Bourke Walgett School of
Distance Education
School context statement

Our unique school exists to offer educational services to families who are isolated from or unable to attend regular schools. Our students live in a wide range of environments across the huge expanse of North West NSW and include students travelling within Australia, Medical and Significant support need students.

Student information

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

Student enrolment profile

BWSODE is a Distance Education School providing educational opportunities for Primary students across the North West of the state. BWSODE programmed and packed work for 80 students in 2014.

Student attendance profile

Measurement of student attendance on a daily rate is not reported on by Distance Education Schools. BWSODE attendance rates are based on attending and participating in the scheduled learning programs as well as the number of returned sets of work.

Workforce information

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

In 2014 Mrs. Nadia Dowell continued on with maternity leave in Term 1 and was replaced by Miss Sophie Slack-Smith. Mrs. Nadia Dowell returned to work in a part-time capacity one-day per week in term 3 and then two days per week in Term 4 and shared her position with Miss Slack-Smith.

During term 1 Miss Rachel Olson went on leave and was replaced by Miss Kimberley Nagle for the rest of 2014.

Mrs. Margaret Hartog extended her leave and shared her position with Miss Sarah Evans.

At the completion of Term 2 Miss. Breeanna Thayer replaced Miss. Sarah Evans for terms three and four.

Miss Kathleen Johnson worked four days per week and Mrs Lynnette Colwell replaced her for all 2014.

Workforce composition

<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></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At present there are no indigenous members of our schools workforce.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>109779.83</td>
</tr>
<tr>
<td>Global funds</td>
<td>126907.68</td>
</tr>
<tr>
<td>Tied funds</td>
<td>66233.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>21109.32</td>
</tr>
<tr>
<td>Interest</td>
<td>3272.98</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>546.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>327849.39</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 19031.71   |
| Excursions                 | 6067.17    |
| Extracurricular dissections| 64947.79   |
| Library                    | 2212.81    |
| Training & development     | 5917.27    |
| Tied funds                 | 62882.63   |
| Casual relief teachers     | 13658.73   |
| Administration & office    | 33015.64   |
| School-operated canteen    | 0.00       |
| Utilities                  | 3983.84    |
| Maintenance                | 972.96     |
| Trust accounts             | 567.89     |
| Capital programs           | 581.82     |
| **Total expenditure**      | 213840.26  |
| **Balance carried forward**| 114009.13  |

A full copy of the school’s 2014 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 2014

Arts

Moorambilla

This year four students were selected to participate in Moorambilla Voices. Moorambilla voices provide children in regional and remote communities an opportunity to participate and engage with music, through choir, composing and art.

Our school also entered the snap and win competition for rural and distance education students which was sponsored by ICPA and NSW P&C Association. The school congratulates Millie Fisher winner of the stage 2 section – After the Rain

Max Clarke winner of the stage 3 section - Rain
**Sport**

Students from BWSODE participated in a range of sports including, swimming, cross-country, athletics, football, netball, diving, archery and horse sports.

Two students represented our school at state carnivals this year in athletics and diving.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

**NAPLAN Year 3 - Literacy** *(including Reading, Writing, Spelling and Grammar and Punctuation)*

In 2014 five students in year 3 presented for the NAPLAN in literacy. No graphs or tables are provided, as the cohort tested is less than ten students. Results were used to assist with setting direction and focus for ongoing teaching and learning programs for individual students.

**NAPLAN Year 3 - Numeracy**

In 2013 five students presented for the NAPLAN in numeracy. No graphs or tables are provided, as the cohort tested is less than ten students. Results were used to assist with setting direction and focus for ongoing teaching and learning programs for individual students.

**NAPLAN Year 5 - Literacy** *(including Reading, Writing, Spelling and Grammar and Punctuation)*

The school average for students achieving at proficiency was well above the state average in all areas of literacy except writing and spelling. 7% of students scored below band 5 and 46% of students scored band 8.

**NAPLAN Year 5 - Numeracy**

The school average for students achieving at or above proficiency was well above the state average with 41% of students scoring band 7 or 8.
Other achievements

Premiers Spelling Bee

In 2014 two students represented our school at the Premiers Spelling Bee state final held in Sydney. Millie Fisher in stage 2 and Jerry Fisher in stage 3. Jerry finished 12th overall.

Significant programs and initiatives – Policy and equity funding

BWSODE operates a satellite education program to provide face to face instruction to students undertaking their education from home at isolated rural properties. The satellite education program is supported by a Field Service Program, which includes home visits to all students as well as the provision of mini-schools. Mini-Schools are face to face teaching opportunities, usually conducted at an isolated property whereby all students and home supervisors travel to the location to participate in a range of activities across all key learning areas.

Improving Literacy and Numeracy National Partnership

This year the school received funding to participate in this program. The school focus was on literacy. Funding provided relief for classroom teachers to develop quality teaching programs to improve literacy outcomes for a targeted group of students in the area of comprehension. Students in this target group all showed growth on the literacy continuum in this area. All students showed impressive growth in this area of literacy as a result of the impact of quality whole school teaching practices that could be developed through school based professional learning opportunities.

Equity

Whole school Mini-school at Toorale Station

This year BWSODE was able to provide curriculum enhancement through student participation in equity supported programs such as

- Young Leaders
- Whole school excursion
- Whole school Mini-school
- Small school super camp

Aboriginal education

In keeping with the department of Education and Communities Policy, Indigenous cultures, history and contemporary issues are integral to the curriculum for all students. While the school’s
current enrolment of Aboriginal students is less than 2%, staff includes best practice strategies in education programs to assist these students to achieve outcomes comparable to their cohort.

**Multicultural education and anti-racism**

All teachers work with families to ensure inclusive teaching practices, which recognize and value diversity of student’s backgrounds. Programs promote open tolerant attitudes toward different cultures, religions and worldviews.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Plotting of all students on the literacy and numeracy continuums
- NAPLAN Data
- Assessment data from PLAN

**School planning 2012-2014:**

**School priority 1**

**Literacy**

**Outcomes from 2012–2014**

- Support teachers to embed quality literacy practices in the production of quality teaching units.
- Support implementation of English Syllabus and the teaching of literacy in all Key Learning Areas.
- Support teachers in the continuation of the spelling and Focus on Reading development.

**Evidence of achievement of outcomes in 2014:**

- 80% of students progressed at least one cluster level in comprehension and vocabulary
- At least two quality teaching units produced per stage reflecting the new curriculum outcomes.
- 85% of students have demonstrated increased skills in spelling

**Strategies to achieve these outcomes in 2014**

- Literacy sessions to be taught on satellite
- Devise and teach integrated units that embed literacy and numeracy with the topic focus.
- Continue with the development and support of the spelling program.
- Continue to support and develop the Focus on Reading activities within student programs and developed units.

**School priority 2**

**Numeracy**

**Outcomes from 2012–2014**

- Support the implementation of the new Math’s syllabus and the production of new teaching and learning units.
- Support the assessment and implementation of quality numeracy programs and supported satellite lessons.

**Evidence of progress towards outcomes in 2014:**

- Teaching and learning programs demonstrated explicit and specific teaching of skills.
- 80% of students progressed at least one cluster on the continuum.
- Individualised learning programs that supported the specific areas of need for targeted students with essential
adjustments to accommodate the students learning needs.

• Satellite sessions reflected progress in the skills development in the area of problem solving.

Strategies to achieve these outcomes in 2014:

• Leveled satellite lessons across all stages to remEDIATE and extend students.
• Continued development of synchronous sessions between students and teachers focusing on areas of need
• Blended individualised learning programs that show adjustments and accommodation for student learning and progression on the numeracy continuum.
• Morning sessions focusing on strategies and timetaBLES development.

School priority 3
Engagement and Attainment

Outcomes from 2012–2014
Enhanced engagement for all students in learning programs.

Evidence of progress towards outcomes in 2014:

• Weekly contact with all students
• Continued support for the catering of individual student needs via the learning and support team.
• Continued monitoring of “turn around” and feedback to students and supervisors.

Strategies to achieve these outcomes in 2014:

• All staff can demonstrate the concept / process of student centered learning relevant to the context and learning environments with consideration to technologies and differentiation
• Continue to develop communications between each Centre, teaching staff and students

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Student’s responses indicate that they felt safe and supported in their learning environment and very strongly believed they were valued and supported in their learning. They also strongly believed they were consistently provided with encouragement and their teachers cared and were responsive to their needs. They strongly valued all opportunities to socialise with their peers through field service programs and enjoyed all these opportunities. Responses also suggested that senior students would like to have a more active role in the running of social activities during field services.

Parent and supervisors indicate that they felt the teaching and learning provided relevant and interesting content and that teachers provided support and understanding when meeting the needs of students and families.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In consultation with students, staff and the community the following three strategic directions for the next planning cycle are

• Purposeful Student Learning
• Creating a dynamic and high performing school
• Strong community engagement and partnerships

Parent/caregiver, student, and teacher satisfaction
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.

Wendy Hay - Principal
Prue Warden – Assistant Principal Walgett Centre
James Warne – Assistant Principal – Bourke Centre
Heather Furnell – Senior Administrative Assistant
Carmel Ritter – Parent Representative

School contact information

Bourke Walgett School of Distance Education
Warrens street Walgett 2832 / Green Street Bourke 2840
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Fax: Walgett – 0268281936 / Bourke - 0268723109
Email: Walgett-d.school@det.nsw.edu.au
Web: www.bwsode.schools.nsw.edu.au
School Code: 4644

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

Parent support is valued and crucial to distance education.