Borenore Public School
Annual School Report
Our school at a glance

Students

The student enrolment at Borenore Public school at the beginning of the year was and has fluctuated throughout the year with new enrolments and families moving. Unfortunately we didn’t achieve our third teacher in 2013.

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>10</td>
</tr>
<tr>
<td>Year 1</td>
<td>7</td>
</tr>
<tr>
<td>Year 2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
<tr>
<td>Year 3</td>
<td>3</td>
</tr>
<tr>
<td>Year 4</td>
<td>5</td>
</tr>
<tr>
<td>Year 5</td>
<td>3</td>
</tr>
<tr>
<td>Year 6</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>21</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.

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
- 0.6 three days per week Learning Support Officer
- 7 hours 36 minutes per week General Assistant.

All teaching staff meets the professional requirements for teaching in NSW Public Schools.

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 2012 included

- Literacy - Individual program for students
- Science - Robotics, Technology
- Creative Arts - Art, Singing, Drama
- Languages - French
- Active After-School Care
- Transition Class

Student achievement in 2012

Literacy – NAPLAN Year 3 and 5

In 2012, two Year 3 students and three Year 5 students sat the NAPLAN test in Literacy. Year 3 students achieved Band 4 and above in Reading, Band 4 and above in Writing, Band 4 and above in Language and Spelling and Band 5 and above in Grammar and Punctuation. Year 5 students achieved Band 8 and above in Reading, Band 6 in Writing, Band 6 and above in Language and Spelling and band 7 and above in Grammar and Punctuation.

Numeracy – NAPLAN Year 3 and 5

In 2012, two Year 3 students and three Year 5 students sat the NAPLAN Test in Numeracy. Year 3 students achieved Band 4 and above. Year 5 students achieved Band 7 and above.
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 2013.

This year saw Borenore Public School begin a Transition class. This class was taught by Mrs Tiffanie Smith and was very successful in providing a sound educational experience for the students before being kindergarten.

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 2012.

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

Principal

Parents and Citizens Association

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; catering for a Bike club, Election Day Cake Stall and raffle and the major fund raising event The Borenore School Country fair. This was the major fundraiser event and a very successful day. 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

P&C President

Student representative’s message

As School Captains, Natalia Taberner & Stuart 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.
- Attending the Halogen Young Leaders Conference in Sydney.
- 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 Captains
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

In 2012 there were 27 girls and 18 boys.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.3</td>
<td>91.1</td>
<td>91.8</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.4</td>
<td>91.8</td>
<td>92.8</td>
<td>96.4</td>
<td></td>
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<tr>
<td>2</td>
<td>95.1</td>
<td>94.9</td>
<td>92.5</td>
<td>96.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>97.3</td>
<td>93.3</td>
<td>93.8</td>
<td>93.6</td>
<td></td>
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<td>4</td>
<td>98.5</td>
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<td>5</td>
<td>96.3</td>
<td>97.9</td>
<td>95.1</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>85.2</td>
<td>91.8</td>
<td>95.7</td>
<td>94.9</td>
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<tr>
<td>Total</td>
<td>93.3</td>
<td>94.8</td>
<td>93.8</td>
<td>93.9</td>
<td>95.3</td>
</tr>
</tbody>
</table>

This table shows our attendance rates improved in 2012.

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

<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>10</td>
<td>23</td>
</tr>
<tr>
<td>K/1/2G</td>
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<td>23</td>
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<tr>
<td>K/1/2G</td>
<td>2</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>3/4/5/6H</td>
<td>3</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>3/4/5/6H</td>
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<td>5</td>
<td>19</td>
</tr>
<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>9</td>
<td>19</td>
</tr>
</tbody>
</table>

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

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 2012 Class Size Audit conducted on March 2012.

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>
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</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. We had a General Assistant appointed permanently this year.

Teacher qualifications

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

Ms Ruth Harris has continued as Teaching Principal during 2012 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 teaching Library K-6 and Music, Drama and Dance to Years 3-6.

Mrs Tiffanie Smith teaches two hours per week release from face to face in K, 1 & 2.

<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>
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</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>27333.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22923.25</td>
</tr>
<tr>
<td>Interest</td>
<td>2027.48</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13896.91</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>166431.20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the P&C Association Meeting upon completion. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

In 2012 the students were exposed to a variety of learning experiences to complement their learning across all Key Learning Areas.
Students with Apple Festival Art Awards

Achievements

Arts

The students entered works of art on the theme of apples in the Apple Festival. All students work was displayed at the Orange Regional Farmer’s Market. Cormac Concar, Justice Robinson, Makayla McEvoy and Zimmy Levi received 1st place certificates.

The students designed Murals for the toilet walls and doors to make the toilets more inviting for all students. The theme for the murals was our faces. The students painted the murals and these were hung for the beginning of the 2013 school year.

A display of the student’s artwork was also hung at the Orange Agricultural Show.

Borenore Art Display at the Orange Show

Students performed in the Orange Eisteddfod. Students entered in duologues in their age groups and the results are as follows. Daniel Prevett and Sofia Taberner were highly commended. Natalia and Kyle Fardell achieved 1st place, Xavier Vials and Simeon Taberner 3rd place and Carissa Strudwick and Justice Robinson also achieved 3rd place.

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.

Students enjoying computers in the classroom

Sport

In the Orange Small Schools Swimming Carnival we entered the biggest team ever and the results were very pleasing. Sarah Kirkness, Sam Twaddle and Kyle Fardell were selected to swim in individual events at the Orange District Carnival. Sarah Kirkness and Kyle Fardell went on to swim at region. The PP5 relay team consisting of Sam Twaddle, Riley White, Sarah Kirkness and Cormac Concar were selected to swim at Regional Carnival in Dubbo. The PP5 relay came 4th at region. Kyle was selected to swim at State Swimming in 13years boys 100m.

The students performed extremely well at the OSSA Athletics Carnival. This year Olivia Concar-100m, Makayla McEvoy- 100m, Simeon Taberner- long jump, Kyle Fardell, - 100m, Ethan Concar – shotput, Carissa Strudwick- 200m, Beau Westcott – discuss, shotput, Stuart MacLennan – shotput and Cormac Concar- relay, all qualified to compete at District Carnival.

Olivia Concar, Kyle Fardell and the PP5 relay team, Ethan Concar, Abbey Taberner, Carissa Strudwick and Cormac Concar went on to compete at Region in Dubbo. Our PP5 were successful and went on to be placed 6th in their heat at State Athletics in Homebush.

The OSSA Soccer team including Ethan Concar and Xavier Vials were runners up in the Grand Final in the Orange Competition.

Beau Westcott was selected and played Rugby for Western Division.

Sarah Kirkness was presented with a medallion for her attitude and effort in the Premier’s Sporting Challenge.
Sarah with her Premier’s Award

Other

Robotics
Mrs Guisard organised a Robotics video Conference for the students in her Robotics class. This was highly successful as a learning experience for all students. Riley White and Stuart MacLennan competed in the Robo Cup in Bathurst achieved 1st place. The two boys competed in the Robo Cup Junior NSW Open Competition and were placed a very impressive 11th place out of 47 teams. This was a very impressive performance working tirelessly to rebuild and redesign their robot for the competition.

Riley White and Stuart MacLennan
CWA
Owen Concar and Makayla McEvoy were awarded 1st Place in the CWA Central Western Group Awards for their projects on Timor-Leste.

Sustainability Week
This year the school was involved in the Orange Sustainability Week cooking challenge once again. Four students, Natalia Taberner, Abbey Taberner, Carissa Strudwick and Kyle Fardell won the cooking challenge which was held against other Orange schools at the Orange Farmers Market. This was a great achievement for these students.

Transition Program
We had eight very excited students enroll in our first Transition Class at Borenore PS. This class was taught by Mrs Tiffanie Smith and ran for the two terms leading up to kindergarten in 2013.

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

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

<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>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
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<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</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>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>100.0</td>
</tr>
</tbody>
</table>
As an indication, the no. of students exempt for Year 3 Reading are: 0
As an indication, the no. of students exempt for Year 5 Reading are: 0

**Reading – NAPLAN Year 3**

**Numeracy – NAPLAN Year 3**

**Reading – NAPLAN Year 5**

**Numeracy – NAPLAN Year 5**

**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 multicultural student population. Parents, staff and students alike immerse the students with cultural history. We celebrate many special days throughout the year.

French continues to be taught across the school by Mrs Guisard and through this learning has exposed students and parents to the French language and 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, Timor-Leste, also provides students with another annual learning opportunity to study a country and culture.

Other programs

Virtual Excursions and Connected learning

The connected classroom equipment was finally installed for use and this allowed the students to access a variety of virtual excursions and video conference as part of their teaching and learning.

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 Nashdale PS and Early Stage One and Stage One went to Canobolas PS to participate in the day.

Robotics and Robo Cup

Mrs Guisard took two primary students, Stuart and Riley to Charles Stuart University Bathurst Campus to participate in the Robo Cup. Students were required to build and program robots to dance to a song and design costumes.

Bee Bot Lego was introduced to teach robotics to K, 1 & 2.

Planet Ark School Tree Day

This year the school planted over one hundred trees and shrubs in the school playground as part of our annual School Tree Day plantings.

Netwaste Recycling Programs

The students were involved in informative and practical workshops designed to teach students about recycling, natural and sustainable resources in the environment.

Primary students designed and made sun ovens and experimented with cooking various foods.

Sustainable Cooking Competition

Once again the Borenore students participated in the Sustainable Cooking Challenge. The students were eager to defend their winning title from last year. The students cooked and presented an excellent meal from local produce at the Orange Regional Farmer’s Markets. The students won and were extremely pleased with their results.

BLISS Program

BLISS – Blitzing Literacy in Small Schools was a 19 week program with a weekly focus on one grammar item each week. This program ran across Terms 2 & 3. Each Grammar item was emphasized weekly in the classroom and in the in the newsletter for continued learning at home.

CWA Timor-Leste

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

Live Life Well

This program was a joint initiative of the NSW Department of Education and Training and the NSW Government Health Services with the aim of addressing the issues of weight and obesity in schools. Mrs Guisard implemented this program into the school to encourage healthy eating through introducing ‘Crunch n Sip’ and teaching a fundamental movement skills program along with our daily fitness to all students at school.
An excursion to the Apple Orchard.

Book Week
To celebrate Book week we invited a local illustrator, Freya Blackwood, to speak to students about her work, the processes that she goes through in illustrating and the making of picture books.

Young Leaders
Our Year 6 students went to the Halogen Young Leaders Conference in Sydney. The students travelled by bus to Sydney with the students from e2 schools in Orange.

Progress on 2012 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
To improve student achievement in literacy skill.

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

Our achievements include:
- 100% of students achieved above National Standards in Literacy
- In reading 100% of Year 3 students achieved the target.
- Year 3 Writing 100% achieved of the students achieved Band 4 and above.
- Year 3 Language and spelling 100% of the students achieved the target.
- Year 3 Grammar and Punctuation 100% of students achieved the target.
- Year 5 Reading 100% of students achieved the target.
- Year 5 Writing 100% of students achieved Band 6 and above.
- Year 5 Spelling 66% of students achieved the target.
- Year 5 Grammar and Punctuation 100% of students achieved the target.
- All individual students in the school achieved improved results in classroom and diagnostic testing.
- Best Start was used to establish student learning needs in Kindergarten and to assess and track progress and learning needs in Year 1 and Year 2.

Target 2
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.

Our achievements include:
- 100% of students achieved above National Standards in Numeracy.
- Year 3 Numeracy 100% of students achieved band 4 and above...
- Year 5 Numeracy 100% of Year 5 students achieved the target.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried two evaluations – one related to educational and management practice and the other related to curriculum. In 2012 our school carried out evaluations of Teaching and Creative and Practical Arts.

Educational and management practice

Teaching

Background

Borenore Public School focused on Teaching throughout 2012.

Findings and conclusions

The overall findings were pleasing and supporting of the teaching practice in the school. Only one third of the parents responded to the survey. All students and teachers responded to their surveys.

Future directions

The future directions for teaching include

- More explanation on how student work will be assessed both to students and parents.
- Teachers to continually look at quality teaching strategies to engage all students.

Curriculum

Creative Arts

Background – Creative Arts was the curriculum area evaluated throughout 2012.

Findings and conclusions

Parents were generally happy with what was taught but felt they needed more information as to what is taught in this curriculum area. Some parents felt very strong about the importance of creative arts and were pleased with the exposure students have to the arts in the school. They were also pleased that students entered local art competitions.

Students were happy with what was taught in Visual arts and were aware of their preferences in drawing, sculpture, painting and what media they preferred to work in.

Some students have preferences for Drama over Dance and Music. Students felt that more music should be taught and that the music should have variety across playing, performing and singing.

Future directions

The staff felt they would continue to teach using our current curriculum until the Australian Curriculum is released.

- More emphasis be placed on the inclusion of Creative arts across all teaching,
- For teachers to continually look at quality teaching strategies to engage all students.
- Inform parents as to what is taught in the curriculum.

Parent, student, and teacher satisfaction

In 2012 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 throughout the year.

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.

The Transition program for students being kindergarten in 2013 was a great success and parents were amazed at how easily and
confidently the students came to school for the day.

Parents are also pleased with the standard of education the students are receiving. Parents and visitors commented at Presentation Night on the maturity, social skills and confidence of the Year Six students.

Students enjoyed coming to school. Students feel they are important, that teachers listen to them and that they have friends at school. Teachers work together to create an atmosphere to inspire student learning and cater for all individual student needs.

**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, Anaphylaxis, WHS awareness, Emergency Care or First Aid Certificate courses and CPR. Asthma training was completed to retain our status as 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 Best Start Training, Operation Art, Literacy & Numeracy Strategies, Cyber Bullying and Technology.

The two Professional learning days at the end of Term Four were utilised by staff for forward planning for 2013. This included planning in student learning, mandatory training and whole school planning for 2013.

**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 priorities**

**Outcome for 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.

**2013 Targets to achieve this outcome include:**

- To increase the number of students at and above the national minimum standard for literacy.
- To increase the number of students in the top two performance bands in all areas of literacy.

**Strategies to achieve these targets include:**

- Best Start assessments in Kindergarten, Years 1 & 2 completed and reported on in Term 2 and Term 4.
- 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.
- 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.

**2013 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.
• Best Start 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.
2013 Targets to achieve this outcome include:
• To ensure that teachers have high expectations for all students
• To ensure that all students with a confirmed disability have a personal learning and support plan.
• To engage the community in school planning, understanding the curriculum.
• To run the school Transition Class in Terms 3 & 4
• To continue to support the playgroup run by the parent community.

Strategies to achieve these targets include:
• To ensure that staff welfare is a priority so that teachers are happy to come to work. Enable and encourage teachers to achieve their professional learning goals. Happy staff and happy students. This will improve class moral and learning therefore expectations. Ensuring programs teacher programs cater for high achieving students.
• Personal learning and support plan designed and implemented with STLD, Teacher, SLSO and other involved agencies or members of the learning support team.
• To invite parents and interested community members to workshops and meetings to understand the National Curriculum.
• To assist the parents to continue to run the playgroup to continue to see new enrolments at the school.

School priority 4
Outcome for 2012–2014
To improve the leadership and management of the school.
2013 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.
2013 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.

School priority 6
Outcome for 2012–2014
To improve whole school organisational effectiveness.
2013 Targets to achieve this outcome include:
• 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.

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**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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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: