2009 Annual School Report
Borenore Public School

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

Students
Our school enrolment at the end of 2009 was 35, 18 boys and 17 girls.

Daily attendance at the school was similar to last year as a number of students undertook overseas trips or holidays with their families. Our daily percentage was 94.8%.

Our attendance percentages were higher than the Western Region 89.9% and higher than the State 92.1%.

In 2008 we formed two classes due to increased enrolments at the school. In 2009 the enrolments at the school continued to increase confirming our need for our second teacher. Enrolment reached 39 during the year. Due to student movement throughout the year our final enrolment was 35.

Class Enrolments
Kindergarten 7
Year 1 7
Year 2 2
Total 16
Year 3 8
Year 4 5
Year 5 3
Year 6 3
Total 19

Staff
Staff in 2009 comprised:
Teaching Staff:
• One Primary Principal PP5
• 0.2 One day per week permanent part-time release from face to face teaching and Library.
• One Full-time permanent classroom teacher
All teaching staff meet the professional requirements for teaching in NSW public schools.
SASS (School Administrative and Support Staff)
• Seven days per fortnight Senior Administration Manager
• 0.6 three days per week Teacher's Aide Special.
• 9 hours per week General Assistant.

Mr & Mrs Laurence & Colleen Baker retired from cleaning the school after 35 years.

Significant programs and initiatives
The school values actively pursue a process of ongoing school improvement and program evaluation. Significant areas of focus in 2009 included:
• Literacy - Author program, Verse speaking
• Creative Arts - Visual Arts, Singing
• Science programs - CSU
• Languages - French
• Playgroup

Student achievement in 2009

Literacy – NAPLAN Year 3 and 5
In 2009, 8 Year 3 student and 3 Year 5 students sat the NAPLAN test in Literacy. Year 3 students achieved Band 2 and above. Year 5 students achieved in Band 6 and above.

Numeracy – NAPLAN Year 3 and 5
In 2009, 8 Year 3 students and 3 Year 5 students sat the NAPLAN Test in Numeracy. Year 3 students achieved Band 3 and above. Year 5 students achieved Band 5 and above.

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Messages

Principal's message

This year saw Borenore Public School enrolment reach above thirty seven students.  2009 has been an exciting year due to the increase in class sizes. On the 4th September 2009 Mrs Deborah Guisard was appointed as the full-time permanent teacher. She is now permanent on the Kinder Year 1 and Year 2 class. The Principal position became permanent on 27th January 2009 Principal at PP5 level.

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 2010.

I would like to take this opportunity to thank the Borenore School Community for their commitment to the school in 2009.

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

Once again the P&C worked hard to support the school. The P & C changed its focus in regards Fund Raising activities for 2009. The main fund raising activities were a Trivia Night and catering activities.

This year fund 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 teaching staff, Mrs Guisard, Mrs Smithers, Mr Pelley, Mrs Smith and Ms Harris on the continuing education and care shown to the students of the school. They would also like congratulate and thank Ms Ruth Harris, Principal, on her leadership.

Mrs Shelley Taberner

P&C President

Student representative's message

As School Captain, Taylor Handebo, has 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
- Organising and running a Girls Night in for students and parents to raise money to supply a DVD player and videos to the Orange Hospital Children's Ward.

I 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.

Taylor Handebo School Captain
School context

Student information

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

Student enrolment profile

Borenore enrolment increased with seven new kindergarten students, one Year 4 and two Year 6 students in Term 1 and one kindergarten and one Year 3 student in Term 2. We also had some students move from the school interstate, to other schools closer to their new homes and one student returned to home schooling.

Borenore enrolments have continued to increase.

Student attendance profile

Student attendance was above both the state and regional average attendance.

Management of non-attendance

Student non-attendance is monitored at school and district level, if needed.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4/5/6H</td>
<td>5</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>3/4/5/6H</td>
<td>6</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>3/4/5/6H</td>
<td>3</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>3/4/5/6H</td>
<td>4</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>K/1/2G</td>
<td>2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2G</td>
<td>1</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2G</td>
<td>K</td>
<td>7</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes

One Year K, 1 & 2 class and one Year 3, 4, 5 & 6 were formed at Borenore PS in 2009.

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 full time teacher and one permanent part-time teacher one day per week. We also have a casual teacher filling additional hours to cover teacher release from face to face teaching time.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.84</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>15hrs</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.715</td>
</tr>
</tbody>
</table>

We had no Indigenous staff throughout the year.
Teacher qualifications

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

Ms Ruth Harris has continued as Principal during 2009 through merit was promoted to PP5 Principal in January 2009.

Mrs Carol Smithers has continued as a part-time teacher for one day per week.

Mrs Deborah Guisard has been permanently appointed to teach the K, Years 1 & 2. Mrs Guisard also teaches Science and Technology and French to all students K - 6.

Mrs Deborah Guisard achieved the standard of Professional Competence with the NSW Institute of Teachers and her NSW Department of Education and Training Teaching Certificate in 2009.

Teaching staff qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

All teaching staff are 100% qualified to teach in NSW schools.

Other Staff

Mrs Roz Sutton continued as the School Administration Manager working a seven day fortnight.

Mr Gavin White is the permanent school's General Assistant.

Ms Amanda Rouse and Ms Ashleigh Finch shared the School Learning Support Officer position.

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

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>30/11/2009</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>70 764.42</td>
</tr>
<tr>
<td>Global funds</td>
<td>50 635.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>89 917.94</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>7 048.80</td>
</tr>
<tr>
<td>Interest</td>
<td>2 798.63</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4 205.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>225 370.41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8 722.91</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>51.37</td>
</tr>
<tr>
<td>Library</td>
<td>2 864.03</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 098.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>95 243.25</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5 265.19</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>39 307.39</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4 623.29</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4 487.84</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4 179.49</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>169 024.81</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>56 345.60</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2009 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 2009

Borenore Public School students were involved in a variety of learning experiences throughout 2009.

Achievements

Arts

During 2009 the students at Borenore Public School were given a number of opportunities to participate in the arts.

We were privileged to have the talents of Mr Pelley who was at school one day per week. Mr Pelley’s many talents could be seen in the student’s art work around the school and the Western region. Mr Pelley and the students from Ms Harris’ class painted the ball wall near the tennis court area. This mural is a legacy to Mr Pelley’s time at our school.

Small Schools Art Exhibition Civic Centre Foyer

Most Borenore students had a piece of artwork hung in this exhibition displaying the talents of students in the Orange Small Schools.

Western Region i-Visualise Art Exhibition

Borenore students Mathieu Guisard, Hugh Westcott, James MacLennan, Julia Taberner and Madeline Hook’s artwork were selected to be hung at the Western Region i-Visualise Art Exhibition held in the Dubbo Regional Gallery in Term 2. Works for this exhibition were selected from across the whole Western Region of NSW.

Creative Arts Day at Borenore

All staff involved in the creative arts day provided a variety of skills and activities to the students throughout the day. The day was entirely spent creating, making, painting and sculpting with recycled or used resources. Many works were created but the main one, a sculpture of a giraffe, still stands in the school playground.

Digi-Ed

The students participated in a claymation workshop organised by the Digi Education team. The students wrote stories, created characters from clay and filmed their own videos. These videos were then taken home on CD to show parents.

Operation Art

Students travelled to Cowra to be involved in Operation Art and returned to school with some artistic techniques and wonderful art work.

Visual Arts Camp

The Visual Arts Camp at Wambangalang was attended by Hugh Westcott, Lewis White and Mathieu Guisard. These boys were selected to attend the overnight course. Over the two days they had tuition from a resident photographic artist.

Art in a Suitcase

The Bathurst Regional Gallery provided the school with their free suitcase showcasing Bathurst Regional artists and their works. This provided students with artworks to touch, feel and explore. The students studied the artists and made a similar artwork inspired by their Artist study.

Eisteddfod Choir

The students performed in the Verse Speaking Choir and Singing Choir and received third place in both. Students also performed in duologues and sang at the Conservatorium of Music ‘Speck Concert’

Sport

Swimming we entered the biggest team in the Swimming carnival ever and the results were very pleasing. All students achieved their personal best and all improved on their previous year’s results.

Meaghan was selected to swim at the Orange District carnival and then went to Regional Carnival in Dubbo.

District Athletics

All students participated in the Athletics Carnival and Borenore received the best results in a number of years. As a result Sam Twaddle in the 100m and Anna Seymour in the Junior were selected to attend the District Athletics Carnival in Orange.

Anna then represented OSSA in the relay at district athletics, regional athletics in Dubbo and then State Championships in Homebush in Sydney. A fantastic effort from Anna and the relay team from the Orange Small Schools.

Soccer

Hugh was selected to play in the Orange Small School’s Association Soccer team.

Other

The University of NSW Educational Assessments- English

English Assessment certificates of high achievement were achieved by Declan Vials a Distinction and Mathieu Guisard a Credit.
The University of NSW Educational Assessments- Maths

Mathematics Assessment certificates of high achievement were achieved by Gabrielle Guisard, Declan Vials and Meaghan Vials all achieved a Credit.

The University of NSW Educational Assessments- Science

Science Assessment certificate of high achievement, a credit, was achieved Mathieu Guisard.

School Garden

The school entered the Central West Catchment Management Competition for environmental projects in schools and were successful in winning the competition and a worm farm.

The school entered the Orange Slow Summer Apple Bin Competition and were successful in winning the prize for the healthiest garden.

CWA Egypt

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

Clean Up Australia

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

Telstra Beach to the Bush Surf Lessons

Students were involved in this safety awareness program aimed at educating bush children about the surf. This was a very beneficial program for all students.

Playgroup

The Borenore Playgroup started on a more regular basis organised by Kate Hook a parent volunteer. The group have been meeting regularly and have attracted as many as twenty preschoolers and parents for two hours on Monday mornings.

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)

Literacy – NAPLAN Year 3

Reading

![Chart showing percentage of students in bands for Year 3 reading.]

In reading most of our students were in bands 4, 5 & 6.
In writing the most students were in bands 4, 5 & 6.

In numeracy most students in Year 3 were in the top three bands.
Numeracy – NAPLAN Year 5

**Numeracy**

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
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Borenore student results are shown above.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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**Significant programs and initiatives**

**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 has a very multicultural student population and it is with the student’s culture that teaching opportunities and learning experiences happen readily within the school. Parents and students alike immerse the students with cultural history, they share their food, customs and clothing. We celebrate many special days throughout the year. This gives students opportunities to look at cultures beyond their own.

This year Mrs Guisard has taught all students French and through this learning it has exposed students and parents to the French culture. Two of our students also have French as their second language.

We have also been fortunate to have Mr Smith who has taught the students Chinese language and culture for one term. As a result we were able to take all the students to a local Chinese Restaurant and order lunch in Chinese and eat lunch with chopsticks.

HSIE provides the vehicle to study other cultures and encourage attitudes of tolerance and respect for those different to themselves. CWA International day also provides students with another annual learning opportunity to study a country and culture.

**Respect and responsibility**

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. This year we concentrated on cleaning up the environments that we live in and encouraging students to participate not only in school clean up day but to volunteer with the Clean-Up Australia day where they live.

The schools Welfare Policy emphasises individual responsibility and respect for others. These values are taught and used throughout our school.

Each year students march on Anzac Day in the annual Orange March. Student leaders also give school services on Anzac day and Remembrance Day.
Other programs

Science

Science with CSU
Science is a major focus in our school and once again the students were invited to Charles Sturt University (CSU) in Orange for time in the laboratories with their lecturers. This year the students extracted DNA from strawberries.

OSSA Science Day
Borenore hosted the stage three students from all the Orange District Small Schools. Students rotated through a variety of science activities designed by staff and students studying Teaching from CSU Bathurst. All students were involved with Stage 2 students going to Nashdale PS and Early Stage 1 and Stage 1 going to Canobolas PS.

Writing Workshops Angela Malone
We had, Ms Angela Malone, an Orange author work with the students at the school to improve student writing styles as well as to encourage and motivate them to write.

School Camp Astronomy
Mrs Guisard organised a school camp, dinner with parents and a visit by a local astronomer. Mr Sommerville gave the students a lecture followed by observations of the planet Saturn through his huge telescope.

Music - Singing
The school had Mrs Donna Riles assist with the teaching of singing throughout the year. Mrs Riles taught the students songs that were performed at the Conservatorium Concert, the Orange Eisteddfod and at the School concert. The students achieved third place in the Small School’s Choir section.

Languages

French
We have been extremely lucky during the past year to have the expertise of Mrs Guisard to continue to teach French at the school.

This year Mrs Guisard has taught all students French through the teaching of languages has exposed students and parents to the French culture. Two of our students also have French as their second language.

Students have also sung French songs at various school performances.

Book Week
The students were very creative in dressing in their favourite book characters for the Book Week parade and Book Fair. Through her organisation Mrs Smithers had numerous books donated to the school library.

Chinese
Mr Tony Smith volunteered his time and expertise to visit the school to teach the students Chinese. Mr Smith taught the students Chinese language and culture for one term. As a result we were able to take all the students to a local Chinese Restaurant and order lunch in Chinese and eat lunch with chopsticks.

Progress on 2009 targets

Target 1

In 2009 85% of students achieve stage based outcomes in writing, reading and 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 achievements include:
• Improved results in school based assessments:
  • NAPLAN data and student work samples demonstrate the 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.
• Email opportunities evident in teaching/learning programs.
• Student confidence and enthusiasm in using all forms of technology.

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.

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 2009 our school carried out evaluations of School Planning and Personal Development, Health and Physical Education (PD,H,PE)

Educational and management practice

School Planning

Background
Borenore Public School is proud of its core emphasis of striving to meet the current and emerging needs of the students, teachers and parents. School planning 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 planning reflects the emerging needs of the school and its students.
• The school’s planning involves students, parents and staff.

Future directions
Only one third of the planning surveys were returned by parents. With these limited responses the school will aim to improve school planning to ensure that:
• The school review its statement of purpose with the staff, students and the school community and make this available to every parent.
• Students, staff and parents are informed regarding school targets.
• All school documents are developed in collaboration and all parents are informed of their contents.

Curriculum

Personal Development, Health and Physical Education (PD,H,PE)

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 Personal Development, Health and Physical Education.

Findings and conclusions

We had 100% of staff and student surveys returned and only 33% of parent surveys returned. From these surveys we have found that

- Students are extremely happy with learning in all areas of PD, H & PE. They showed and equal interest and commented on all three areas in their surveys.
- Parents would like to attend sessions to find out more about the PD, H & PE syllabus.
- Staff need to review policy statements, scope of sequences of teaching and there is also a need for collaborative planning with all staff members. Some staff felt they needed further training to enhance their teaching.

Future directions

- Staff will develop review documentation of PD, H & PE syllabus to enhance learning outcomes for all students.
- To continue to positively engage students in learning about healthy lifestyles, skills to maintain healthy lifestyles and that sport can be fun and enjoyable.
- To present parental session so they have a greater understanding of the PD, H & PE syllabus.
- Support the professional learning of teachers in this area.
- Engage professional coaches in specific areas to improve student skills and interest.

Other evaluations

Mandatory Policies

The staff began the review of school policies and procedures.

After School Active Communities.

A review was undertaken with staff, parents and students to change the access to this program in 2010.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were particularly impressed with the excellent care and concern shown to their children while they are at school. Parents believe this is one of the most valuable things that Borenore offers. New parents commented on how easy it is to leave their children at school in their first year, confident that their child was in good care.

Parents are also pleased with the standard of education the students are receiving and that they can talk to their children’s teachers at any time.

Students enjoyed coming to school and are always happy to come. They feel that they are important, teachers listen to them and that they have friends at school. Most of all it is safe and everyone gets on with each other.

Teachers work together to create an atmosphere to inspire student learning and cater for all needs.

The increased enrolment and enquiries for student placement means that the school is held in high regard in the community.

Linda Seymour with students in the school garden.

Professional learning

All teaching staff received training in the all mandatory areas required by the Department of Education and Training. This training includes Child Protection, OH&S awareness, Emergency Care or First Aid Certificate courses and CPR. Asthma training was also completed so the school could become an Asthma Friendly School.

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 two Professional learning days at the end of term four were utilised by staff for forward planning for 2009. This included planning in student learning, mandatory training and whole school planning for 2010.
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
- Best Start Training
- Asperger’s Syndrome Courses
- Technology Smartboard training
- ICT Training – SAM
- Local, Regional and State conferences

All staff was involved in professional learning throughout 2009.

School development 2009 – 2011

As part of the school’s three year planning cycle, improvement targets indentified. A number of targets have been set for the 2010 school year including writing, numeracy and technology.

Targets for 2010

Priority Area Literacy

Target 1

Stage outcomes in Writing and Reading will be reached by 90% of students.

Strategies to achieve this target include:

- Use Best Start to establish student learning needs in Kindergarten
- Evaluation of NAPLAN results
- Write and teach individual programs particularly for gifted and talented students
- Computer programs
- Motor programs
- Gifted and Talented educational strategies and programs
- Reading to Learn taught K-6
- NAPLAN reading assessment utilised for consistent judgement
- PM Writing resources
- Explicit teaching of meaning in text

Our success will be measured by:

- Improved results in classroom and diagnostic testing;
- National Assessment data and student work samples demonstrate that syllabus outcomes are met; and
- student self assessment against work samples

Priority Area Numeracy

Target 2

Stage outcomes in Writing and Reading will be reached by 90% of students.

Strategies to achieve this target include:

- Mathletics to investigate the use of and implementation of technology in maths
- Individual student needs assessed and catered for particularly Gifted and Talented
- Strong emphasis on working mathematically, mental computations and math language
- Problem solving individual program
- NAPLAN strategies and assessment integrated into the teaching and learning
- Maths Reading to learn strategies
- Use Best Start to establish student learning needs in Kindergarten

Our success will be measured by:

- Improved results in in-school diagnostic assessments;
- National Assessment data and student work samples demonstrate that syllabus outcomes are met; and
- student self assessment against work samples

Target 3

Priority Area Technology

All students work samples show evidence of learning through the use of technology.

Strategies to achieve this target include:

- Staff to attend courses available to improve their technology skills and teaching.
- Emailing
- School server installed to allow file sharing
- Purchase headphones and scanners
• Purchase Photoshop for photography use in digital Art

• Connected classroom

• Robotics Establish and promote the school through the website

Our success will be measured by:

• teaching programs indicating the development of skills in ICT;

• Staff utilising current technology and seeking professional development where needed;

• Students communicate regularly with one another adhering to the agreed protocols;

• Email opportunities evident in teaching/learning programs; and

• student 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.

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Mrs Carol Smithers - Teacher Librarian
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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:


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