2010 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 2010 was 40 students, composed of 19 boys and 21 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 attendance percentage was 92.50%. This was higher than the Western Region 91.43% and lower than the State 93.70%.

In 2010 the enrolments at the school continued to increase confirming our need for our second teacher.

Enrolments
Kindergarten  7
Year 1     7
Year 2     6
Total     20
Year 3     3
Year 4     8
Year 5     5
Year 6     4
Total     20

Staff
Staff in 2010 comprised:

Teaching Staff:
- One Primary Principal PP5
- One Full-time permanent classroom teacher
- 0.2 One day per week permanent part-time release from face to face teaching and Library.

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

SASS (School Administrative and Support Staff)
- Seven days per fortnight Senior Administration Manager shared by two permanent part-time staff
- 0.6 three days per week Learning Support Officer
- 7 hours 36 minutes per week General Assistant.

Significant programs and initiatives
The school values actively pursue a process of ongoing school improvement and program evaluation. Significant areas of focus in 2010 included

Literacy Individual program
Science - Robotics
Creative Arts- Art, Singing, Drama
Languages – French
Playgroup
Small School Spectacular

Student achievement in 2010

Literacy – NAPLAN Year 3 and 5
In 2010, three Year 3 students and five Year 5 students sat the NAPLAN test in Literacy. Year 3 students achieved Band 5 and above in Reading, Band 4 and above in Writing and Band 4 and above in Language and Conventions. Year 5 students achieved Band 5 and above in Reading, Band 5 and above in Writing and Band 6 and above in Language and Conventions.

Numeracy – NAPLAN Year 3 and 5
In 2010, three Year 3 students and five Year 5 students sat the NAPLAN Test in Numeracy. Year 3 students achieved Band 4 and above. Year 5 students achieved Band 5 and above.
Principal’s message

Borenore PS is a small, rural school, 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 a desire to learn.

The Borenore school community acknowledges the achievements and success of the school throughout the year.

The school community looks forward to the continued success of the school and student performance throughout 2011.

This year saw Borenore Public School enrolment reach forty students ensuring that we will remain as a PP5 school. New buildings were allocated to all schools in NSW as part of the Commonwealth Government’s Building Education Revolution stimulus package to boost the economy. As a result of this new building we have a school library and both student classes have good sized classrooms.

Mrs Guisard launched the school website this year to further promote our school to the broader community and as a source of information for parents at school.

I would like to take this opportunity to thank the Borenore School Community for their commitment to the school in 2010.

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

We have had a big year fundraising with the Classic Bikers Rally catering, Cake Stall and raffle at the Federal Election Day and Trivia Night. Without the combined efforts of parents, staff and students we would never have achieved so much. Thank you everyone for your support.

The funds raised from these events went towards school signage and extra set up costs of the new classroom.

The P & C appreciate the care, time and hard work that the teaching staff and administrative staff dedicate to the children and school community. It is a privilege to be a part of a wonderful team.

Mrs Shelley Taberner, Borenore P&C President

Student representative’s message

As School Captains Meaghan Vials, Hugh Westcott and Lewis White had a variety of leadership opportunities.

These included:

- 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.
- 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.

Meaghan Vials, Hugh Westcott, Lewis White
School context

Student information

It is required by the Department of Education and Training that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Borenore enrolment increased to forty this year with seven new kindergarten students.

Student attendance profile

Student attendance was above the Region average but below the State average.

Management of non-attendance

Students at Borenore PS do not have a history of non-attendance. Students want to come and are very happy to attend school every day.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K/1/2G</td>
<td>K</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>K/1/2G</td>
<td>1</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>K/1/2G</td>
<td>2</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>3/4/5/6H</td>
<td>3</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>3/4/5/6H</td>
<td>4</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>3/4/5/6H</td>
<td>5</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>3/4/5/6H</td>
<td>6</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

One Kindergarten, Years 1 & Year 2 Class and one Year 3, 4, 5, & 6 were formed at Borenore PS.

Post-school destinations

Traditionally students from Borenore PS attend Orange High School, our feeder school. This year saw Mr Hugh Westcott receive a scholarship to attend Orange High School. Other students chose to attend private schools.

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</td>
</tr>
<tr>
<td>School Support Learning Officer</td>
<td>15 hours</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.715</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

We had no Indigenous staff throughout the year.

**Staff retention**

**Teacher qualifications**

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

Ms Ruth Harris has continued as Teaching Principal during 2010 teaching Year 3, 4, 5 & 6.

Mrs Deborah Guisard teaches the K, Years 1 & 2. Mrs Guisard also teaches Science, Technology and French to all students in K – 6.

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

Mrs Tiffanie Smith teaches two hours per week release from face to face.

<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>0</td>
</tr>
</tbody>
</table>

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

**Other Staff**

Mrs Roz Sutton took leave from her position as the School Administration Manager. The position was held by Mrs Marie Henry 3 days per fortnight and Mrs Lee Maw 4 days per fortnight.

Mr Gavin White is the school’s permanent General Assistant, working 7 hours 36 minutes per week.

Ms Aileen Sparks, Mr Matthew Hunt and Ms Ann McGuinness 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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>56345.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>49117.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>34224.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13769.44</td>
</tr>
<tr>
<td>Interest</td>
<td>1186.88</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1667.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>156311.30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>16462.25</td>
</tr>
<tr>
<td>Excursions</td>
<td>2901.11</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1560.38</td>
</tr>
<tr>
<td>Library</td>
<td>1203.95</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3676.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>65059.36</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3781.92</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>25238.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6337.05</td>
</tr>
<tr>
<td>Maintenance</td>
<td>14068.72</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1482.82</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>141772.12</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>14539.18</td>
</tr>
</tbody>
</table>

Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

Borenore Public School students were involved in a variety of learning experiences throughout 2010.

**Achievements**

**Arts**

During 2010 the students at Borenore Public School were taught Art by Mrs Smith. Anna Seymour won the Laing O’Rourke Art Competition. As a prize she won a $100 gift voucher for art supplies.
Eisteddfod
The students, under the guidance of Mrs Guisard, performed in the Verse Speaking Choir achieving 2nd place and under the guidance of Mrs Riles the Singing Choir gained 1st place. Under the guidance of Mrs Smithers, students also performed in duologues. In the Under 10’s 2nd place was awarded to Beau Westcott and Sam Twaddle and High Distinction to Sarah Kirkness. In the Under 12’s 1st place was awarded to Gabrielle Guisard and Anna Seymour and 3rd place to Hugh Westcott and Stuart MacLennan. In the Under 14’s 1st place was awarded to Taylor Handebo and Abbey Taberner.

Small School Spectacular
This year Borenore students along with all Orange Small Schools students were involved in the musical production ‘Save Our Planet’. Some students auditioned for specialist parts. Hugh Westcott was selected to sing and Meaghan Vials was selected for the dance ensemble.

Sport
Swimming
In the Orange Small Schools Swimming Carnival we entered the biggest team ever and the results were very pleasing. All students achieved their personal best. Meaghan Vials was selected to swim at the Orange District Carnival in 50m and 100m freestyle. From her efforts she was selected to compete at the Regional Carnival in Dubbo as a member of the Orange Small Schools Senior Girls Relay team.

Athletics
All students participated in the OSSA Athletics Carnival and Borenore received the best results in a number of years.
Sam Twaddle, Abbey Taberner, Beau Westcott, Anna Seymour, Hugh Westcott and Taylor Handebo qualified and participated in the District carnival.
Sam Twaddle was selected in 100m, Anna Seymour in the OSSA Senior Girls Relay and Taylor Handebo 100m sprint. These students represented the school at the Regional Athletics carnival.

Netball
Meaghan Vials was selected and played in the Orange Small Schools Netball team. They played many games undefeated but didn’t manage to win the grand final.

Rugby Union
Beau Westcott, James MacLennan and Hugh Westcott were selected and played in the Orange Small Schools Rugby team. They played many games before being eliminated by larger schools. Beau Westcott was selected to play with the Western Team.

Soccer
Hugh Westcott was selected to play in the Orange Small Schools’ Association Soccer team.

Other
The University of NSW Educational Assessments-
English
English Assessment Certificates of Distinction were achieved by Declan Vials and Meaghan Vials.

Spelling
A Spelling Assessment Certificate of Distinction was achieved by Declan Vials.

Writing
Writing Assessment Certificates of Credit were achieved by Declan Vials and Meaghan Vials

Mathematics
Mathematics Assessment Certificates of Credit were achieved by Declan Vials and Meaghan Vials.

Computer
Computer Assessment Certificates of Distinction were achieved by Declan Vials and Meaghan Vials.

CWA Scotland
All students participated in studying Scotland 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.
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 these 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

In Reading, students in Year 3 were in Bands 5 & 6.

Numeracy – NAPLAN Year 3

In Numeracy, students in Year 3 were in Bands 4 & 5.

Literacy – NAPLAN Year 5

Reading

In Reading, students in Year 5 ranged from Bands 5 to 8.

Numeracy – NAPLAN Year 5

In Numeracy, students in Year 5 ranged from Bands 5 to 8.
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>Minimum standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Borenore students’ results are shown above.

<table>
<thead>
<tr>
<th>Minimum standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Borenore students’ results are shown above.

Significant programs and initiatives

Aboriginal education

There are no Indigenous students currently enrolled in the school. All students study Aboriginal culture and history in HSIE and English units and 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, staff and students alike immerse the students with cultural history. We celebrate many special days throughout the year.

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

HSIE provides the vehicle to study other cultures and encourage attitudes of tolerance and respect for those different to themselves. CWA International day country study, Scotland, 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 and respect for the structures within our community. This year we concentrated on cleaning up the environments that we live in and encouraged students to participate not only in school clean up day but to volunteer with the Clean-Up Australia day where they live.

The school’s 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 Orange march. Student leaders also give school services on Anzac Day and Remembrance Day.

Connected learning

Unfortunately the connected classroom equipment that was to be installed on the 4th June 2010 is still not installed. All teachers were trained in the use of the equipment to operate the connected classroom in April 2010.

Other programs

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 Two students going to Spring Hill PS and Early Stage One and Stage One going to Nashdale PS.

Robotics and Robo Cup

Mrs Guisard took the primary students to Bathurst CSU to participate in the Robo Cup. Students were required to build and program robots to dance to a song and design costumes. Whilst students did not receive a place, the experience was invaluable.
Music - Singing

The school had Mrs Donna Riles (Orange Regional Conservatorium) assist with the teaching of singing throughout the year. Mrs Riles taught the students songs that were performed at the Orange Eisteddfod. The students achieved 1st place in the Small School’s Choir section.

Science Sleepover

The students engaged in an afternoon of science activities before camping at school overnight. The sleepover was planned by Mrs Guisard, focussing on the International Year of Biodiversity.

Young Leaders

This year was the first year our Year 6 students went to the Halogen Young Leaders Conference in Sydney. The students travelled by bus with Nashdale PS, explored Sydney before staying overnight and attending the conference the next day.

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 and through the teaching of languages has exposed students and parents to the French culture. One of our students also has 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 organised by Mrs Smithers. Numerous books were donated to the school library.

Progress on 2009 targets

Target 1

Priority Area Literacy - 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.

Target 2

Priority Area Numeracy - 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 Mathematics.
- Individual student needs assessed and catered for particularly Gifted and Talented students.
- Strong emphasis on working mathematically, mental computations and math language.
- Problem solving individual program.
- NAPLAN strategies and assessment integrated into the teaching and learning.
- Mathematics Reading to learn strategies.
- Use Best Start to establish student learning needs in Kindergarten.
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.
- Establish the use of computers to email work for completion and presentation.
- Purchase headphones and scanners.
- Purchase Photoshop for photography use in digital Art.
- Connected classroom.
- Robotics.
- Establish and promote the school through the website.

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 2010 our school carried out evaluations of School Planning and Mathematics.

Educational and management practice

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 but parents felt they would like to be more involved.

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 reviews its statement of purpose with the staff, students and the school community and makes this available to every parent.
- Students, staff and parents are informed regarding school targets and these need to be communicated in a separate meeting as not all parents are able to attend P&C to be informed.
- Understanding of school planning, setting targets and how finances are allocated to support these school targets needs to be clarified for parents.

Curriculum

Mathematics 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 Mathematics.

Findings and conclusions

From the staff, student and parent surveys returned we have found that -

- Students had mixed feelings about Mathematics and this often reflected the child’s ability.
- All students enjoyed the Mathletics computer program.
- Parents’ surveys showed that over half didn’t understand how Mathematics was taught but they were not prepared to attend information sessions.
- Staff needs to review policy statements, scope and 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 review documentation of the Mathematics syllabus to develop and enhance learning outcomes for all students.
- To present a parental session for those who are interested so parents have a greater understanding of the requirements of the Mathematics syllabus and methods in mathematics.
- Support the professional learning of teachers in this area.
- The school will continue to enrol students in the Mathletics computer program.

Other evaluations

Mandatory Policies
The staff began the review of school policies and procedures.

Active After School Communities.
A review was undertaken with staff, parents and students to make changes to this program in 2011.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.

Parents once again congratulated and thanked the staff for their continued hard work and dedication to their jobs.

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.

Professional learning
All teaching staff received training in all the 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 2011. This included planning in student learning, mandatory training and whole school planning for 2011.

School development 2009 – 2011

Targets for 2011

Target 1
All students will achieve in the top three bands in NAPLAN assessment in Years 3 and 5 in Literacy and Numeracy.

Strategies to achieve this target include:

- Use Best Start to establish student learning needs in Kindergarten.
- Quality teaching programs taught by quality teachers.
- Evaluation of NAPLAN results and results of diagnostic testing to establish student needs.
- Gifted and Talented educational strategies and programs.
Our success will be measured by:

- Improved results in classroom and diagnostic testing.
- NAPLAN results.
- Regional data.

Target 2

**All students will display a growth in numeracy that is equivalent or equal to regional levels.**

**Strategies to achieve this target include:**

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

Our success will be measured by:

- NAPLAN results.
- Regional data.
- Improved results in in-school diagnostic assessments.

Target 3

**All students display an ability to use technology with the school.**

**Strategies to achieve this target include:**

- Staff to attend courses available to improve their technology skills and teaching.
- Connected classroom operating to extend all learning and teaching opportunities.
- Robotics.

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.
- 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.

Ms Ruth Harris - Principal
Mrs Debbie Guisard - Teacher
Mrs Carol Smithers - Teacher Librarian
Mrs Marie Henry – SAM
Mrs Lee Maw - SAM
Mrs Shelley Taberner - P&C President

School contact information

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Borenore NSW 2800
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Fax: 02 6365 2318
Email: Borenore-p.school@det.nsw.edu.au
Web: www.borenore-p.schools.nsw.edu.au
School Code: 3504

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: