, ensuring that all staff see their role as teachers of Literacy and Numeracy while providing a sustainable system within the school.

In 2010 Bourke High School was also part of of the Quality Teaching Maths Mentoring project and had a trained Maths teacher appointed to the school who participated in this program. The Maths programs were revised to support basic skill instruction and extension in the first term of Year 7. In 2011, Maths 300 was also used by the Maths teachers and in 2012 Quiksmart began as a means of supporting students with marginal Maths skills. In 2011 an addition teacher was appointed to teach Maths staff. Though this teacher is not a qualified Maths teacher he is a highly qualified teacher who is experienced in teaching Maths. The whole staff was also encouraged through the strategy instruction process to stop and explicitly teach numeracy at the point of need for all students across all KLA’s.

For the second consecutive year Bourke High School has had student growth in excess of the state average growth in all domains of NAPLAN. Our trend line is now moving upwards where it was decreasing in 2009. Given the staff training and embedded literacy and numeracy programs it is anticipated that this growth will be sustainable after the partnership. Many staff indicated that they felt embedded literacy and numeracy within the classroom lessons was the most effective way to teach literacy.

In 2013 BHS will plan programs using planning matrix (currently being developed) that will support literacy and numeracy across all KLA’s.

In 2012 this position led the Quality Teaching Head Teacher project in consultation with the Dare to Lead Co-ordinator. This was supported by the employment of a teacher to release Head Teachers to work closely with their class teachers. Staff was given instruction in the strategies of Feedback and Lesson Planning using the Learning Board structure. These strategies were identified through the student Quality Teaching survey.

On the National Partnerships’ evaluation survey the staff has rated the professional learning on both the learning board and feedback as higher than that of the SEG appointed National Partnerships Coaches, though all were rated as effective. Over 50%
of the staff felt their ability to plan Aboriginal Culture in their lessons was also enhanced through this program. This program will be ongoing into 2013 as the Aboriginal Education Plan and planning matrix are developed and more firmly embedded into programs. There will be one change in that Head Teachers will not be given release time as this was seen by most staff as not effective.

Dental hygiene in action.

Future directions

With the National Partnerships – LOW SES program funding finishing in June 2013, we will plan to:

A. Emphasise writing across all KLA’s. Programming and planning supported by matrix for writing reading and numeracy. These skills to be embedded across all KLA’s programming planning and assessment. Focus on writing for all assessment tasks across all KLA’s in all years 7-10 in 2013.

B. Maths Matters to be implemented in 2012

C. Releasing Head teachers to support staff will not be an option in 2013. NP Deputy Principal continue to be employed to support Head Teachers and Teachers.

D.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers regarding school policies. Their responses are presented below.

ASR Student Survey

This survey was given to all students at the end of Term 2 to gauge the best way to improve classroom practice employed by the teachers of Bourke High School. The survey was administered through Survey Monkey and sent electronically to all students.

Most students (81%) said that their teachers treat them with respect and that their teachers stick to the rules (71%) and almost all students agree (98%) that they should be respectful to the staff. However, only some of the students (46%) do this all the time. Most students trust their teachers and most (81%) agreed that teachers give clear instructions and why they must do their classwork (81%) Most students said they knew when to complete their assignments (91%) but only some (43%) always did them. Most students thought that the assessment tasks (74%) were fair for all students. Many students feel that teachers do not structure the lessons to suit the learning or change the lessons when students are having problems with the work. Some of the students (51%) have a clear understanding of the beginning middle and end of the lesson.

Most students agreed (77%) that the teachers were well prepared for lessons. Most students agreed (62%) that teachers got along well with their parents and the community.

As a consequence of this survey the staff has embarked on a Quality Teaching professional learning program about how to give explicit and systematic feedback and using a lesson planning tool called the “Learning Board” in all lessons. This hopes to address the difficulties identified by the students as barriers to their learning.

Professional learning

All staff at Bourke High School participated in Basic Smart board training and understanding how to use Smart2 software. In addition to this there was a range of training for Vocational and Education Courses with two teachers being trained at...
Industry Standard to deliver Hospitality and Construction.

All staff participated in School Development days and were trained in Emergency Care procedures, Non-Violent Crisis Intervention training, as well as the development of quality teaching programs through the Bourke Group of Schools network.

There were nine New Scheme teachers undertaking accreditation at professional accomplishment.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Literacy: Bourke High School Year 7 and Year 9 NAPLAN results show Literacy growth (Reading, Grammar and Punctuation) equal to or better than the State growth rates.

2013 Targets to achieve this outcome include:

Decrease the number of students at or below national minimum standard in Year 9 reading by 10% in 2013.

Strategies to achieve these targets include:

- Refresh training for SLSO in Multilit tutoring and update resources.
- Provide TPL and resources to expand the DEAR program to cover a writing and numeracy component
- Use Community Cultural Mentors to help initiate the Bourke HS local languages program

School priority 2

Outcome for 2012–2014

Numeracy: Bourke High School Year 7 and Year 9 NAPLAN results show Numeracy growth equal to or better than the State growth rates.

2013 Targets to achieve this outcome include:

Decrease the number of students at or below national minimum standard Year 9 numeracy by 10% in 2013.

Strategies to achieve these targets include:

- Expand the “QuickSmart” numeracy program to include all Year 7.
- Provide TPL to up-skill staff in Mentoring, Coaching and Professional Sharing skills to better teach Numeracy.
- Implement the Maths Matter Program

School priority 3

Outcome for 2012–2014

Teacher Quality: All teaching staff delivering high quality lessons.

2013 Targets to achieve this outcome include:

Increase the structured mentoring support for all teachers.

Strategies to achieve these targets include:

- Provide professional support to the CAPA/ VET /TAS faculties via employment of a HT Vet
- Support new staff via the NEW BHS Induction program
- Join with other schools to release a person at PH2 level to support leadership development programs to provide training in analysis of data and coordinate professional learning networks.
School priority 4

Outcome for 2012–2014

A. Student Attendance & Engagement:
   Increased student attendance rates.
   Decreased suspension rate.

2013 Targets to achieve this outcome include:

- Increase average student attendance rate from 77% (2012) to 81% (2013)
- Decrease the number of suspension from 40 (2012) to 35 (2013)

Strategies to achieve these targets include:

- Continue the positive promotion of BHS via Community events. Nibble / Natter - Boy / dads - Community dinner – BHS Club strategy – Community Yarn Ups

School priority 5

Outcome for 2012–2014

Aboriginal Education: A greater focus on Aboriginal Education and a stronger partnership with the local Aboriginal community.

2013 Targets to achieve this outcome include:

Strategies to achieve these targets include:

- Continue Literacy and Numeracy support for Aboriginal students via tutors. (Norta Norta)
- Continued development of “Our Place” as an Aboriginal community access point.
- Support Aboriginal students via the development a Local Aboriginal Mentors program and revamped PLPs.

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.

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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: