Borenore Public School
Annual School Report

2011
Our school at a glance

Students
The student enrolment at Borenore Public School has increased to 45 over the past twelve months. This has been a gradual increase over the year. Enrolments have entered all year levels and the increase is encouraging for us to achieve a third teacher in 2012.

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>5</td>
</tr>
<tr>
<td>Year 1</td>
<td>8</td>
</tr>
<tr>
<td>Year 2</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td>Year 3</td>
<td>7</td>
</tr>
<tr>
<td>Year 4</td>
<td>4</td>
</tr>
<tr>
<td>Year 5</td>
<td>10</td>
</tr>
<tr>
<td>Year 6</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

Staff
Borenore Public School has two permanent teaching staff, one permanent part-time teacher one day per week and a release from face to face teacher for two hours each week. The teaching staff at Borenore Public School remained unchanged in the past year.

This year we welcomed our permanent School Administrative Manager who is employed seven days per overnight. Our General Assistant who is employed one day per week.

Teaching Staff:
- One Primary Principal PPS
- 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
- 0.6 three days per week Learning Support Officer

Significant programs and initiatives
The school values and actively pursues ongoing school improvement, looks for new learning programs and evaluates existing programs and activities to cater for students. Significant areas of focus in 2011 included

- Literacy Individual program
- Science – Robotics, Technology
- Creative Arts- Art, Singing, Drama
- Languages – French
- Active After School Care
- Playgroup

Student achievement in 2011

**Literacy – NAPLAN Year 3 and 5**
In 2011, seven Year 3 students and ten Year 5 students sat the NAPLAN test in Literacy. Year 3 students achieved Band 3 and above in Reading, Band 4 and above in Writing, Band 2 and above in Language and Spelling and Band 1 and above in Grammar and Punctuation. Year 5 students achieved Band 5 and above in Reading, Band 5 and above in Writing, Band 5 and above in Language and Spelling and band 4 and above in Grammar and Punctuation.

**Numeracy – NAPLAN Year 3 and 5**
In 2011, seven Year 3 students and ten Year 5 students sat the NAPLAN Test in Numeracy. Year 3 students achieved Band 4 and above. Year 5 students achieved Band 3 and above.

Year Six Students 2011 Declan Vials, James MacLennan, Gabrielle Guisard and Anna Seymour
Messages

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 2012.

This year saw Borenore Public School enrolment reach forty five students ensuring that we will remain as a PP5 school. This increase in enrolment and enrolments for 2012 may see a need to employ a third teacher at the school.

Mrs Guisard’s classroom was installed with all the equipment to operate as a connected classroom. This has once again improved the technology in our school and broadened the programs we can offer students.

The Parents and Citizens Association has continued to provide the school with significant support and funds to help with school activities and the purchase of classroom equipment and resources.

I would like to take this opportunity to thank the Borenore School Community for their commitment to the school in 2011.

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

Borenore P & C President’s Message

The Borenore P&C Association is greatly involved in the organisation of the school as well as raising funds for school resources and student activities.

This year the P&C ran many fundraising events; a Cake Stall on Election Day, Catering at Orange Mountain Wines, a stall at a local Open Garden, Catering for a bike group and the major event a Trivia night in conjunction with the National Geographic Magazine. This was the major fundraiser event and a very enjoyable night. Funds raised from these events have supplied much needed resources for the student classrooms.

The P&C has a strong core of parents who regularly attend meetings and all parents assist with fundraising events throughout the year. Congratulations to the school and the P&C on another successful year.

Mr Jason Vials

Student representative’s message

As School Captains, Gabrielle Guisard and James MacLennan, 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.
- Organising and leading school assemblies, Anzac ceremonies, public speaking, planning activities for younger students and giving student feedback to teachers.
- Attending the Halogen Young Leaders Conference in Sydney and Bill Chaffey Inspirational talk in Orange.
- Attending transition workshops at local high schools.

We have also 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 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

Management of non-attendance

Borenore has an Attendance Policy that outlines the school’s non attendance procedures. All students attend on a regular basis and parents inform the school if their child will not be attending due to illness or family leave.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>6/1/2G</td>
<td>8</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>6/1/2G</td>
<td>1</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>6/1/2G</td>
<td>1</td>
<td>7</td>
<td>15</td>
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<td>3/4/5/6/7</td>
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<tr>
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<td>3/4/5/6/7</td>
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<tr>
<td>3/4/5/6/7</td>
<td>6</td>
<td>4</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

Borenore has two multi-aged / multi-staged classes.

Staff information

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

The 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.

Staff establishment

<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>Support Teacher Learning Assistance</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>
<tr>
<td>Total</td>
<td></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

Staff retention is high in regards teaching staff. This year a permanent School Administrative Manager was appointed.

Teacher qualifications

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

Ms Ruth Harris has continued as Teaching Principal during 2011 teaching Year 3, 4, 5 & 6. She also teaches Drama and Music to K, 1, 2.

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>100</td>
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</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>14539.18</td>
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<tr>
<td>Global funds</td>
<td>48063.85</td>
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<tr>
<td>Tied funds</td>
<td>53672.15</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>20494.84</td>
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<tr>
<td>Interest</td>
<td>1832.07</td>
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<tr>
<td>Trust receipts</td>
<td>1975.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>140577.94</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>19517.21</td>
</tr>
<tr>
<td>Excursions</td>
<td>9416.13</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>354.23</td>
</tr>
<tr>
<td>Library</td>
<td>906.88</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1529.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>32012.72</td>
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<tr>
<td>Casual relief teachers</td>
<td>3096.32</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>12311.13</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7515.55</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6546.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2202.12</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>95407.44</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>45170.500</td>
</tr>
</tbody>
</table>

School performance 2011

In 2011 the students were exposed to a variety of learning experiences to compliment their learning across all Key Learning Areas.

Achievements

Arts

Borenore School Captains, Gabrielle Guisard and James MacLennan, were invited by Westmead Children’s Hospital and the Department of Education to handover 10 artworks to the Orange Base Hospital. These artworks were done by students in NSW schools to be hung in the hospital. This was a great honour to asked to present these to the Children’s Ward.

Two students from each Year were given the opportunity to go to the Operation Art workshops being held at the Orange Regional Gallery. The student work produced on the day was very creative and interesting.

Borenore students Natalia, Simeon, Declan, Julia, Hannah, James, Bodi, Xavier, Abbey, Daniel, Anna, Sarah, Gabrielle, Ethan, Emma, Sian and Courtney’s artwork were selected for the Orange Regional Galleries bi-annual Festival of Student Art. Anna Seymour work was one of four prize winning works selected.

Art at the Regional Gallery

Anna Seymour also won an Australia Day art prize.

Arts out West in conjunction with Cabonne Council gave us funding to paint two wall murals for the school. Loretta Goodacre was employed as our artist and worked with the students. The murals certainly brighten up our walls and outdoor spaces.

Students were given the opportunity to see two live stage performances The Gruffalo’s Child and Emily Eyefinger.
Abbey and Natalia Taberner, Anna Seymour and Gabrielle Guisard performed Western Region Dance Festival in Bathurst.

Students performed in Verse Choir and were placed 3rd in the Orange Eisteddfod. Students entered in their age groups and the results are as follows. Justice and Courtney 1st, Beau and Riley 3rd and Declan and James were highly commended.

Students were tutored at the Orange Regional Conservatorium of Music as part of the Small School’s Program. Students involved in this program later performed at the Annual School Speck to highlight their achievements.

Sport

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. Anna Seymour, James MacLennan, Sam Twaddle and Sarah Kirkness were selected to swim in individual events at the Orange District Carnival. The PP5 relay team consisting of Sam Twaddle, Gabrielle Guisard, Sarah Kirkness and Anna Seymour were selected to swim at Regional Carnival in Dubbo.

Borenore held a successful inter school Athletics day with Cargo at Borenore PS. This was a sporting and a social day for all students and teachers.

Cheering at the OSSA Athletics carnival

The students performed extremely well at the OSSA Athletics Carnival. This year Madeline Hook, Sarah Kirkness, Anna Seymour, Carissa Strudwick, Gabrielle Guisard, Stuart MacLennan and Beau Westcott qualified to compete at District Carnival. Anna Seymour qualified to compete at Region in long jump.

Bernadette and Eliza Barden, ex-students and winners of numerous goal medals in international leagues tutored the student’s in basketball. This

Other

Sustainability Week

This year the school was involved in a variety of the Orange Sustainability week activities. The students made model houses reflecting sustainable building material and practices. Four students, Natalia Taberner, Abbey Taberner, Gabrielle Guisard and Beau Westcott won the ‘Love Food Hate Waste’ cooking challenge which was held against other Orange schools at the Orange Farmers Market. This was a great achievement for these students.

Students cooking at the Farmers’ Market

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

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Band</th>
<th>School Average 2008-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
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<td>0</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>55</td>
</tr>
</tbody>
</table>
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.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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.

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, Iceland, also provides students with another annual learning opportunity to study a country and culture.

Connected learning

The connected classroom equipment was finally installed in our new classroom and Mrs Guisard was connecting with other small schools regularly. Unfortunately, this ceased when the equipment was stolen and it took a lengthy amount of time it took to replace.

OSSA Science Day

Borenore hosted the Stage Three students from the Orange District Small Schools. Students rotated through a variety of science activities designed by school staff and students studying Teaching at CSU Bathurst. All students were involved. Stage Two students went to Canobolas PS and Early Stage One and Stage One went to Nashdale PS to participate in the day.
Robotics and Robo Cup

Mrs Guisard took ten primary students, Anna Gabrielle, Natalia, Abbey, Carissa, Stuart, Beau, Kyle, Patrick and Riley to Charles Stuart University Orange Campus 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.

The school also purchased Be Bot Lego to introduce and teach robotics to K, 1 & 2.

Young Leaders

Our Year 6 students went to the Halogen Young Leaders Conference in Sydney. The students travelled by bus with Nashdale PS.

Bill Chaffey

The students were given the opportunity to listen to a key note speaker Mr Bill Chaffey. He was an elite triathlete before being badly injured. His story is inspiring and encouraged students to set goals.

Broken Bay Camp

This year we took the Year 5 & Year 6 students to Broken Bay for the first time. The activities and the challenges were unforgettable learning opportunities and experiences for the students.

Languages - French

We have been extremely lucky 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 with the theme “One World Many Stories”. This was followed by a Book Fair organised by Mrs Smithers. Numerous books were donated to the school library.

Playgroup

Borenore playgroup began again in Term 1 and was run by Janine Percy. Thanks to her work in running the group we had lots of preschoolers
running around each week. Janine was also instrumental in having the Bunning’s team arrive at school to run activities and they also donated a barbeque and blinds for the verandah of the BER room. These donations were greatly appreciated and used by all.

Opening of the Building the Economic Revolution Building

Senator Steve Hutchins opened our new building on 2nd May 2011. He commented on our wonderful school and the maturity of our school captains Gabrielle Guisard and James MacLennan who gave him a guided tour and the history of the school. Special guests on the day were Mr & Mrs Colleen & Laurence Baker, who the building is named after, Mrs Marie Henry and Ms Debbie Smith, School Patrons and Mr & Mrs Margot and Max Davidson, Margot our Scripture teacher, Mr Jason Vials P&C president and Mr Paul Stirling, Orange Education Director.

Progress on 2011 targets

The School Management Plan sets out the school targets to be achieved each year. The following achievements are the results of those targets.

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

Our achievements included:

- In Grammar and Punctuation 72% of Year 3 students achieved the target.
- In Numeracy 57% of Year 3 students achieved the target.
- In reading 80% of Year 5 students achieved the target.
- In writing 60% of Year 5 students achieved the target.
- In Language and spelling 80% of Year 5 students achieved the target.
- In Grammar and Punctuation 70% of Year 5 students achieved the target.
- In Numeracy 50% of Year 5 students achieved the target.
- Individual students achieved improved results in classroom and diagnostic testing.

Target 2
All students will display a growth in numeracy that is equivalent or equal to regional levels.

Our achievements included:

- Best Start was used to establish student learning needs in Kindergarten.
- Regional data reflects growth in the school performance with most students.
- NAPLAN results reflect that a majority of our students displayed growth equivalent or equal to state.

Target 3
All students display an ability to use technology with the school.

Our achievements include:

- Student’s confidence and enthusiasm in using all forms of technology increased.
- Students communicating regularly with one another, using email, adhering to the agreed protocols.
- Teaching programs indicating the development of skills in ICT.
- Staff utilising current technology and seeking professional development where needed.
- Staff attended courses to improve their technology skills and teaching.
• The school server was installed allowing staff and students to file share.
• Establishing the use of computers for students to email work for completion and presentation.
• Connected classroom use was hindered due to stolen equipment and the replacement time.
• Continuing to 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 2011 our school carried out evaluations of Management and Human Society and its Environment.

Educational and management practice

Management

Background

Borenore Public School focused on Management throughout 2011.

Findings and conclusions

Overall the student and parent responses were good suggesting that parents and students in the most part are satisfied with the school’s approaches to school, resource management and planning. There were a few suggestions and questions in regards the financial management of the school allocation and how we use the P&C Association’s funds.

Future directions

To continue to communicate and report happenings with the school community through the P&C Association meetings, talks with the P&C executive and in weekly newsletters. This will ensure an understanding of all areas of management within the school.

Curriculum

Background - Human Society and its Environment was the curriculum area evaluated throughout 2011.

Findings and conclusions

Staff commented that an audit of resources in HSIE was needed. The resources need to be reorganised and updated for our existing scope and sequence teaching but were hesitant to do this at this time due to the arrival shortly of the Australian curriculum.

Parents and Students were happy with what was taught and were pleased to know what the students were studying through information in newsletters.

Future directions

The staff felt they would continue to teach using our current scope and sequences in HSIE until the Australian Curriculum is released. At that time they will reorganize our resources into units of work aligned to the new curriculum.

Parent, student, and teacher satisfaction

In 2011 once again the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

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 Playgroup parents congratulated the school as they felt the school climate was very welcoming and students were respectful and were happy to be in each other’s company. 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.

Staff also participated in Live Life Well, Best Start Training, Operation Art, Literacy & Numeracy Strategies, Michael Fullan, Cyber Bullying and Technology.

The two Professional learning days at the end of term four were utilised by staff for forward planning for 2012. This included planning in student learning, mandatory training and whole school planning for 2012.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
To improve student achievement in literacy skill.

2012 Targets to achieve this outcome include:
- To increase the number of students in the top two performance bands in all areas of literacy.

Strategies to achieve these targets include:
- Beststart assessments in Kindergarten completed and reported on in Term 2 and Term 4. Training completed for Beststart K-2 and ready for implementation in 2013.
- Develop staff knowledge in the criteria used for NAPLAN writing to develop good teaching practice and knowledge.
- Use of Multilit strategies to increase student learning in reading. Training in L3.
- All staff trained in the English National Curriculum. Release staff to attend training days in National Curriculum.

School priority 2
Outcome for 2012–2014
To improve student achievement in numeracy skill.

2012 Targets to achieve this outcome include:
- To increase the number of students at and above the national minimum standard for numeracy.
- To increase the number of students in the top two performance bands in numeracy.

Strategies to achieve these targets include:
- Teaching programs effectively teach and assess student achievement in maths and reflect individual needs.
- Continue to use the computer based program MATHLETICS for all students in the school.
- Beststart data used to inform teaching programs.
- Analysis of NAPLAN results will indicate areas for improvement in Mathematics.

School priority 3
Outcome for 2012–2014
To improve student engagement.

2012 Targets to achieve this outcome include:
- To ensure that teachers have high expectations for all students.
School priority 4
Outcome for 2012–2014
To improve the leadership and management of the school.

2012 Targets to achieve this outcome include:
- To ensure that the school has options for local decision making.
- To increase staff leadership opportunities within the school and OSSA.

Strategies to achieve these targets include:
- Increasing access to learning programs to improve quality teaching, leadership and management.
- To ensure that the school and the community have more flexible approaches to staff selection and performance management.
- To ensure that the Principal leads and manages the school efficiently and effectively.

School priority 5
Outcome for 2012–2014
To improve the quality of all teaching.

2012 Targets to achieve this outcome include:
- Improve the quality of all teaching through professional growth of teachers.
- For all staff to develop a sound understanding of the Australian Curriculum.
- To further improve staff knowledge and competency in technology.
- To ensure that Aboriginal education is embedded into teaching programs.

Strategies to achieve these targets include:
- Establishing as part of TARS individual teachers professional learning plans. Supporting and encouraging teacher professional learning.
- Introduce staff to the new syllabuses incorporating the Australian Curriculum.
- Staff audit of technology skills. Increased use of technology in the classroom. The use of more innovative technology.
- Developing and supporting learning programs to improve the cultural awareness and teaching effectiveness of staff.

School priority 6
Outcome for 2012–2014
To improve whole school organisational effectiveness.

2012 Targets to achieve this outcome include:
- To run an effective Athletics Carnival for the Orange Small Schools.
- To ensure staff roles and responsibilities are completed effectively.

Strategies to achieve these targets include:
- To ensure effective provision and allocation of finance and human resources to run the school and its programs.
- Participation in major combined school events. Organisation of the OSSA athletics Carnival.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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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