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 28 teaching staff and 10 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 2011
Increase Yr9 students performing at National Minimum Standard in Literacy by 3% from 2009 Year 7 to 2011 Year 9. The school target was achieved and exceeded by 17.4%.

Year 9 students demonstrated growth at or better than the state in Reading (State 36.9 to BHS 57.3).

NAPLAN growth at BHS in year 9 Reading was 20.4%.

Increase Yr9 students performing at National Minimum Standard in Numeracy by 3% from 2009 Year 7 to 2011 Year 9.

The school target was achieved and exceeded by 5.4%

Growth in numeracy was also positive with all Year 9 students demonstrating above state average growth (state 33 BHS 41.4)

Growth in numeracy in Year 9 on NAPLAN was 8.4%

7 (4 Aboriginal) students’ progressed to HSC in 2011 from a cohort of year 10 in 2009. Approximately 78% of all students and 57% of Aboriginal Students progress to the HSC.

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 2011, our students have been equipped with knowledge and skills for the world beyond school including tertiary studies, traineeship and employment options. Transition programs have successfully supported students who choose to go directly into the workforce from school.

2011 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 2011, Bourke High School has seen various changes to help develop and improve student outcomes. These include the building of the BER Science laboratory, the introduction of the DEAR reading program using SRA readers. 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 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.

There is still a way to go; teaching is a challenging, unpredictable human activity. As a school we are diverse in our experience, expertise and outlook. We have strengths and areas for ongoing development, outlined in the following document. Above all though, our focus is to care for and respect all students while delivering quality teaching every day to every student in every classroom. We appreciate your interest in reading this report and look forward to any contributions you may be able to make to our school and most importantly the education of students in Bourke.

I would like to thank the whole school community for making my first three years at Bourke High School a wonderful experience. My family has 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

P & C 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 bourkehighschoolpandc@hotmail.com. Emails are checked regularly.

During 2011 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 2012. 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’s message

2011 was a year filled with excitement for the SRC. The 2011 SRC was headed by the two school Captains, Jacob Randall and Stevie Corinne-Bunyan.

As always the SRC spearheaded many fundraisers for such worthy causes as the Cancer Council with events such as Shave for a Cure, as well as raising money for the school, holding discos and other fun events for the student body.

SRC members also were a driving force behind the annual Nibble and Natter Mother’s Day event. Ellie-May Millgate also proudly represented Bourke High School and community in her continual efforts as a member of the Regional and State SRC’s.

The School Captains had the great honour of attending the State Captain’s conference with the Governor of NSW, her Excellency Marie Bashir. This involved an extensive look at the value of good leadership, and its importance in society, something that the Captains hope the SRC and future Captains will continue to display.

During 2011, the SRC raised money to go towards a memorial garden area in quadrangle 3 for our sadly missed general Assistant, Mr. Ken “Ricey” Rice.

A huge thank you to all the members of the SRC, but especially Ms. Noble and Ms. Doggett for their organisation and coordination of all SRC events.

Jacob Randall- 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.
Management of non-attendance

In 2011 we employed an Attendance Monitor (TAM) to help with student attendance. The TAM rings absent students make connections with parents/carers and assists in the development of individual student Attendance Plans with the Attendance team. This attendance team meets regularly to monitor attendance.

Structure of classes

Years 7 to 10 have two parallel ability classes for each year comprising of about 20 students per class. In the Senior Years, the school runs six lines of subjects with two subjects per line.

Retention to Year 12

Post-school destinations

In 2011 six students were awarded a Higher School Certificate. Four Year 12 students qualified to attend university through the Australian University Index (ATAR). The percentage of students eligible for an ATAR has remained stable as per 2010 (70%)

Year 12 students attaining HSC or equivalent vocational educational qualification

Six students completed the Higher School Certificate in 2011. Three students chose to pursue studies at university level and one elected to undertake study and further training through TAFE and other training providers. One student successfully transitioned to the workforce, while one student is seeking employment (February 2012).
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>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</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>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.2</td>
</tr>
<tr>
<td>Total</td>
<td>32.8</td>
</tr>
</tbody>
</table>

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

The Indigenous composition of the school workforce consists of four SASS, one Aboriginal Education Officer and two teaching staff.

Staff retention

There have been few staff changes in 2010 to 2011. With the exception of one position all 2010 staff stayed on at Bourke High School into 2011.

Teacher qualifications

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

1 staff member has a PHD (4%) 5 (19%) of teaching staff have Masters Degrees another 3 are enrolled 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>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>451670.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>228843.65</td>
</tr>
<tr>
<td>Tied funds</td>
<td>511111.27</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>52175.63</td>
</tr>
<tr>
<td>Interest</td>
<td>25909.37</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10549.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1280259.84</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>42804.80</td>
</tr>
<tr>
<td>Excursions</td>
<td>8108.20</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>21094.74</td>
</tr>
<tr>
<td>Library</td>
<td>8068.11</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>512811.37</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>18431.03</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>83022.05</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>72379.91</td>
</tr>
<tr>
<td>Maintenance</td>
<td>46460.99</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7663.58</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12741.50</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>833586.28</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>446673.56</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

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

Another jam packed year of sport that has seen many successes at Bourke High School. Our swimming, cross country and athletics carnivals went smoothly and saw increased participation from our competitors. Outstanding individual performances saw several of our student progress through regional and state levels. Bourke hosts the annual Ronnie Gibbs Shield competing in Netball and Rugby League 7’s. Unfortunately this year no
Bourke teams made the finals but the ever expanding competition allows students to increase their skill levels against quality opposition. A number of Rugby League gala days culminated in our 14/Under Boys taking out first division at the Brewarrina Gala Day Rugby League 7’s. Well Done Boys! Our Netballers made their way to Dubbo for regional finals and performed exceptionally. Davidson Shield was again a success; however, we didn’t retain the shield as Nyngan posted strong results in all sports. Maybe next year!

Many thanks must go to the teachers and parents who supported our school sport this year, in particular; Mrs. Mel Simmons, Miss Samara Miligate, Mr. Nathan Williams, Mr. Dane Parnaby, Mrs. Angela Cohen and Mrs. Cathy Lowe who all provided training and travelling to get our kids to their sports.

Our PDHPE department would like to wish Mr. Nathan Williams all the best in his new job on the Gold Coast and good luck with his impending fatherhood! A huge loss to our school and community but he has provided many excellent opportunities through his professionalism and dedication.

Mr. Peter Hosking (Sports Coordinator)

Honourable Mentions for 2011

- Henry Gordon  
  Swimming and Athletics  
  CHS
- Raymond Simmons  
  Swimming  
  CHS
- Cody Simmons  
  Swimming  
  CHS
- Andrew Lowe  
  Swimming  
  CHS
- Daniel McKenna  
  Swimming  
  CHS
- Clynton Edwards  
  Rugby League  
  FWAS
- Dalton McInerney  
  Rugby League  
  FWAS
- Heath Gibbs  
  Rugby League  
  FWAS
- Marc Peterson  
  Rugby League  
  FWAS
- Craig Orcher  
  Rugby League  
  FWAS
- Sam Simmons  
  Rugby League  
  FWAS
- James Gaffney  
  FWAS Golf

Other

Nilble and Natter: In early May, female students, staff, family members, visitors to town and members of the local community gathered for an afternoon of games, mingling and scrumptious food to celebrate sisterhood and Mother’s day. The MPC was packed with ladies of all ages.

A massive thank you must go to the numerous community members that attended the afternoon; your support of the afternoon is immensely appreciated. It was fabulous to see some ladies returning for the fifth year running and it was also a pleasure to see some new faces in attendance.

I hope all ladies both young and older had a fun afternoon and that all mothers had a wonderful Mother’s Day. I look forward to seeing what happens for the male students to celebrate Father’s day.

Academic

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.

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 in bands:
Year 7 Reading

Percentage in bands:
Year 7 Writing

Percentage in bands:
Year 7 Spelling

Percentage in bands:
Year 7 Grammar & Punctuation

Numeracy – NAPLAN Year 7

Percentage in bands:
Year 7 Numeracy
Growth in literacy was reflected in the NAPLAN results. The Year 9 students demonstrated growth at or better than the state in Reading, (State 36.9 to BHS 57.3). NAPLAN growth at BHS in year 9 Reading for students above national benchmark was 20.4%. The school had set a growth target of 3% in reading and this was exceeded by 17.4%. The other domains of NAPLAN literacy demonstrated growth at or state average. (Writing -5, Grammar and punctuation 0.2). The overall growth was more significant for Aboriginal students. School baseline data can attribute all the literacy growth to 2010-11 programs of DEAR and teacher professional learning based on the NAPLAN item analysis.
School Certificate

Percentage of students in performance bands: School Certificate English

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 Geography, Civics and Citizenship

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

Percentage of students in performance bands: Computer Skills
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate relative performance comparison to School Certificate (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.

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.

Aboriginal education

Girri Girri Sports Academy provides staff release to better cater for Aboriginal students with literacy support through the medium of sport talents.

Norta Norta funding provides Aboriginal students with In-Class Tutor support for Literacy and Numeracy.

National partnership programs

The National Partnership - Low SES program funding enables the school to employee additional staff and to purchase necessary resources to run a specified Quality Teaching development program.

Other programs

The Country Area Program (CAP) provided the school with extra funds to employ extra staff (Head Teacher Administration). CAP also supported Teacher Training and Development activities, student participation in cultural and educational experiences as well as supporting the Nibble and Natter project.
The Priority Schools Program (PSP) Priority Action Schools (PAS) program funding has also supported the school with the employment of staff and resources to support improving student outcomes.

Bourke High School Welfare program is supported by a Head Teacher Welfare and a year Advisor for each year. The welfare program ran a broad range of initiatives to support students’ social, emotional and health issues. These programs were often in partnership with other local government and non-government agencies.

Links to Learning, a program delivered by Centacare has been highly successful this year. Also the Aboriginal Medical Service regularly attended the school at lunch time to assist in treating minor ailments of students while promoting the service.

Progress on 2011 targets

Target 1

Repeat target for 2011 from 2010 report

Targets for 2011

Bourke High School put a high priority on developing students that will be able to contribute fully to society and to achieve this we recognize that not only academic but holistic community involvement is necessary.

Targets for 2011

1 Increase Yr9 students performing at National Minimum Standard in Literacy by 3% from 2009 Year 7 to 2011 Year 9

Strategies to achieve this target include:

- Fortnightly Literacy Numeracy Team meetings with KLA representation.
- Each Literacy Numeracy Team member providing literacy support to their KLA
- Students engaged in DEAR reading scheme 4 times per week.

Our success will be measured by:

- Programming using Smart Data strategies across all KLAs
- Increase in NAPLAN performance in Year 9 reading.

2. Increase Yr. 9 students performing at National Minimum Standard in Numeracy by 3% from 2009 Year 7 to 2011 Year 9.

Strategies to achieve this target include:

- Fortnightly Literacy Numeracy Team meetings with KLA representation.
- Each Literacy Team member providing literacy support to their KLA
- Basic Skills instruction in Mathematics at the beginning of the year 7 for all students.

Our success will be measured by:

- Programming using Smart Data strategies across all KLAs
- Increase in NAPLAN performance in Year 9 numeracy

3. a. Increase student attendance rates from 79% to 85% (7 to 10) and 85% to 90% (11 & 12)

b. Decrease the suspension rate from .56 to .46 suspension / 155 students = .56)
c. Increased the percentage of students completing Year 12 or vocational training from Yr10 2009 to Yr12 2011 from 62% to 70%

Strategies to achieve this target include:

- Improve the collection of student data to support student attendance and retention, and enhance community communication by the employment of additional SASS (SAO to .4 SAM)
- Provide students with future career goals and directions by producing PLPs/ Transition plans for all students by employing a Transition Advisor.
- Increase Aboriginal student engagement with school by the employment of an Aboriginal Community Liaison Officer (Elder) 2 day per week

Our success will be measured by:

- Increase in attendance for all students
- A decrease in the suspension rate
- An increase in the retention of students to year 12, particularly for Aboriginal Students.

4. Increase the attendance rate of parents/carers at school events so that each family enters the school at least once in 2011.

Strategies to achieve this target include:

- Increase the Bourke whole school community engagement by holding various events-Nibble & Natter, Mate vs Mate, Bingo
- Improvement in student attendance and engagement rates by the AETD employing an Aboriginal Community Engagement Officer at BHS
- Implement the DET’s Aboriginal Education policy across the whole staff.
Our success will be measured by:

- The number of community who participate in school events
- All staff trained in Aboriginal Education Policy and cultural awareness.

**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 2011 our school carried out evaluations of Educational, Curriculum and management practice.

To provide a systematic and explicit literacy program across the whole school that would benefit all students and educate classroom teachers in the delivery of literacy skills for students a three tiered approach was adapted

1. **All students**: Drop everything and Read (DEAR) graded reading four times a week for 20 minutes with additional support given to support students who were not yet independent readers. Years 7 – 10.

2. **Some students**: Peer tutoring, a credentialed TAFE course is designed to improve performance with reading. Peer tutoring is also a program that has been demonstrated to have the most positive impact in literacy gains for the tutors. Peer tutoring also allows Year 10 students to gain a Certificate 1 and skills in best practice literacy instruction.

3. **Few students**: MULTILIT is a program for those who need additional support with reading acquisition. MULTILIT is an intensive direct instruction one to one program that is used in a withdrawal model three to five times per week. School Learning Support Officers (SLSO) were trained to deliver this program. The aim of using student tutors and SLSOs to deliver these programs was to enhance the cultural capital within the Bourke High School community to ensure sustainability of literacy instruction across the community.

**Findings and conclusions**

The Year 9 students demonstrated growth at or better than the state in Reading, (State 36.9 to BHS 57.3). NAPLAN growth at BHS in year 9 Reading for students above national benchmark was 20.4%. The school had set a growth target of 3% in reading and this was exceeded by 17.4%. The other domains of NAPLAN literacy demonstrated growth at or state average. (Writing -5, Grammar and punctuation 0.2). The overall growth was more significant for Aboriginal students. School baseline data can attribute all the literacy growth to 2010-11 programs of DEAR and teacher professional learning based on the NAPLAN item analysis.

**Future directions**

This progress will be re-evaluated at the end of the year; this will determine our future directions.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their main responses are presented below.

**Parents** – Would like to see a greater communication between the school and themselves.

**Students** – Would like more technology within the classroom and lessons being more “fun” along with less bullying.

**Teachers** – Would like more professional training and development in technology.

**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 2012

Targets to achieve this outcome include:

Increase Yr9 students performing at National Minimum Standard in Literacy by 10% from 2010 Year 7 to 2012 Year 9.

Strategies to achieve these targets include:

- Train SLSO in MultiLit tutoring and update resources.
- Provide release time and resources for the AEO to develop local Aboriginal Language booklets as part of the DEAR program.
- Provide TPL funds to train staff to embed Literacy with their teaching programs via the Virtual English Faculty and other training.

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.

2012 Targets to achieve this outcome include:

Increase Yr9 students performing at National Minimum Standard in Numeracy by 3% from 2010 Year 7 to 2012 Year 9.

Strategies to achieve these targets include:

- Up-skill SLSO to implement “Quick Smart” numeracy program
- Provide TPL funds to train staff to improve Numeracy strategies within their teaching programs via the Virtual Math’s Faculty
- Train staff to implement “Mathletics” as a whole junior school numeracy program.
- Up-skill Maths staff and provide “Maths 300” resources for implementation
- Improve Numeracy performance of students with lower end NAPLAN results via the employment of a numeracy support teacher to run support programs.

School priority 3

Outcome for 2012–2014

Teacher Quality: All teaching staff delivering high quality lessons.

Strategies to achieve these targets include:

- Implement a Head Teacher QT TPL project utilizing an external facilitator - support faculty members.
- Provide each Head Teacher with release time to mentor faculty in program and teaching development. Employ casual to provide release.
- Develop professional links with Ryde Senior College for staff mentoring nicknamed Saltbush

School priority 4

Outcome for 2012–2014

Student Attendance & Engagement:

Increase student attendance rates.

Decrease suspension rate.

2012 Targets to achieve this outcome include:

- Increase student attendance rates from 78% (S2 2010- S1 2011) to 81% (S2. 2011 – S1 2012)
- Decrease suspension rate from .28 (2011) to. 20 (2012) (2011. .28 = 47 suspensions / 170 students)

Strategies to achieve these targets include:

- Continue the positive promotion of BHS via Community events. Nibble / Natter - Boy / dads - Community dinner
- Promote the school via local media Publicity
- Organise for senior students visit to Universities to gain insight. Uni. Excursion
School priority 5

Outcome for 2012–2014

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

2012 Targets to achieve this outcome include:

Improving student engagement with their school and schooling.

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.
- Aboriginal literacy and numeracy support via the Girri Girri Sports Academy program

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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
Kathleen Davis, Deputy Principal-Programs
Peter Hosking Sports Coordinator
Amanda Smith, Nibble and Natter
Jacob Randall, School Representative Council

School contact information

Bourke High School
34 Tarcoona Street
Bourke 2840
Ph.: 026872 2560
Fax: 026872 3267

Email: bourke-h.school@det.nsw.edu.au

Web: www.bourke-h.schools.nsw.edu.au

School Code: 8355

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:
