Introduction

The Annual Report for 2018 is provided to the community of Bourke Street Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jason Goode
Acting Principal

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Message from the Principal

2018 has been a year of significant growth, change and increasing opportunities for the students at Bourke Street Public School.

Our school continues to become a vibrant, caring and innovative school that caters for its culturally diverse school community.

2018 has been another year of increased learning opportunities and achievements.

Bourke Street's reputation as a public school continues, because of the talented students, dedicated staff and the wonderful school community.

The students continue to flourish academically. The NAPLAN results continue to rise further and further above the state levels for both Years 3 & 5 students in Literacy and Numeracy. Increased participation in the University competitions, reporting in more students excelling and achieving Distinction & HIGH Distinction levels across all areas.

This year the school held a Creative Arts Dance Concert event. The event showcased the incredible talents of all students in dance as well as the amazing teachers who ensured its success by attending professional learning workshops to develop and teach dance skills to students. Staff also utilized the wonderful parent resources within the school community.

All students completed the Premiers' Reading and Sporting Challenge. Many receiving gold certificates acknowledging 4 years of participation.

The Kindergarten, Junior and Senior Choirs continue to grow with many students performing as part of the Primary Proms Performance at Sydney Town Hall and the Choral Performance at the Sydney Opera House. Students also performed at the Sydney Opera House in the NSW Public School's Recorder ensemble.

Bourke Street has strengthened its participation in PSSA sports by entering more teams in Netball, Soccer, T–Ball and Cricket competitions.
School background

School vision statement

Bourke Street Public School is a secure school celebrating learning, leadership and culture. Every member of the school community is encouraged to embrace innovation, pursue excellence and share in a quality education informed by evolving pedagogical practice. This is supported by a climate of responsibility that aims to meet the needs of everyone.

School context

Bourke Street Public School is an inner city school established in 1880 and located in heritage classified buildings. We are a rapidly growing, dynamic school with a secure environment where students show respect, tolerance and understanding of individual differences and where the academic and cultural potential of each student is fostered in a climate of responsibility in the pursuit of excellence.

The school has a proud history of serving a diverse and multicultural local community. Within its historic walls and newly designed educational spaces are spacious and very well equipped learning environments, which take pride in providing quality education in a caring and supportive atmosphere. Taking advantage of the large classrooms and a wide range of teaching resources, the teachers provide an exciting and challenging academic climate in which students can achieve success and take pride in their learning.

Bourke Street Public School The school has developed strong foundations in assisting students to acquire competencies in all Key Learning Areas, particularly in literacy. There is a strong emphasis on student welfare, the arts and equity. Our enrolments this year increased to 450 students. The majority of our students are in K–2. The school has several community partnerships with a variety of organization, as well as, senior student from Sydney Girls’ & Sydney Boys’ High School who assist in the classrooms on a weekly basis.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. Staff of Bourke Street Public School regularly used the School Excellent Framework as a tool to inform, monitor and evaluate our teaching practice. Throughout Professional Learning sessions, teams of teachers examined the school plan and our current practice to determine areas of strength and development.

The results of this process indicated that in the School Excellence Framework domain of Learning, the school was assessed as Sustaining and Growing.

Learning

BSPS aspires to develop a school culture with a focus towards engagement and ongoing performance improvement across the whole school community. Our 2018–2020 School Plan explicitly sets out priorities for improving both learning and engagement across the school. The school has particularly focused on improving its practice in analysing student outcome data from both external and internal tracking systems including Best Start, PLAN, NAPLAN and school tracking Sheets to further identify, address and progress learning needs for students and cohorts.

BSPS's collaboratively developed Good Discipline and Student Welfare Policy outlines behaviour expectations based on the principles of the Positive Behaviour for Learning (PBL) strategy. The school references an Expectation Matrix which outlines expected behaviours in each school setting promoting wellbeing and ensuring optimal conditions for student learning.

To monitor student learning needs the Learning and Support Team (LST) support classroom teachers to consistently develop and implement Individual Education Plans across the school based on students' identified needs. These are collaboratively negotiated and developed with parents/carers and support personnel and routinely monitored by teachers, and Learning Support Team.

Wellbeing
BSPS sought input from the community to develop and revise a new Good Discipline and Student Welfare Policy. The policy was collaboratively developed with community members across the school to create its new school expectations Respect, Responsibility, Acceptance and Achievement. This has consistently reinforced the positive teaching and learning environment for all students.

The school has consistent behaviour management protocols across all classrooms and the playground. Professional learning is regularly provided to support teachers to cater for the wellbeing needs in the classroom. Teachers were up-skilled on management strategies and classroom practices that allow students to engage directly and take levels of responsibility with their learning progress relevant to their stage of development. This has also resulted in adjustments being made to teaching and learning programs and Individual Education Plans.

The Learning and Support Team works collaboratively with staff across the whole school to identify, monitor and support staff. Management and tracking systems are systemically used across the school to ensure individual and collective wellbeing is measurably improved with the use of financial, physical and human resources.

Curriculum and Learning

BSPS implements systematic and comprehensive transition programs and models when entering school and moving onto other schools. Through close alliances with other schools and organisations continuity of the current and projected needs of students is closely communicated, monitored and supported across contexts. In coherence with the Curriculum Planning and Programming, Assessing and Reporting to Parents K–12, students and parents are regularly involved in the learning journey, this is supported through student reports, teacher presentations, parent/teacher interviews, planning meetings and I.E.P's.

BSPS implements a wide range of extra-curricular learning opportunities across the school for all students which have a high level of engagement and involvement. These opportunities link to classroom learning and extend students educational progression whilst aligning with the schools core values and priorities. A student representative council contributes to the provision of a student voice with collaboration of teachers across extra activities. A number of intensive in-school curriculum programs including Intensive Reading (Stage 1), MacLit (Stage 2) and EALD Groups are also implemented collaboratively with support personnel and community members to ensure specific focus and support is shared for all students in line with the schools identified needs and directions.

Assessment and Reporting

To monitor and evaluate progress on its Strategic Directions, the school regularly analyses internal and external data sources such as PLAN and NAPLAN data and also SCOUT Reporting. The school uses this data to inform and improve teacher practice and to also report back to parents on their child's progress in twice yearly reports and during parent–teacher interviews. As well as these data sources the school continually adjusts and improves its assessment practices and has created formative and summative assessment schedules which are embedded across curriculum programs. Student involvement in assessment practices is also consistent across the school ensuring students are aware of and jointly establishing success criteria and allowing reflection on their own learning and future goal setting.

Student Performance Measures

BSPS uses NAPLAN, BEST START and internal assessment data to analyse student achievements and performance. Current results indicate excellent value added results for many students in Year 5 who made high level gain over the past two years. Best Start and PLAN results indicate that students in K–2 are achieving a good standard of gain and progress across both the literacy and numeracy continuums of learning.

The results of this process indicated that in the School Excellence Framework domain of Teaching the school has been assessed as Sustaining and Growing.

Effective Classroom Practice

Teachers regularly review, revise and refine their programs and demonstrate that learning is planned, based on revisions of previous content, assessment and reflections. Through school–wide observation process teachers are able to inform and improve upon their teaching practice through collegial discussions and reflections to implement best practice teaching strategies. Teachers also involve students in a range of formative and summative assessments to ensure students are aware of and take levels of responsibility towards their next steps in their learning.

Data Skills and Use

The 2018–2020 School Plan prioritises the use of PLAN data to track student's progress. To ensure teachers are able to use this tool consistently the school's Instructional Leader conducted professional learning on its use. The school was able to use PLAN and NAPLAN data to identify the learning needs of its students and used it to create and monitor the milestones to achieve the goals of the School Plan. The executive team regularly monitors this data and has used it to
increase and adjust interventionist support in its K–2 classrooms.

**Collaborative Practice**

All staff regularly collaborates to improve teaching practice. This occurs through systematically planned constructive feedback in the form of classroom observations, mentoring practices and during regular faculty meetings where staff lead professional development sessions about evidence based pedagogy to improve classroom practice and student learning. Teachers participate in shared planning days each term and bi–weekly stage meetings to establish curriculum programs, scaffolds and strategies for differentiation across grades and consistent teacher judgment.

**Learning and Development**

The school has identified strengths within its staff and sets targeted goals for every individual to work towards through a Performance and Development Plan. These are jointly established with executive to support future learning and are routinely monitored and reviewed. Teachers' goals link with the priorities in The School Plan and professional development is planned to support these goals.

To support beginning teachers, the school has developed a Beginning Teachers Induction Policy and Program which details support mechanisms and assists in teachers in becoming accustomed to the teaching context and also in gaining accreditation at the proficiency level.

**Professional Standards**

Teachers demonstrate their understanding and implementation of curriculum requirements through programs, assessments and reporting methods and professional conduct. They are able to set goals which are part of their PDPs and the observation process which link to the high level professional standards. Beginning teachers are supported in line with professional standards to establish specific achievable goals and areas of focus.

*The results of this process indicated that in the School Excellence Framework domain of Leading the school has been assessed as Sustaining and Growing.*

**Leadership**

The development of leadership capacity across staff is a core focus of the School Plan and a number of shared opportunities for staff to take on responsibilities and further develop their skills are offered based on professional expertise and identified areas to develop. The school community is consulted, responded to and engaged across areas of strategic direction and also collaborated with in partnership to organise wider–school events.

**School Planning Implementation and Reporting**

The 2018–2020 School Plan was collaboratively developed with the school community. The community was consulted during a series of meetings which were well attended. The School Plan has had milestones created to monitor, review and progress its aims. The Plan aligns with system priorities, particularly Early Action for Success and Great Teaching Inspired Learning. The Plan's progress is regularly communicated to the school community and will be reported on in the Annual School Report.

**School Resources**

The school uses a range physical, human and technologies resources to ensure curriculum requirements are fully met. A majority of classrooms are flexible learning spaces used innovatively to enhance student learning and improve outcomes towards future learning. Funding is sourced through integration submissions and SLSO staff are allocated in accordance with Learning and Support Team distributions. Community users access the school resources before and after school to best meet the school and community priorities. Financial planning is linked to strategic directions with the school plan and milestones to support success and achievement across the school.

**Management Practices and Processes**

The school implements a range of opportunities for community and students to respond to current practices and processes; these include department based surveys such as Tell Them From Me, Scout reporting systems, regular community consultation and student reflection on their classroom learning. This guides further school improvement and implementation of strategies within the school milestones responsive to feedback. The school uses systematic programs such as a school app and newsletter to inform parents and strengthen engagement.

For more information about the School Excellence Framework:

Strategic Direction 1

Responsible, creative and productive learners and citizens.

Purpose

Learning environments are student–centred, producing self–directed learners who are engaging in opportunities to be successful emotionally, physically, academically and socially.

Overall summary of progress

Staff collaboratively design learning environments and plan learning experiences across Years K–6 based on research and collegial advice, which centre around promoting self–directed learning and achievement of individual goals for students. Flexible learning spaces are well–established and embed authentic opportunities for students to learn in innovative ways, enhancing student outcomes academically, socially, physically and emotionally.

The Learning and Support Team now comprises of a Gifted & Talented Committee which has researched, reviewed and streamlined school procedures and processes for identification and supporting of students who are Gifted and/or Talented. The Gifted and Talented Committee in conjunction with the Learning and Support Team provide resources and programming support to assist classroom teachers in meeting the needs of students who are identified as Gifted and/or Talented. They have also researched available external agencies and are continually increasing student access and opportunity to participate in specialised programs relating to students’ area/s of expertise.

Social Club was initiated on a trial basis in Term 4, aiming to support students' social problem solving skills and emotional regulation. The specialised program targeted Kindergarten and Year 1 students, and both staff and students reported the program to be effective in developing social skill strategies. Social Club effectively supported students development of emotional regulation and social problem solving skills, particularly in the playground, which complimented the relationship and connections between students across grades formed during the Peer Support Program in Term 2.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| • Consistent teaching strategies across K–6 to support student self–directed learning and responsibility over education. | $4000 | • Each term, teachers were provided with time to collaboratively plan in stage groups  
• Additional support and mentoring provided to beginning teachers  
• In–school workshops on strategies to implement inquiry based learning and student direction. |
| • Gifted &Talented school procedure/program is finalised and implemented through evaluation and refinement. | $6,000 | • Research of DoE Gifted and Talented policies  
• Attend Professional learning and share with whole school staff  
• The school established a Gifted and Talented Committee |
| • Social skills intervention program finalised and implemented for identified students. | $360 | • Bounce Back Resources purchased and implemented across the school  
• Social Club Trial completed with selected students in Kindy & Year 1.  
• Peer Support program K–6 implemented across school |

Next Steps

• Provide ongoing training opportunities for teachers to implement consistent and effective feedback, student goal setting and self–assessment across the school.
• Learning and Support Team to upskill staff on whole school implementation of Memory Mates strategies to enhance students understanding and skills in “How” to learn. Staff and students will engage in pre and post surveys and class observation processes to collect evidence of the impact of the strategies and refine them to suit student needs.
• Gifted and Talented Committee will continue to seek professional learning opportunities to expand knowledge of effective strategies to utilise within classrooms, resources to be purchased and external opportunities available to students who are identified as Gifted and/or Talented.

• Social Club to engage identified students requiring social skills support across Years K–6 and to be run as a lunch club. Staff and students will engage in a pre and post reflection, and reported playground incidences on ESR will be monitored to measure success of the intervention program.
Strategic Direction 2

Consistent quality teaching and learning in Literacy and Numeracy.

Purpose

To create engaging learning environments which are all underpinned by high expectations and quality teaching practices, differentiating the Literacy and Numeracy curriculum to meet the diverse and dynamic needs of learners.

Overall summary of progress

Staff engaged in collaborative planning workshops to design effective bi–termly summative writing assessments and marking criteria to compliment year based English Programs and increase consistency in assessment across the school. The marking criteria and assessments were reviewed and refined within stage teams throughout the year, and explored deeply with students within learning experiences to promote a shared understanding of what success in writing looks like.

All staff engaged in professional learning led by the school exec to become familiar with the newly introduced Literacy and Numeracy progressions. Staff trialed the process of utilising the progressions with selected individuals within an area of strength or support, and collected data on student progression based on intervention put in place. As a result of this training, staff gained competency in using the progressions as a teaching and learning tool. These progressions are now used by staff to support program differentiation, IEP goals and designing specific learning goals for individual students.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 75% of students are working at or above National Minimum Standard (NMS) reflected in NAPLAN (Average over 3 years)</td>
<td>nil</td>
<td>Average of 66% students working above state average. or above National Minimum Standard</td>
</tr>
<tr>
<td>• 75% of students experiencing expected or better growth in learning reflected in NAPLAN and school–based standardised assessments (Average over 3 years)</td>
<td>nil</td>
<td>In 2018, on average 60% of students experienced growth according to Year 5 NAPLAN, and 70% in standardised reading, spelling and Mathematics assessment results. Appropriate planning for improvement will occur 2019–2020 school plan.</td>
</tr>
<tr>
<td>• All staff trained and confidently using the Literacy and Numeracy progressions to monitor student learning.</td>
<td>$2000</td>
<td>Staff are trained and have trialed the use of Literacy and Numeracy Progressions as a tool to support the Literacy and Numeracy Development of students. Staff utilise the progressions as a tool to support the individual student achievement of Literacy and Numeracy goals.</td>
</tr>
</tbody>
</table>

Next Steps

• Continue to reflect upon consistent and effective assessment in English and plan for reflection and evaluation during collaborative planning days to ensure quality and consistent assessment reflective of teaching and learning programs.
• Ensure new and existing staff members utilise literacy and numeracy progressions as a tool when making major adjustments to learning programs and in designing IEP goals for individual students.
• Staff Mathematics team to form and engage in external professional learning. Mathematics team to organise and share whole staff professional learning focusing on Mathematics differentiation and effective teaching strategies to enable student progression in Mathematical understanding. Stage teams to collaboratively plan to review Mathematics programs to include newly introduced effective strategies.
Strategic Direction 3

A supportive and connected community.

Purpose

To strengthen community relationships across the school, so that our students grow into confident, creative and resilient citizens.

Overall summary of progress

Trained staff members upskilled staff in supporting the Peer Support initiative during professional learning and worked with the staff facilitators to create Peer Support groupings across the school. A Peer Support Trainer visited the school to inform parents and carers of the program details and research behind its effectiveness during a P&C meeting prior to the program commencing. All students in Year 5 & 6 participated in a two day training course lead by senior teachers, and then commenced leading the activities during Peer Support time, every Friday during Term 2, derived from the unit "Keeping Friends". Student and teacher reflections at the completion of the program detailed a sense of enhanced connectedness in relationships across grades and significant reduction in reports of friendship issues, and feedback from parents was in general, extremely positive.

Relationships between the school and wider community were strengthened in 2018. Tuning into Kids and Tuning into Teens workshops were offered to the parent community by a qualified community member and many parents engaged in this service, including the very first "Dads Only" group. These sessions allowed a domain for parents to connect with one another and strengthen supportive relationships while participating in the workshops.

Additionally, the school's Aboriginal Education committee liaised with the P&C community to design and construct an Indigenous Garden and Mural. The mural was completed with the assistance of an Indigenous artist who visited the school and worked with students to support them in their artwork. An Aboriginal elder was also consulted during the researching of Indigenous Australian plants to use in the garden, resulting in a mural and garden created by the entire community.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Established peer support program that decreases incidences of reports of violence/bullying in think slips by 75% over 3 years.</td>
<td>$1200</td>
<td>Students and teachers reported an increased sense of connectedness with multiple peers across grades in reflection. Instances of reported social issues decreased in the classroom and playground.</td>
</tr>
<tr>
<td>• Established school wide systems for supporting social development of students.</td>
<td>$360</td>
<td>Social Club initiated in Term 4 with effectiveness in developing social skills in students extremely evident. Bounce Back Resources purchased for use in 2019.</td>
</tr>
<tr>
<td>• Increased involvement of local community and parents/carers support and participation in school programs.</td>
<td>$6000</td>
<td>Indigenous Garden and Mural designed and created involving students, staff, P&amp;C and extended community members. Increased number of parents and carers participating in Tuning into Kids/Teens Workshops lead by qualified community member.</td>
</tr>
</tbody>
</table>

Next Steps

• Continue to implement Peer Support every year in Term 2, however in 2019, explore the unit "Moving Forward" focusing on resilience. Following Term 2, initiate termly opportunities for Peer Support Teams to meet and re–strengthen their connection and relationships.
• To promote community and connections, teachers will initiate a environment and sustainability garden club which will provide all students to work with teachers and assist the community in maintaining and learning about the Indigenous Garden and vegetable Garden.

• Tuning into Teens/Kids will continued to be offered to parents along with Tuning in for Dads. The staff and students also plan to continue to work closely with the P&C to provide input into and finalise designs to redevelop the school playground.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>$7,161</td>
<td>Individual Learning Plans developed reflected a variety of strategies including classroom and playground support, teacher release for planning and meeting with families and various support agencies as well as professional learning courses. The school purchased a variety of resources to support learning.</td>
</tr>
<tr>
<td>English language proficiency</td>
<td>$138,605</td>
<td>Bourke Street Public School received a staffing component of 5 days per week (FTE 1.0) for 46% LBOTE students. Allocations also allowed for teachers to implement Mini Lit and Macq Lit programs for language for students requiring additional support. The purchase of reading and literacy resources increased the equity access for all students. Teachers used data efficiently to inform language acquisition needs for EAL/D students. The EAL/D, Literacy Intervention teachers and Learning &amp; Support Teacher as well as SLSO's supported students and teachers inside and outside of the classroom to increase engagement with language proficiency.</td>
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<tr>
<td>Low level adjustment for disability</td>
<td>$90,008</td>
<td>Bourke Street Public School received a staffing component of 3 days per week (FTE 0.6) through Learning and Support. The teacher attends Learning &amp; Support Team meetings, Liaises with DoE and external agencies to support students and families, submits funding applications for additional support for students and provides ongoing professional advice and support to classroom teachers. The school employs additional school counsellor support when required. Bourke Street Public School employed 4 SLSOs throughout the year to support students engagement in the classroom and to monitor behaviour and support social skills in the playground.</td>
</tr>
<tr>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td>$75,690</td>
<td>The school encourages collaborative practices providing opportunities for staff top jointly plan, engage in professional collegial dialogue, provide opportunities to team teach and observe different teacher's classroom practice. All stages are provided time to plan units of work and assessment tasks. Teachers have reported that this has assisted in the improvement of their understanding and deep knowledge of student learning and effective classroom practices.</td>
</tr>
<tr>
<td>Category</td>
<td>Cost</td>
<td>Description</td>
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<tr>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td>$75,690</td>
<td>All teachers received support with the accreditation process and the Performance Development Framework with their stage teams.</td>
</tr>
<tr>
<td>Socio–economic background</td>
<td>$11,283</td>
<td>Additional teachers were employed to support teaching and EAL/D programs and students. Funds were allocated for professional learning and reading recovery to support student engagement and learning. The school provided financial assistance to all families who made a request to waiver the fees for a variety of school programs including, sporting events, camp, uniforms and excursions.</td>
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<tr>
<td>Support for beginning teachers</td>
<td>$63,472</td>
<td>All beginning teachers receive additional support for funding during the first two years of their career. Support is offered through access to additional professional development and mentoring time with their supervisors. Teacher are also encouraged to observe other teachers teach to improve their teaching practice and work collaboratively. An extra two hours release time per week per first year beginning teacher (2) and one hour extra release time per week per second year teacher (3) are timetabled to ensure time allocation is utilised effectively.</td>
</tr>
<tr>
<td>Targeted student support for refugees and new arrivals</td>
<td>$1,365</td>
<td>Bourke Street Public School currently had one students identified and receiving support with learning in the classroom. Both students are engaged with learning and achieving stage outcomes. The student are not disadvantaged in any way as their funding covers all financial expenses associated with their education.</td>
</tr>
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Student information

Enrolments continue to increase as a result of increasing residential development within the school's catchment area.

Student enrolment profile

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<td>Girls</td>
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Student attendance profile

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<td>All Years</td>
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<td>94</td>
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Management of non-attendance

Attendance is not a concern. The school works closely with parents and carers to ensure students attendance comply with school and department requirements.

Class sizes

<table>
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<tr>
<th>Class</th>
<th>Total</th>
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<tr>
<td>KINDY GREEN</td>
<td>20</td>
</tr>
<tr>
<td>KINDY BLUE</td>
<td>19</td>
</tr>
<tr>
<td>BLACK CLASS</td>
<td>25</td>
</tr>
<tr>
<td>YR 1 RED</td>
<td>22</td>
</tr>
<tr>
<td>YR 1 GREEN</td>
<td>23</td>
</tr>
<tr>
<td>YR 1 BLUE</td>
<td>23</td>
</tr>
<tr>
<td>YR 2 GREEN</td>
<td>27</td>
</tr>
<tr>
<td>YR 2 BLUE</td>
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</tr>
<tr>
<td>YR 3 RED</td>
<td>26</td>
</tr>
<tr>
<td>YR 3 GREEN</td>
<td>26</td>
</tr>
<tr>
<td>YR 3 BLUE</td>
<td>27</td>
</tr>
<tr>
<td>YR 4 BLUE</td>
<td>27</td>
</tr>
<tr>
<td>YR 4 GREEN</td>
<td>28</td>
</tr>
<tr>
<td>YR 5 GREEN</td>
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</tr>
<tr>
<td>YR 5 BLUE</td>
<td>23</td>
</tr>
<tr>
<td>YR 6 GREEN</td>
<td>24</td>
</tr>
<tr>
<td>YR 6 BLUE</td>
<td>25</td>
</tr>
</tbody>
</table>

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>16.28</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.53</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>3.02</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

In 2018, no members of the workforce identified as being of Aboriginal or Torres Islander descent.

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

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>75</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>25</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All staff are involved in significant amounts of ongoing professional learning throughout the year to support individual and whole school directions. Staff participated in professional learning experiences around Literacy, Numeracy, Syllabus Implementation, Quality Teaching and Effective Feedback.

Two teachers in their first permanent appointment received targeted funds to support their professional learning over the twelve month period.

Executive staff participated in Community of Schools initiatives to all successfully complete the Leadership and Management Credentials.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>332,651</td>
</tr>
<tr>
<td>Revenue</td>
<td>4,151,047</td>
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<tr>
<td>Appropriation</td>
<td>3,774,148</td>
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<tr>
<td>Sale of Goods and Services</td>
<td>0</td>
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<tr>
<td>Grants and Contributions</td>
<td>367,578</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
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<tr>
<td>Other Revenue</td>
<td>2,250</td>
</tr>
<tr>
<td>Investment Income</td>
<td>7,071</td>
</tr>
<tr>
<td>Expenses</td>
<td>-3,849,329</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-3,849,329</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-3,412,602</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-436,727</td>
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<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>301,718</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>634,369</td>
</tr>
</tbody>
</table>

The school's finances are managed by a finance committee comprising the Principal, School Executive and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income and expenditure are monitored on a regular basis by the Principal and School Administrative Manager. The school is moving towards managing the operational budget through Stage program budgets. These budgets are monitored using state wide and local internal orders. Funds carried over into the 2018 financial year have been committed to the three strategic directions and supporting strategies outlined in the 2018–2020 school plan. Funds have also been committed to some high cost initiatives in the area of minor capital works and maintenance.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.
### School performance

#### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7, and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 Bourke Street Public School was one of 500 schools who completed NAPLAN testing online following participation in the pilot program in 2017. Students expressed confidence in how they had been able to complete the test online and results were generally comparable with previous years. A high level of ICT provision allowed online tests to proceed successfully.

The school's 2018 NAPLAN Literacy results were strong once again this year. Both Year 3 and Year 5 data shows our students performed above state averages in writing, spelling, grammar & punctuation and reading and was comparative to similar schools. Years 3–5 average scaled growth data was above state scaled averages for Grammar & Punctuation and Writing, however in Spelling and Reading growth was lower than State Scaled average by a very small percentage, which may have been influenced by the transition to online testing and will be addressed in future school priorities. In all areas of Literacy our school percentage of students 'at or above expected growth' was above the state scaled percentage.

The school's 2018 NAPLAN Numeracy results were also strong. In Year 3, our students performed above similar schools and well above state averages. In Year 5, our students performed lower than similar schools and above state averages. Years 3–5 average scaled growth data was above state scaled averages and our school percentage of students 'at or above expected growth' was above the state scaled percentage.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The NSW Premiers Priorities – Bump It Up Strategy, focuses on showing gains in literacy and numeracy with the number of students in Year 5 in the top two bands growing over a number of years. Our school data shows consistent growth in literacy and numeracy. In 2018 Bourke Street PS had 47% (up 5% from 2017) of Year 5 students in the top two bands for numeracy and 51% (up 3% from 2017) in reading. In Year 3, 69% (up 18% from 2017) of students in the top two bands for numeracy and 77% (up 19% from 2017) in reading.

#### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. All surveys have reports detailing participant's responses and are available for interested parents. A snapshot of responses from each data set is presented below.

**2018 Tell Them From Me – Parent Survey**
Parent and caregivers of students were invited to provide feedback to the school based on four domains: the school environment, communication, learning and behaviour.

Approximately 15 parents provided responses to the survey.

The key findings from the survey include:

- 83% of parents stated they feel welcome at Bourke Street Public School
- 82% of parents indicated they feel informed about their child's behaviour and progress
- 79% of parents agreed the school support learning
- 92% of parents agreed that Bourke Street Public School supports positive behaviours
- 90% of parents stated their child feels safe at school and behaviour issues are dealt with in a timely manner

2018 Tell Them From Me – Student Survey

Two surveys were conducted in 2018. Student from Years 4, 5 and 6 completed the online survey in Term 1 and again in Term 4. The surveys measured 20 indicators based on the most recent research on school and classroom effectiveness. The following snapshots highlight data from 112 students in Years 4–6 that participated in the survey.

The key findings from the survey include:

- 92% of students have friends at school they can trust and who encourage them to make positive choices
- 85% of students believe that schooling is useful in their everyday life and will have a strong bearing in the future
- 82% of students are interested and motivated in their learning
- 88% of students try hard to succeed in their learning
- 83% of students feel teachers are responsive to their needs and encourage independence with a democratic approach
- 89% of students feel school staff emphasises academic skills and hold high expectation for all students to succeed

2018 Tell Them From Me – Teacher Survey

19 teacher completed the survey. Here are their findings:

- 90% of teachers stated that the school leadership had taken time to observe teachers and provided useful feedback, which improved their teaching and provided guidance for monitoring student progress
- 92% of teachers agreed Bourke Street Public School is a collaborative environment promoting collegial conversations and the sharing of teaching strategies, ideas and resources that improve student learning
- 86% of teachers stated the school sets high expectations for student learning and promotes students fully engaged in class activities
- 82% of teachers agreed formal assessments tasks help student set challenging goals
- 89% of teachers use strategies to engage parents in their child’s learning
- 85% of teachers regularly use data from formal assessment tasks to decide whether a concept should be taught another way

The findings from these surveys are used by the school to determine future action for student, staff and community development. They are also used as a measure of the effectiveness of school policies, procedures and initiatives.

Policy requirements

Aboriginal education

The school continually purchases a range of culturally appropriate resources and units to support the teaching of Aboriginal perspectives across all key learning areas. All students participated in study of and performances by Aboriginal performers involving storytelling, dance and music.

The teaching and learning programs for all classes ensure that all students are exposed to Aboriginal history, culture and beliefs of contemporary Aboriginal Australia through the implementation of quality History and Geography programs and strategies.

Aboriginal perspectives are taught and are embedded within all school activities e.g. Acknowledgement of Country features as part of school assemblies. The school ensures all students recognize and participate in significant Aboriginal events throughout the year e.g. dedicated week of learning experiences and celebration for NAIDOC and Reconciliation Week, National Sorry Day, Yarn–Up, etc.

Multicultural and anti-racism education

Bourke Street Public School has a diverse community in which 35% of students have a non–English speaking background (NESB). Multicultural perspectives are incorporated in teaching and learning programs and in all Key Learning Areas in all classes.

The school aims to promote a positive and caring environment through recognition and understanding of diverse cultural groups within our society.

The school has a rich Multicultural history embedded in its community. The school aims to promote a positive and caring environment through recognition and understanding of diverse cultural groups within our society. It is interesting to note that our school data reveals there have been no reported incidents of racism over the past years. The school celebrates Harmony Day. Children and parents represented their country of origin by wearing their traditional costumes. Tolerance and acceptance of individual differences are key elements of the school's successful Harmony Day,
which highlighted community participation and diversity with students becoming confident and articulate in speech, expressing positive views against racism and discrimination in our school community.

History and Geography units focus on cultural celebrations, our families’ origins and celebrations of difference. Parents from extremely diverse backgrounds at Bourke Street are always encouraged to participate in school programs/events so that shared feelings are being valued, respected and accepted. The school reviews its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this teaching programs foster students’ understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti–racism education into their teaching and learning programs.

Visiting performances and the music program provides opportunity for all students to become immersed in cultural activities. These events occur throughout the year and at numerous school assemblies. A range of strategies are constantly being developed to improve the school's communication with parent/carers and community members from diverse culturally diverse backgrounds. These included; increased use of interpreters internally and externally from the school community, increased access to multilingual text and resources, P&C class representatives to assist with the dissemination of information as well as another point of call to answer questions for parents.

As a result, these strategies are strengthening parent and community engagement in school activities and events.

The school reviews its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded for all students.

Other school programs

**ABCN 1:2:1 Mathematics Tutors**

The ABCN 1:2:1 Mathematics tutoring program (Australian Banking Corporation Network) targets Year 1 students to improve numeracy skills. ABCN Network employees volunteer to be trained to deliver a series of activities and games to reinforce numeracy skills.

**ABCN SPARKS program**

The ABCN SPARKS program targets Kindergarten students to improve reading skills. ABCN network employees volunteer and are paired with a student to implement a reading program over a 10 week period.

**BEAR Program**

The BEAR (Being Excited About Reading) program is a daily reading tutoring program targeting reluctant readers. The success of the program is reliant on volunteer parents and carers.

**BEST START**

Best Start involves an in–depth assessment of students when they first arrive in Kindergarten and includes ongoing assessments in Kindergarten. The assessment was developed by experts in the Department of Education and provides teachers across New South Wales a common set of high quality assessment tools and professional learning. Best Start is an assessment and teaching tool that allows Kindergarten teachers to assess students' Literacy and Numeracy skills. Student's progress is assessed and monitored using PLAN software. Teachers use the data collected as well as the Literacy and Numeracy Continuum to plan lessons that support student learning. Bourke Street has been implementing Best Start assessment and planning procedures for eight years.

**Bike Education**

The school community is very supportive of bike education and in partnership with the Sydney City Council has participated in a variety of events including the National Ride2School Day, utilising the Sydney City Council Bikewise team to provide education for students on bike safety.

**Bourke Street Beats**

Bourke Street Public School's P&C began an initiative to showcase a variety of music styles to our students free of charge. Twice a term students participate in a music performance that ranges in styles from hip–hop to opera. This initiative reinforces music appreciation and motivates our students to explore their musical prowess.

**Camp**

This year students from years 5–6 participated on a Sport & Recreation Camp at The Great Aussie Bush Camp, Tea Gardens for three days. Approximately 100 students participated in variety of activities ranging from canoeing to rock climbing.

**Dance**

This year a group of students in Year 4–6 successfully auditioned for the Sydney 'In the Spotlight' dance festival which culminated in performance at the Seymour Center. Students worked as a group with specialist dance teachers and also performed at a number of school events.

**Got Games**

Throughout the year students in K–6 participated in Got Games sporting workshops in Soccer, Athletics, Tennis and Gymnastics.

**Premier's Reading Challenge**

All students at Bourke Street Public School participated in the challenge and were awarded certificates for their efforts. The Challenge aims to encourage a love of reading for leisure and pleasure in students, and to
enable them to experience quality literature. It is not a competition but a challenge for each student to read, to read more and to read more widely. Bourke Street Public School were successful in achieving 100% participation.

**Premier's Spelling Bee**

This program is an initiative of the Premier and encourages young people to engage in spelling in a fun and educational way. Bourke Street Public School successfully entered two students in each division of the competition.

**Premier's Sporting Challenge**

All students at Bourke Street Public School participated in the challenge and were awarded certificates for their efforts. Everyone achieved the highest levels attainable for their age group. We are proud to have had 100% participation in the challenge.

**PSSA Sport**

The school entered several teams into both Summer and Winter PSSA sporting Competitions. The students excelled in soccer, netball, AFL, cricket, T–ball and softball, with all teams achieving pleasing results.

**Public Speaking**

Students from K–6 participated in the school's Effective Communicators speaking competition and also the Multicultural Public Speaking Competition. Representatives from each class were selected to present short speeches at a school assembly. Students also participated in regional competitions.

**MiniLit/MacqLit**

MiniLit and MacLit are tier–two intervention programs, which provide extensive support for student in reading development. MiniLit is targeted towards students in Year 1 and 2, and comprises of 80 lessons which are delivered four times a week, for one hour per lesson. Identified students sit a placement test which indicates the ideal starting point on the program for each student, with criteria provided for grouping students into groups of four, according to their instructional level. Each lesson consists of sounds and words activities, text reading and a story book reading, and students have experienced a high level of reading progression through participating in the program.

MacLit is designed to target students who require support in reading development from Years 3–6. The identification processing and structuring of small groups is consistent with MiniLit procedures in that, identified students complete a placement test which then informs the formation of groups and starting point in the program. MacLit comprises of 122 lessons focussing on development of; letter–sound correspondences, strategies for decoding multi–syllable words, prefixes and suffixes, and generalising component skills through connected text reading. Students in Years 3–6 have graduated from the MacLit program with greatly enhanced reading efficiency and fluency.

**School Band**

The school band consisted of approximately 70 students from years 2–6. We have a Beginner Band, Training Band and Performance Band. Students perform at school assemblies and regular events including Harmony Days and Education Week Showcase.

**School String Ensemble**

The 2 string ensemble performed at various school assemblies and at the end of year whole school assembly showcasing the string ensemble musical repertoire.

**The Recorder Group**

The school recorder group performed at school assemblies and eagerly participated in The Arts Unit "Festival Of Instrumental Music" at the Opera House.

**The School Choirs**

The school has established three choirs, a kindergarten choir, a junior choir and a senior choir. 95% of students from years K–6 participate in the school choir. This year the choirs performed at school assemblies and the years 3 & 4 Primary Proms Choir performed at The Arts Unit "Festival Of Choral Music" at the Sydney Town Hall and years 5 & 6 performed at the Sydney Opera House.

**The Week Of Taste**

The school has participated in the Week of Taste initiative for several years. The teaching unit culminated with a visit from a local chef, who prepared a range of delicacies for children to sample as they explored and investigated their senses.