2008 Annual School Report
Borenore

NSW Public Schools – Leading the way
Our school at a glance

**Students**

Our student enrolment at the end of 2008 was 28, including 13 girls and 15 boys.

Daily attendance for the school was similar to last year as a number of the students undertook overseas trips and holidays with their families. Our daily percentage was 93.3%.

Our attendance percentages were higher than the Western Region 92.2% and lower than the State 94.1%.

In 2008 we formed two classes due to increased enrolments at the school. As a result we formed one Kindergarten, Year 1 and Year Two class and one Year 3, 4, 5 and 6 class.

**Class Enrolments**

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Number</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>7</td>
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<tr>
<td>Year 1</td>
<td>2</td>
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<tr>
<td>Year 2</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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<tr>
<td>Year 3</td>
<td>4</td>
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<tr>
<td>Year 4</td>
<td>4</td>
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<td>Year 5</td>
<td>2</td>
</tr>
<tr>
<td>Year 6</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Staff**

Staff in 2008 comprised:

**Teaching Staff:**

- One Primary Principal (Relieving PP5)
- 0.2 One day per week permanent part-time release from face to face teaching and Library.
- One Full-time temporary classroom teacher

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

**SASS (School Administrative and Support Staff)**

- Seven days per fortnight SAM
- 0.6 three days per week Teacher’s Aide Special.
- 9 hours per week General Assistant.

No permanent staff left the school in 2008.

**Significant programs and initiatives**

The school values actively pursue a process of ongoing school improvement and program evaluation. Significant areas of focus in 2008 included:

- Literacy - Reading to Learn, Verse Speaking
- Fishing Program
- Creative Arts - Dance, Visual Arts
- Increased enrolments

**Student achievement in 2008**

**Literacy – BST Year 3 and 5**

In 2008, 4 Year 3 student and 2 Year 5 students sat the Basic Skills test in Literacy. Year 3 students achieved Band 3 and above. Year 5 students achieved in Band 5 and above.

**Numeracy – BST Year 3 and 5**

In 2008, 3 Year 3 students and 2 Year 5 students sat the Basic Skills Test in Numeracy. Year 3 students achieved Band 4 and above. Year 5 students achieved Band 5 and above.

Students with reading awards for donating books to children in need.
Messages

Principal's message

This year saw Borenore Public School enrolment reach above twenty six students enabling the school to form two classes. 2008 has been an exciting year due to the class changes and the changes in the school to cater for the additional class. Mrs Deborah Guisard was appointed as the full-time temporary teacher on K, 1 & 2. My position became relieving Principal at PP5 level. More about these changes are reflected in this report.

Borenore PS is a small, rural school which is located 15 kilometres from Orange. The school strives to ensure that the community’s values and beliefs are reflected in the school learning environment.

Borenore offers all students a broad range of educational opportunities. The small student population ensures each student receives a high degree of individual attention. Borenore continues to provide a positive, caring and effective learning environment for students, staff and parents. We promote the growth and development of individuals through individual learning programs and by fostering self esteem and desire to learn.

The school community recognises the achievement and success of the school throughout the year and are looking forward to the continued success of the school and student performance throughout 2009.

I would like to take this opportunity to thank the Borenore School Community for their commitment to the school in 2008. This year has been a year of change.

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.

Ms Ruth Harris

P&C President's message

The year began in January when the parents rallied with the school staff to have a classroom ready for the new students on their first day at school. Three weeks of major renovation to the existing residence and the old classroom made this possible.

Parents, students and staff found their skills and worked along side each other to repair walls, replace windows and floors, paint, clean and supply meals while everyone worked round the clock so our goal was achieved.

Day one saw the new classroom operational ready for the newly formed Kindergarten, Year One and Two class and their new teacher Mrs Deborah Guisard.

Once again much debate was had regarding the school uniform and the uniform requirements were finalised. This involved the introduction of a woollen school jumper with a school emblem as daily uniform. Students in full school uniform look very smart and proud to wear it.

The P & C continued fund raising and held another Market Day. This year the success wasn’t up those of previous years and a decision was made not to have it in 2009. The P& C purchased a small bus for use by the school. This has been used by the school and community.

The P & C support the efforts of the school staff and congratulate Ruth Harris the principal on her leadership.

Mrs Shelley Taberner

Student representative's message

As School Captains, Jaylin and Iain, have had a variety of leadership opportunities.

These include:

- Continuing the program to thank all visitors to our school and present them with an inscribed Borenore pen.
- Leading teams in cooperative classroom activities and sporting teams requiring them to demonstrate model and lead younger students eg. Planting trees on National Tree Day.
- Attending student leadership courses

We have been involved in all school surveys, evaluations and interviews conducted to improve and cater for our student initiatives and feedback on current happenings in the school.

School Captains - Jaylin Collett, Iain MacLennan
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

The increase in student enrolment has been a trend over past years and looks like continuing into the future.

Student attendance profile

The decline in attendance is due to student overseas travel to visit family.

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 Tuesday 25 March 2008.

Structure of classes

This year we were able to establish two classes due to increased enrolment. One Year K, 1 & 2 class and one Year 3, 4, 5 & 6 were formed.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>3/4/5/6H</td>
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<td>K/1/2G</td>
<td>K</td>
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<td>16</td>
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</table>
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 school teaching staff consists of one Teaching Principal, one permanent part-time teacher one day per week and one full time temporary teacher.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teacher F/T Temporary</td>
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</tr>
<tr>
<td>Teacher Librarian P/T</td>
<td>0.2</td>
</tr>
<tr>
<td>Release teacher casual</td>
<td>0.84</td>
</tr>
<tr>
<td>Total</td>
<td>3.04</td>
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Staff retention

Ms Ruth Harris has continued as Principal during 2008. Mrs Carol Smithers has continued as a part-time teacher for one day per week. Mrs Guisard has been appointed to teach the K, 1 & 2 class. Mrs Guisard also teaches Science and Technology to all students K - 6.

Mrs Roz Sutton continued as the School Administration Manager working a seven day fortnight. Mr Gavin White was permanently appointed as the school's General Assistant. Mr White had been doing this job casually. Mrs Kylie Wilson continued as the Support Teacher Learning Assistance.

Our school has been lucky to have consistent casuals, maintaining the continuity of programs and structures.

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:

In 2008, the average daily staff attendance rate was: N/A

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>100</td>
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<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Mrs Deborah Guisard is working towards Professional Competence with the NSW Institute of Teachers and gaining her NSW Teaching Certificate.

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>30/11/2008</th>
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</table>

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>112 481.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>56 762.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>26 651.03</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>7 974.05</td>
</tr>
<tr>
<td>Interest</td>
<td>5 427.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 036.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>212 332.71</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 6 607.17
- Excursions: 46.09
- Extracurricular dissections: 197.82

Library: 1 922.43
Training & development: 3 745.87
Tied funds: 71 770.19
Casual relief teachers: 905.13
Administration & office: 31 577.62
School-operated canteen: 0.00
Utilities: 5 963.87
Maintenance: 16 112.34
Trust accounts: 2 719.76
Capital programs: 0.00

Total expenditure: 141 568.29

Balance carried forward: 70 764.42

A full copy of the school's 2008 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 2008

Achievements

Arts
During 2008 the students at Borenore Public School were given a number of opportunities to participate in the arts.

Mrs Sharon Chapman taught art to the students and entered them into numerous art competition. We were successful in the Local Australia Day competition in Orange and the Molong Arts festival. The students were also painted the murals for the walls of the toilet block and the sports shed.

Operation Art
The Year Five and Six students participated in the Operation Art Visual Arts Camp and produced a variety of different Artwork. Pieces selected will be hung in hospital in NSW.

Eisteddfod
The students entered the voice choir directed by Mrs Guisard and received a third place. Mrs Smithers entered the Primary students in the Duologue section of the Eisteddfod and achieved many prizes. These were outstanding results as the students were first time competitors.

Our casual teacher, Mrs Hardie, entered the students in the the eisteddfod for dance. The students won second place for their efforts with “Boot Scooting Baby”

Art Boxes
We secured the travelling Art Boxes from The National Gallery of Australia Canberra for four weeks and were able to study first hand the works of artefacts and art from Australian and International artists. This with our regular visits to the Regional Art Gallery has extended the students knowledge and experiences in Art.

Song Writing
We received the prize money from Mitchell Taberner and purchased musical equipment and a piano stool. Mitchell wrote, sang and recorded a song that received a third prize in the ACMF Songwriting competition.

Sport
Borenore PS is committed to developing an environment that builds student skills, confidence and fitness. Throughout 2008 students continued to develop a range of sporting skills that ensure they access an active lifestyle.

All students were involved in a number of sports clinics to promote soccer, hockey and swimming.

As a result of these clinics we saw a renewed interest in swimming with all primary students competing in the Orange Small Schools Swimming Carnival.

The school was also involved in the first School Hockey Gala day. Cargo and Borenore entered a combined team and played and socialised very well.

The athletics carnival saw all students compete in all events. Many place ribbons were achieved by students achieving their personal best times.

A highlight was the cross-country held at Cudal. All students competed and infants also enjoyed a session with numerous fun activities.

Infants also participated in a Tabloid Day at Spring Hill PS.

All students were involved in two weeks of intensive swimming at the Orange Olympic Pool. This involved learn to swim as well as stroke correction.

Hugh Westcott represented OSSA as a member of the Soccer team

Other

Clean Up Australia
The students were involved in the Clean Up Australia program by cleaning up the school grounds and the perimeter fence lines.

CWA Mexico
All students participated in studying Mexico to complete projects for the Country Women’s Association competition as part of the school’s Human Society and Its Environment program.

Student Leadership
Our school leaders were provided with the opportunity to attend the Impact Student Leadership Conference in Bathurst. The Conference was an interactive learning experience that prepared the students for the practical roles and responsibilities of leadership.

National Tree Day/ Community Service
Students received donations of trees from local businesses to plant in the grounds of the Christ Church Borenore.

Fishing Program
Students were involved in the fishing program Hey! Let’s Go Fishing involving the students learning about fish, the environment and fishing as a recreational sport. Parents and volunteers and teachers were involved in teaching to
Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

In 2008, four Year 3 and two Year 5 students sat the NAPLAN tests in Literacy and Numeracy. Details of school performance for small cohorts cannot be reported as individual students may be identified.

Individual reports were sent home to parents identifying strengths and areas for improvement.

Literacy – NAPLAN Year 3

An improvement in literacy outcomes was evident across all strands. Teacher observations and assessment tasks indicated attitudinal changes in students with increased enthusiasm for reading and improved spelling results.

The school will continue to plan and develop programs to ensure the improvement of children in literacy with emphasis on the teaching of reading, language and writing skills K-6.

Numeracy – NAPLAN Year 3

Students display keen, positive attitudes towards learning in Mathematics, especially with hands on materials. Students have shown improvement in the number strand with a distinct improvement in speed and accuracy in their mental computations.

Literacy – NAPLAN Year 5

The results in all areas of Literacy varied showing individual learning differences. Despite this results need to be stronger for these students. The school will continue to plan and develop programs to ensure the improvement of children in literacy with emphasis on the teaching of reading, language and writing skills K-6.

Numeracy – NAPLAN Year 5

The results in all areas of Literacy varied showing individual learning differences. Despite this results need to be stronger for these students. The school will continue to develop its Mathematics program, with an emphasis on working mathematically and problem solving skills.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

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<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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<td>Reading</td>
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<th>Percentage of Year 5 students achieving at and above minimum standard</th>
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Fossil Dig Age of Fishes Canowindra
Significant programs and initiatives

Borenore Public School provides innovative programs tailored to the needs of students that encourage independent learning using computers and modern learning technology.

The students at Borenore Public School enjoy the benefits of computer education including Smartboard technology.

The purchase of additional Jolly Phonics and Jolly Grammar resources improved the literacy outcomes for all students in K-2. This improvement in sound knowledge, word recognition, grammar and comprehension also assists students to develop their writing at an earlier age.

Aboriginal education

There are no Indigenous students currently enrolled in the school. All children study Aboriginal culture in HSIE and English units. Our school continues to provide programs that educate all students about Aboriginal history and culture and we participate in NAIDOC Week activities.

Multicultural education

Borenore is has a very multicultural enrolment of students and it is with their cultures that teaching opportunities and learning experiences happen readily within the school. Parents and students alike immerse the students with cultural history of their home land, they share food, customs and clothing. We celebrate special days. This gives students opportunities to look at cultures beyond their own. We have also bee fortunate be taught some of the Czech language as it is the first language of some of our students.

