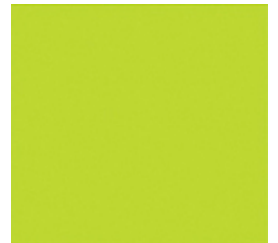
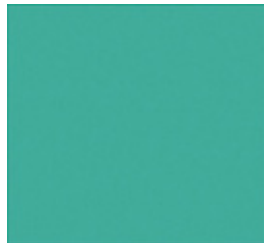
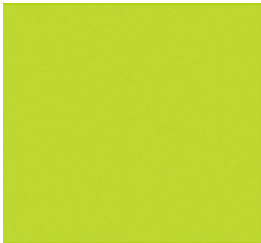


# 2008 Annual School Report Bourke Street Public School

NSW Public Schools – Leading the way



## Our school at a glance

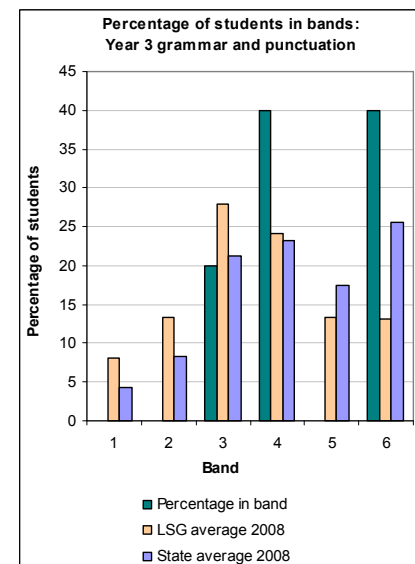
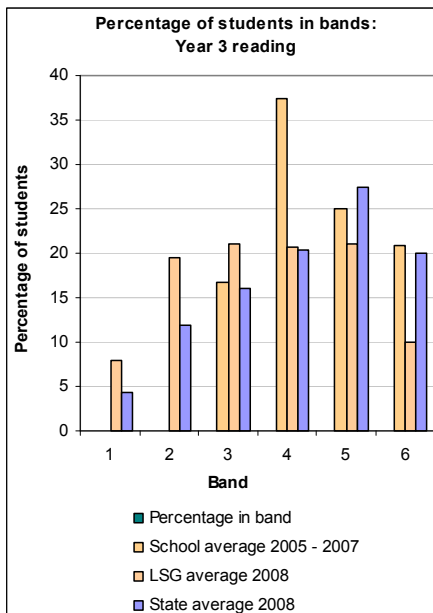
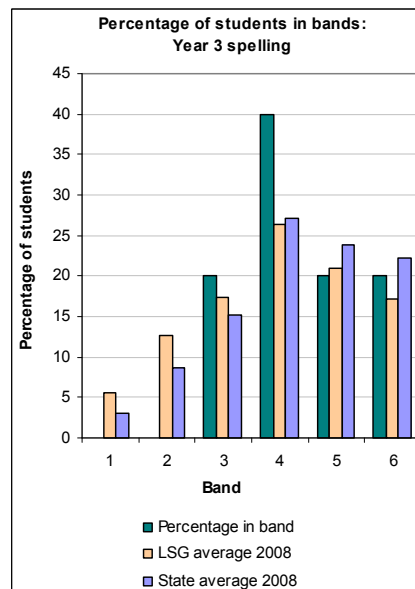
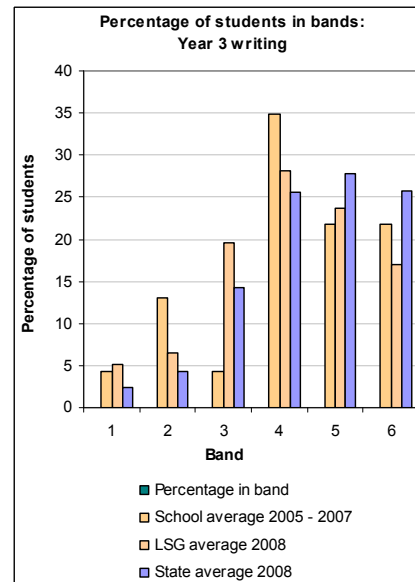
Bourke Street Public School (BSPS) is an inner city school located in Surry Hills. Built in 1880, the school has a proud history of serving a diverse and multicultural local community. Within its historic walls is a spacious and very well equipped school, which takes pride in providing quality education in a caring and supportive environment.

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.

## Student achievement in 2008

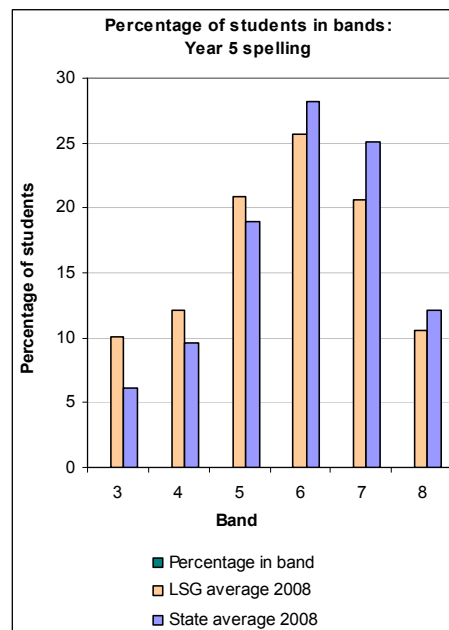
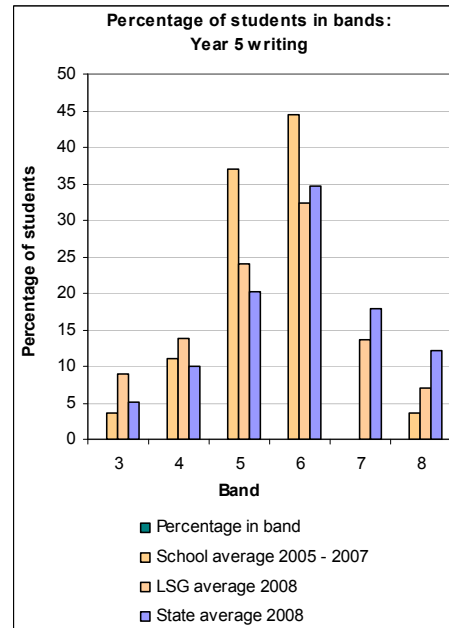
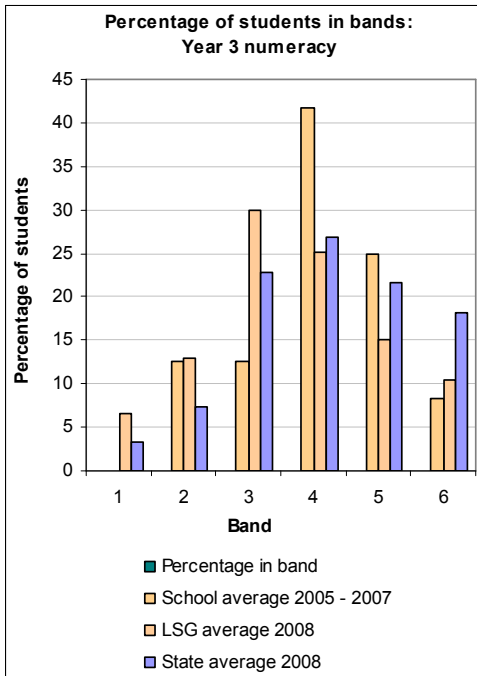
### Literacy - NAPLAN Year 3

The results for year 3 in Literacy were extremely pleasing. Our students' results were in the higher bands. We did not have any students in the lower bands. Our students did exceptionally well, out performing similar schools (called Like School Groups – LSG), Regional and State levels.



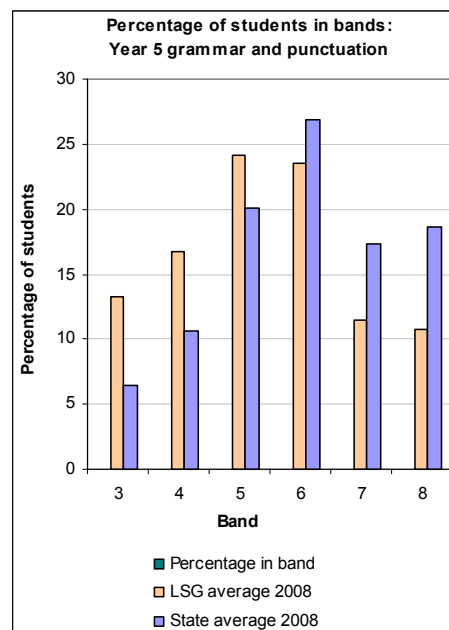
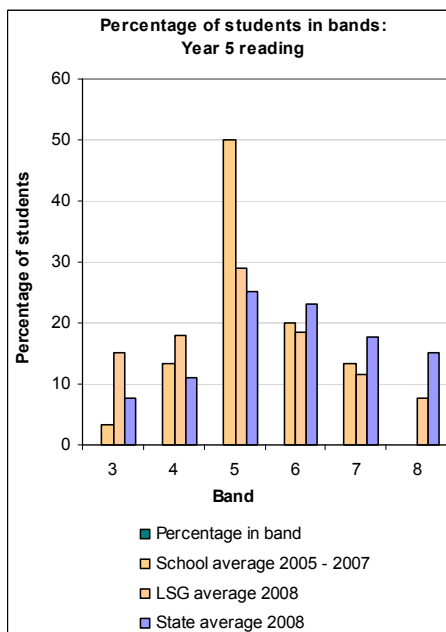
## Numeracy - NAPLAN Year 3

The results for Year 3 in Numeracy were very good. Our students' results were in the higher bands. We did not have any students in the lower bands. Student performance in numeracy was above LSG, Regional and State levels.



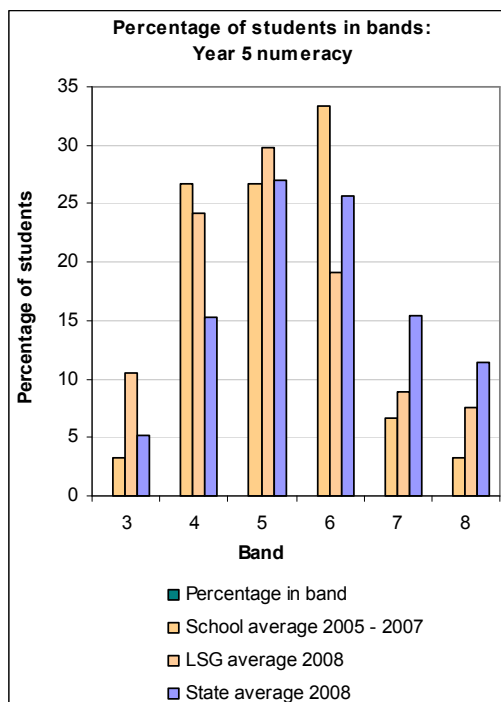
## Literacy - NAPLAN Year 5

Student performances in literacy were slightly below those of last year. Analysis of results indicates sentence structure and punctuation need close attention in 2009.



## Numeracy - NAPLAN Year 5

Student performances in Numeracy were above those recorded in 2007. We did not have any students in the lowest two bands.



## Messages

### Principal's message

The school has developed strong foundations in assisting students acquire competencies in all Key Learning Areas, particularly in literacy.

We have concentrated on early intervention strategies and additional support for students in Stage 2 in 2008. School resources are supplemented by the Priority Schools Program (PSP) which enabled our Cineliteracy program to operate. There is a strong emphasis on Student Welfare, including a highly effective discipline policy based on students' rights and responsibilities.

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.

Lorraine Gentleman

### P&C message

Bourke Street Public School has a very supportive Parents and Citizens Association. The P & C is active in supervising the running of the school canteen and conducts many other

activities to raise money to support the children. The events the P & C held this year include a Welcome BBQ for new parents, Easter Raffle, International Food Day, Mothers' Day stall, Student Disco and refreshments at OSCAs. The P & C also made all the costumes for the Bondi Showcase at South Juniors' Leagues Club as well as funding the choreography and make-up for the students.

The P & C meets on the last Wednesday of every month to discuss issues affecting the school and fundraising ideas. Decisions are made in consultation with the principal.



P and C serving at the school's International Food Fair

Mr Gus Real                      President

Mrs Jenny Cheung              Secretary

Mr Chris Gowland              Treasurer

### Student representatives' message

We have had a great time at Bourke Street Public School and have been involved in many things throughout the year. We have participated in the Leadership Conference, spelling bees, fun trips to the movies and to Canberra. There are many opportunities for all students at our school ranging from Bindi fitness to PSSA sport.

Bourke Street Public School is a small school which provides a lot of opportunities for everyone.

Jade Theobald

Ashley Burke

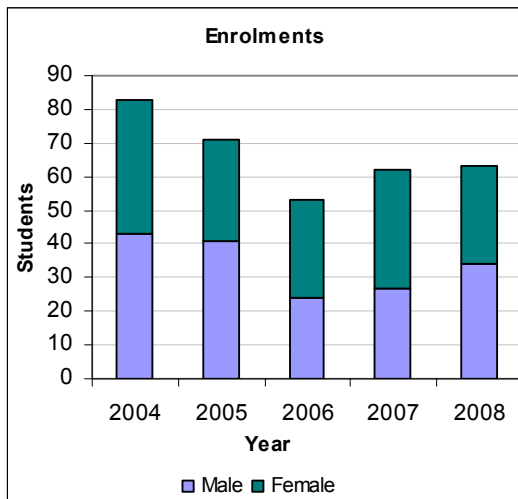
### School context

#### 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

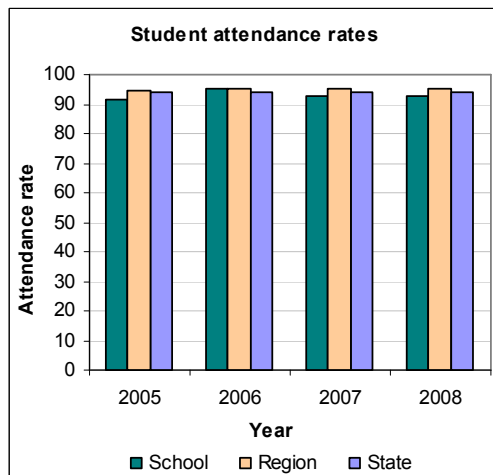
	2004	2005	2006	2007	2008
Male	43	41	24	27	34
Female	40	30	29	35	29



As outlined in the following table school enrolments have been slowly declining over the past decade. In 2007 our school numbers increased dramatically in Kindergarten. In 2008 our numbers stabilised.

### Student attendance profile

	2005	2006	2007	2008
School	91.7	95.4	92.7	92.8
Region	94.8	95.0	95.0	95.2
State	93.8	94.0	94.0	94.1



There are a number of students who have an attendance record that causes the school some concern and as a result impacts on the overall school profile.

### Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Wednesday 29 March 2008.

The following table shows class sizes in November 2008:

Roll Class	Year	Total per Year	Total in Class
K/1	K	6	15
	1	9	
	1	8	
1/2/3	2	5	21
	3	8	
	4	7	
4/5/6	5	10	28
	6	11	

### Structure of classes

In 2008 the three mainstream classes were established. Owing to the fact we had only six Kindergarten enrolments in 2008 we were not able to have a regular Year 1 class. Year 1 was divided between K/1 and 1/2/3.

The mainstream classes are established to ensure departmental guidelines are met. All classes are parallel which means that classes are not based on ability but represent children of all academic abilities.

### 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

The establishment of teaching and administration staff at Bourke Street Public School is in accordance with the formula used by the Department of Education to staff all public schools. The Priority Schools Program provides additional staffing which is used to support students with learning difficulties.

Position	Number
Principal	1
Classroom Teachers	2
Teacher of Emotional Disabilities	1
Support Teacher Learning Assistance	0.2
Teacher Librarian	0.2
Teacher of ESL	0.2
Counsellor	1
Total	5.6

## Staff retention

Staff retention is high, with all permanent staff members continuing in their role during 2008. An additional class teacher was appointed in Term 2. This has led to a very settled school culture and allowed the consolidation of established programs.

## Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was **94.5%**.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	25%

## Financial summary

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

Date of financial summary:	30/11/2008
<b>Income</b>	<b>\$</b>
Balance brought forward	211 028.75
Global funds	68 447.97
Tied funds	102 357.56
School & community sources	32 172.46
Interest	14 654.22
Trust receipts	1 395.35
Canteen	0.00
<b>Total income</b>	<b>430 056.31</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	21 592.90
Excursions	2 320.29
Extra-curricular dissections	2 378.33
Library	2 738.02
Training & development	887.91
Tied funds	93 484.16
Casual relief teachers	14 381.32
Administration & office	42 621.98
School-operated canteen	0.00
Utilities	18 981.53
Maintenance	11 788.55
Trust accounts	1 460.85
Capital programs	0.00
<b>Total expenditure</b>	<b>212 635.84</b>
<b>Balance carried forward</b>	<b>217 420.47</b>

About half the school's budget was received as tied funds consisting of money allocated by the Education Department for use on projects specified by them e.g., for Teachers' Professional Development. The tied funds also consist of \$44,000 Investing in Our Schools Grant to refurbish the toilet block, which should be completed by 2009.

Trust account monies include grants, which the school receives, and money collected from students e.g., textbooks, and excursion money. Monies are held in trust until accounts are paid. The balance carried forward is used to cover anticipated expenses incurred late in the year such as casual salaries, stationery items and resources ordered for commencement of the new school year.

Some funds were carried over, targeted to be spent on programs and resources tabled in the financial statement. PSP funds are to be spent on updating computers for the Cineliteracy program.

The balance carried forward is used to cover anticipated expenses incurred late in the year such as casual salaries, stationery items and equipment ordered for the commencement of the new school year.

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of P&C. Further details concerning the statement can be obtained by contacting the school.

## School performance 2008

### Achievements

#### Arts

Bourke Street has continued its proud tradition of excellence in Visual and Performing Arts in 2008. In Term 2 2008 we performed two musical numbers for parents during Education Week celebrations. Students also performed at the Bondi Schools' Showcase which clearly demonstrated our students were excellent performers. We also held our very own 'Bourke Street Has Talent'. Bourke Street students provided singing, dancing, comedy routines and sketches to a very appreciative audience.

We have continued with our very successful Cineliteracy program and produced our third movie on the environment. A recorder group has been commenced and played musical items at assemblies. Friday afternoon activity groups incorporated art and dance.

#### Sport

Small student numbers combined with increased transport costs, continue to make it difficult to

field sporting teams for inter-school sport. This year BPS students participated in the winter sports of Oz Tag and Netball. Summer sport consists of swimming at Alfred Park Pool near Central Station.

We took part in Jump Rope for Heart. It was pleasing to see children's skipping skills improve. Students in Years K-2 took part in 'Bindi Fitness' each Friday whilst the rest of the school were at sport. The senior class incorporated daily fitness with sport practice. Years 1/2/3 participated in Yoga lessons twice a week.



We have continued with grading students for our Tai-Kwon-Do program. All pupils competed a grading this year and were awarded coloured belts according to their level of achievement.

### Citizenship

Bourke Street participated in a number of citizenship, leadership and award ceremonies during 2008. Students continued to run assemblies, participate in buddy systems and the friendship bus stop.

### Academic

In the National Assessment Program Literacy and Numeracy (NAPLAN), the results across the Years 3, 5, 7 and 9 in numeracy and literacy are reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 10.

The achievement scale represents increasing levels of skills and understandings and demonstrated in the assessments. Year 3 is scored from Band 1 (lowest) to Band 6 (highest for year3) and Year 5 is scored from Band 3 (lowest) to Band 8 (highest) for Year 5.

### Students

#### 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 Year 3 and the Year 5 NAPLAN is compared to these minimum standards. The percentages of

our students achieving at or above these standards are reported below.

#### Percentage of Year 3 students in our school achieving benchmarks in 2008

Percentage of Year 3 students achieving at and above minimum standard	
Reading	83
Writing	83
Spelling	83
Punctuation and grammar	83
Numeracy	83

#### Percentage of Year 5 students in our school achieving benchmarks in 2008

Percentage of Year 5 students achieving at and above minimum standard	
Reading	70
Writing	89
Spelling	90
Punctuation and grammar	80
Numeracy	90

### Significant programs and initiatives

#### Aboriginal education

Bourke Street joined the Dare to Lead Coalition in 2004 thereby actively demonstrating the school communities' commitment to increasing educational outcomes for all Aboriginal Students. As a school we have assessed the strengths and areas of need in our school. We have also reviewed our Aboriginal Education programs. Academically the majority of our Aboriginal students are on par with our non-Aboriginal students.

#### Areas of strength include:

- Flying the Aboriginal flag each day
- Acknowledgement of Country at morning assemblies and all school events
- Providing students with opportunities to learn more about our traditional and contemporary Aboriginal communities
- Continuous work with Dare To Lead and regional consultants to assist us to increase educational outcomes for our Aboriginal students and cultural understanding
- Implementation and constant updating of Personalised Learning Programs.

## Areas we will continue to work on:

- Reconciliation
- Increasing literacy and numeracy outcomes for all Aboriginal students by 5%
- Ongoing cultural training for staff and students

## Multicultural education

The school has a rich Multicultural history embedded in its community. We aim 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 in the past two years.

Our annual International Day was once again a culinary delight with pupils, parents and the wider community bringing and sharing food from many different cultures. Children and parents represented their country of origin by wearing their traditional costumes.

Curriculum Outcome Group (COGs) units this year focused 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 of being valued, respected and accepted are held by all.



## International Food Fair Day

## Respect and responsibility

We as a school community are very proud of our work in this area. We have continued to promote our core values as specified by our school community. 'Values' the movie has been shown to Kindergarten and new students to enhance commitment to our core values.

## Priority Schools Program

The Priority Schools Program (PSP) provides additional funding, staffing and consultancy support to targeted government schools with students with the highest concentrations of low socio-economic families. In providing these

resources the PSP has the aim of reducing, with a view to eliminating, the achievement gap in student learning outcomes for students who may be adversely affected in schooling due to their community circumstances. The PSP is underpinned by principles of equity and social justice in education.

With the support of the PSP we introduced the Cineliteracy program to Bourke Street Public School in 2006. The Cineliteracy program focuses on improving the Literacy, Numeracy and participation outcomes for students. These are the most critical requirements for student achievement across the full range of education and training outcomes. Through Cineliteracy we are able to strengthen:

- Quality teaching and learning
- Home, school and community partnerships
- Classroom and school organization and school culture.

The success of the program is evident in our writing scores in the NAPLAN. In 2008 writing results increased in comparison to 2007. Our student achievements were equal to state levels. This year girls' results were above state levels and boys equal to state.

Priority Schools participating in Cineliteracy since the PSP pilot project commenced in 2001 have reported:

- Improvement in students' traditional and critical literacy skills across the curriculum
- Increased engagement in learning
- Enhanced relationships between school home and community
- Stronger links between primary and secondary schools
- Raised expectations of students, parent and teachers.

In 2008 our Cineliteracy program focused on the environment and the issues associated with climate change. All classes were taught about the benefits of recycling, climate change and saving water. The film 'The Environment' premiered at our very own awards night "Bourke Street Outstanding Screen Creativity Awards" (BOSCA), in December 2008 at Sydney Boys' High School auditorium. This event was highly successful and was attended by representatives from Regional Office, parents and the whole school community.

Holiday Reading is Rad encourages parents, caregivers and family members to take an active part in reading regularly with children over the holiday period.

Research indicates that young people who do not read over the Christmas vacation period may lose valuable reading skills gained while at school.

The project focuses particularly on low socio-economic status communities and invites families to incorporate reading activities as part of the summer holidays to help consolidate student learning at school.

In 2008 we continued to take part in Holiday Reading is Rad another initiative of Priority Schools Programs in conjunction with Federation of Parents and Citizens' Associations of NSW and it has proven very successful.

## **Progress on 2008 targets**

### **Target 1.**

#### **85% of students will achieve literacy outcomes appropriate to their Stage level**

This target was achieved in Stage 3 and almost achieved in Stage 2. Further support is required in 2009 to completely achieve this target.

Strategies towards achieving this target included:

- Teachers compiled and analysed literacy assessment results and modified teaching programs when necessary to ensure student progress
- Support Teacher Learning Assistance for targeted students in Stage 1 with some progressing to stage 2
- Across the school benchmarking and testing in Spelling and Reading.
- Fortnightly teaching, learning and assessment cycles developed and implemented

Our success was measured by:

- Writing results in the Year 3 NAPLAN demonstrating student performance was above the state mean
- Teacher judgement indicating improvements in pupils' writing from K-6; and
- Student work samples which demonstrated improvement over each term on specific criteria.

### **Target 2.**

#### **80% of students will achieve numeracy outcomes appropriate to their Stage**

The target was achieved by both Stages. This was a very positive result.

Strategies towards achieving this target included:

- Support Teacher Learning Assistance for targeted students in Stage 1 with some progressing to stage 2
- Across the school benchmarking and testing in numeracy
- Purchase of equipment and resources to enhance teaching and learning.

Our success was measured by:

- Numeracy results in the Year 3 NAPLAN demonstrating student performance above the state mean.
- SENA testing K-3 which indicated student performance growth; and
- Fortnightly teaching, learning and assessment cycles developed and implemented.

### **Target 3.**

#### **To narrow the achievement gap by 10% between Aboriginal students and non - Aboriginal students in literacy and numeracy**

This target was very nearly achieved in literacy. A few students still require further support.

Strategies towards achieving this target included:

- Teachers compiled and analysed literacy and numeracy assessment results and modified the curriculum to ensure student success
- Aboriginal authors and themes were well represented in our literacy resources and COGs units.
- Personalised Learning Programs were developed and implemented for all Aboriginal students

Our success was measured by:

- Collection and collation of pre and post teaching data in spelling, writing, talking and listening that clearly indicated student growth and performance
- Student assessment data in numeracy that demonstrated growth and performance in the number strand; and
- NAPLAN results in literacy and numeracy in Years 3 and 5 indicating student growth.

## 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 2007 our school carried out evaluations in School Programming and Mathematics.

## Educational and management practice

### School Programming

#### Background

During 2008 the staff at Bourke Street Public School have been examining programming practices in line with teaching, learning and assessment. Due to the complex nature of our composite classes, teachers needed to program, teach and assess across several Stage groups in their classes.

#### Findings and conclusions

It was decided that each teacher would teach a specified Stage class. Stage classes were introduced in literacy and numeracy along with shared programming. This also allowed for teaching and assessment procedures that were specific and consistent across all stages.

Through continued informal and formal discussions at staff meetings it was decided to program in fortnightly cycles in numeracy and literacy. A scope and sequence guide provided a structured, unified approach towards shared programming. Staff believed that this approach would ensure indicators were covered across all stages sequentially and promote consistency of teacher judgement.

#### Future directions

Analysis of the shared programming strategy and its effectiveness in terms of increasing student outcomes has proven to be successful at Bourke Street as it addresses several complex issues in programming and teaching multi-stage classes. It was decided to continue with one teacher allocated to a specific stage in 2009.

The development and feasibility of a teacher allocated to teach one specific stage in Curriculum Outcomes Groups (COGs) will be examined in 2009.

## Curriculum

### Mathematics

#### Background

Mathematics is a PSP, whole school, Regional and State priority. The school has adopted a

range of programs to support student learning in Mathematics. Staff were concerned results in literacy were higher than results in Mathematics. During this year Bourke Street staff have strengthened their commitment to ensuring that each child reaches their potential in Mathematics

## Findings and conclusions

Through discussion and analysis of current Mathematical practices it was decided to teach Mathematics in Stage groupings across grades.

This would provide teachers with:

- Opportunities and time to share resources, experiences, ideas and programming
- Team planning and collaborative learning sessions resulting in clarification and consistency in the development and implementation of numeracy teaching and learning plans across stages
- Shared teaching and learning strategies practices, scaffolds and workloads; and
- Opportunities to compare student achievement and development in numeracy.

## Future directions

Programs will be developed, implemented and evaluated in 2009 to enhance student performance and to close the gap in achieving national minimum standards for Stages 2 & 3.

## Parent, student and teacher satisfaction

In 2008 the school sought opinions from parents, students and teachers about the school and its future directions. A number of discussions ensued regarding school improvement in communication and the schools' image in the community.

### Communication

Parents identified communication procedures as sometimes problematic as newsletters and surveys often did not arrive home. As a direct result of this the newsletter was attached to the school website every fortnight. A parent notice board was established in the main foyer to keep parents informed of daily happenings and changes. Additional copies of excursion notes, uniform costs and canteen price lists were attached to the notice board.

Lack of signage was identified as an issue and new signs were ordered and mounted in appropriate areas in the school.

## Uniforms

At the request of the P&C, the responsibility for the sale and stocking school uniforms was transferred from the canteen and became the responsibility of the school's office staff. Uniform hours were limited to mornings to allow easy access for parents and caregivers. A staff member was appointed to monitor the supply and sale of uniforms.

## School image

Several concerns from our school community were raised by our school community regarding the age and condition of the toilet blocks. Funding from an Investing in Our Schools grant was received for this in 2007. Work began in December 2008 to refurbish the toilets. Work was delayed owing to difficulties obtaining quotes, problems with tree roots and playground resurfacing.

Parents and caregivers identified the hall and foyer as needing attention as they were cited as main focal points for all newcomers to the school.

The hall and foyer were targeted for painting early in 2009. New seating and furniture was also ordered to improve the appearance of these areas.

Students requested additional Mufti Days, Easter activities and Mathematic, Science and Drama fun days.

## Professional learning

Each year the school uses funding to allow teachers and support staff to increase their knowledge and skills.

The school expended its entire professional learning budget during 2008. Staff members attended a number of courses that targeted literacy and numeracy, as this is an ongoing focus/priority.

At Bourke Street we allow time for teachers to plan collaboratively, especially in the areas of programming, teaching and assessment to ensure children in cross Stage classes are receiving programs that enhance student performance. Teachers also attend courses provided by the Department of Education that cater for professional learning in Key Learning Areas.

## School development 2009 – 2011

Each year our school assesses the needs of all students. Plans are then developed to address these needs with an emphasis on improving student outcomes academically. We also plan for student's physical social and emotional well

being. As a direct result of these assessments targets are set.

The school's Strategic Plan provides programs for students and staff training/support for staff as follows:

2009: Continuation of Cineliteracy, the introduction of an Author in Schools program for students and a focus on punctuation and grammar.

2010: Evaluation of Cineliteracy, a focus on number and measurement, and environmental education

2011: Revision of Student Welfare and Good Discipline Policy, a focus on Aboriginal education including Personalised Learning Plans and writing.

## Targets for 2009

### Target 1

**To improve student literacy levels so that 90% of students are achieving outcomes appropriate to their Stage level**

Strategies to achieve this target include:

- Teachers to compile and analyse literacy assessment results and modify teaching programs when necessary to ensure student progress
- Support Teacher Learning Assistance programs for specific students in Stages 2 and 3; and
- Extended and enriched literacy programs for students in Stages 2 and 3.

Our success will be measured by:

- Analysis of National Assessment Program-literacy results
- Collection and collation of pre and post teaching data in spelling, writing, talking and listening that clearly indicates student growth and performance
- Benchmarking pre and post teaching cycles
- Student assessment data that clearly reflects growth and performance in literacy; and
- Enrichment and problems solving activities developed for students in Stages 2 and 3.

## Target 2

**To improve student numeracy levels so that 80% of students are achieving outcomes appropriate to their Stage level**

Strategies to achieve this target include:

- Reliable and thorough assessments used to determine teaching and learning programs
- Analysis of students' needs and strengths; and
- Provision of appropriate support including extension for students in higher bands of NAPLAN.

Our success will be measured by:

- School based and standardised assessments indicating growth for every student
- NAPLAN results indicating growth in achievement in Years 3 and 5; and
- Student work samples which demonstrate improvement over each term.

## Target 3

**To improve parent/caregiver participation and involvement in student learning**

Strategies to achieve this target include:

- Community meeting to commence development of shared vision for the school
- Community participation utilising the family and school partnership framework
- Engagement of a Community Liaison Officer (CLO) funded by PSP

Our success will be measured by:

- 50% increase of parents/caregivers at school meetings and functions eg, attendance at P&C meetings
- Utilisation of the school's community room for formal and informal activities
- Evaluation of the effectiveness of the CLO program

## 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.

John Whitbread     Teacher

Gus Real             P&C President

Elhiam Abi-Ghanem Community Representative

Loraine Gentleman   Principal

## School contact information

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School Code: 7408

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

<http://www.schools.nsw.edu.au/asr>