HSIE provides the vehicle to study other cultures and encourage attitudes of tolerance and respect for those different to themselves

Respect and responsibility

The school community project this year was to assist the neighbouring Church by supplying trees, planting and looking after the trees. Each year we contribute to a community project with the aim of developing a sense of giving, respect for the structures within our community and to develop student support to ensure that small communities survive. We planted over sixty trees and are watching them grow over the fence. The schools Welfare Policy emphasises individual responsibility and respect for others.

Each year students march on Anzac Day and student leaders run a school service on Anzac day and Remembrance Day.

Teaching programs incorporate values, student leadership, responsibility, responsible choices and an inclusive, safe and caring school culture.

Other programs

Science

Mrs Guisdard set up a partnership with Charles Sturt University to extend her science program out of the school and into their laboratories. This was a highly successful educational experience.

Fruit For Recess

This program initially began as a result of students learning about food groups and the benefits of healthy eating in Health & PE. To further enhance the students understanding of the concepts being taught the school incorporated a fruit only for recess policy.

Gymnastics

Students participated in a combined Gymnastics program run by Madeleine Wood each week. The program was incorporated into the curriculum to further support the students' development of physical education, fitness skills and to improve skills to enhance learning in the classroom. Due to our participation in After School Active Communities we were able to continue to offer this program on a weekly basis throughout the year. Gymnastics proved very popular led by motivational teacher and the students showed a marked improvement at the end of the year.

Overnight Camping at School

Once again, we spent some time at school overnight in the classroom and a night in our tents. This has become a learning experience for all students and a night where students prepare dinner for their parents before they go home.
Progress on 2008 targets

Borenore Public School’s management plan provides a focussed framework for the development and monitoring of the school’s goals. Each year improvement targets are determined and strategies to achieve the desired improvement are outlined. This section of the report describes the progress made towards achieving the improvement targets set for 2008.

Target 1
To improve literacy and numeracy outcomes so that students achieve at year level or higher.

Our achievements include:
- Improvement in results in literacy and numeracy in Year 3 and Year 5 national testing based on individual performance.
- Improvement in results in skills based student assessment showing growth in individual areas of need.
- All K -2 achieved the regional reading benchmark and progression through reading levels.
- All students improved their results in spelling and grammar in writing in weekly activities.

Target 2
To integrate ICT teaching and learning effectively into the classroom

Our achievements include:
- All students are eager to learn and utilise new computer skills and whiteboard technology. Improvements limited as only one classroom has whiteboard technology and is waiting for the installation of the connected classroom resources.
- Only 80% of students are confident with and at class level of computer skills.

Target 3
To have every child writing in text types

Our achievements include:
- All students are motivated to write and their quality of writing has improved based on anecdotal evidence.
- NAPLAN results reflected an improvement in student writing in Years Three and Five
- All students are able to write in the Narrative text type.
- All students are displaying greater enthusiasm towards the learning process and presentation of their work using the computer.

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 2008 our school carried out evaluations of School Culture and Science and Technology.

Educational and management practice

School Culture

Background

Borenore Public School is proud of its core emphasis of striving to meet the current and emerging needs of the students at their level. School Culture surveys (from School Map) were provided to all parents, students and staff for completion.

Findings and conclusions

All respondents agreed that:
- The school’s main priority is meeting the needs of students;
- The school’s culture fosters a sense of belonging and collective responsibility
- The school’s culture supports a sense of ownership of the school.

The majority (94% or more) of respondents agreed that:
- The culture of the school promotes improved student learning outcomes;
- The school knows about the parents and the community which it serves
- School leaders have a positive influence on the school.

Future direction

With the aim of achieving best practice in the Education and Management area of culture the school will ensure that:
- The school’s curriculum structure accommodates the individual and group needs of its learners
- continually build school pride and a sense of community.
- The school’s community is aware of and included in the celebration of student achievement; and
Curriculum

Science and Technology

Background

Each year schools are asked to evaluate a different curriculum area as part of a six-year cycle to ensure their teaching and learning programs are up to date and are meeting the needs of the school community. This year Borenore Public School evaluated Science and Technology.

Findings and conclusions

- Surveys returned by staff members indicated technology usage of some degree. All staff members indicated that they would be willing to undertake additional training in this area, to increase their skill base and utilisation of technology in the classroom.
- Students enjoy using technology in the classroom especially the electronic whiteboard.
- Students are very motivated with science the way it is being taught and would like it to continue.
- Parents and students said the hands on approach very motivating.
- All surveys from students, parent and teachers support the science program how it is currently being taught.
- Students are coverig science outcomes and this is being noticed when the students attend Orange High School e2 experience days.

Future directions

- Students and staff will continue to improve their technology skills and enhance learning outcomes for all.
- It is planned to maintain and improve the school’s technology capabilities including the installation of wireless broadband and a Connected Classroom.
- Continue with science how it is being taught as it is highly successful.
- Support Mrs Guisard in further developing partnerships and science experiences outside of school.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Staff, students and parents were asked to give their opinion on a range of issues relating to how they feel about life at Borenore Public School.

Their responses are presented below.

Parents strongly indicated they believe Borenore Public School is an attractive and well-resourced school and has experienced teachers who set high standards of achievement. In addition the school offers one-on-one programs to improve their child’s educational outcomes and a high level sport, art and cultural opportunities. There is also very good student access to computers and technology programs.

The results from the student surveys and discussions indicated that the students of Borenore Public School are very happy with their school and the progress they are making.

Some direct responses are presented below.

- We are happy with how the school is being run. Thankyou to all the teachers and staff for all your hard work.
- School looks fabulous inside and out. You are doing a great job!!
- I think the school has a good family feel.
- All seems brilliant. Keep up the great work with the kids and the school.

Professional learning

All teaching staff received training in the NSW Quality Teaching model, Child Protection, OH&S awareness and Anaphylaxis training at staff development days. In addition to the three staff development days conducted at the beginning of Terms 1, 2 and 3, staff accessed a range of professional learning opportunities consistent with the school plan for improvement.

The schools major priorities and strategies for teacher professional learning as detailed in the school professional learning component of the Borenore School Plan. These include

- Literacy – Jolly Grammar
- Assessment and Reporting
- Technology
- ICT Training – SAM
- Local, Regional and State conferences
- Reading to Learn
- Count Me In Two

All staff was involved in professional learning throughout 2008.
School development 2009 – 2011

As part of the school’s three year planning cycle, improvement targets have been identified. A number of targets have been set for the 2009 school year including writing, numeracy and technology.

Targets for 2009

Target 1

In 2009 85% of students achieve stage based outcomes in writing, reading & numeracy.

Strategies to achieve this target include:

• The analysis of NAPLAN writing, reading and numeracy results and students’ work against syllabus outcomes;
• Develop writing standards
• Provide support for targeted students from parents and support staff.

Our success will be measured by:

• Improved results in school based assessments;
• NAPLAN data and student work samples demonstrate that syllabus outcomes are achieved.
• Students self assess work samples against standard criteria.

Target 2

All students communicating using email.

Strategies to achieve this target include:

• developing a scope and sequence plan for the use of ICT;
• Professional development of staff on how to use a variety of technologies;
• Develop protocols for emailing and embed into teaching/learning programs;
• Using the internet on a regular basis for research and emailing.

Our success will be measured by:

• teaching programs indicating the development of skills in ICT in particular email.
• Staff utilising current technology and seeking professional development where needed.
• Students communicate regularly with one another adhering to the agreed protocols.

Target 3

All teachers utilising the Smartboard

Strategies to achieve this target include:

• Have the connected classroom up and running in the other classroom.
• Attend Smartboard training workshops
• Have all students and teachers utilising smart notebook on their computers

Our success will be measured by:

• Staff utilising current technology and seeking professional development where needed.
• Teachers and students using Smartboard technologies.
• Staff confidence and enthusiasm in using all forms of technology.
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.

Ms Ruth Harris - Principal
Mrs Debbie Guisard - Classroom Teacher
Mrs Carol Smithers – Librarian
Mrs Roz Sutton - SAM
Mrs Shelley Taberner – P&C President

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

Special times at Borenore

Learning to speak Czech

Dance Eisteddfod

Book Parade

Hey! Lets Go Fishing Program