School context

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, by fostering self-esteem and a desire to learn.

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

In 2013, four Year 3 students and three Year 5 students sat the NAPLAN test in Literacy and Numeracy. Year 3 students achieved Band 5 and above in Reading, Band 3 and above in Writing, Band 6 and above in Language - Spelling and Band 5 and above in Language - Grammar and Punctuation. Year 5 students achieved Band 5 and above in Reading, Band 5 and above in Writing, Band 7 and above in Language - Spelling and Band 6 and above Language - Grammar and Punctuation.

In Numeracy, Year 3 students achieved Band 4 and above. Year 5 students achieved Band 6 and above.

The school community looks forward to the continued success of the school and student performance throughout 2014.

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 beginning 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.

Principal’s message

I would like to take this opportunity to congratulate the students for their continued achievements throughout the school year and to thank the Borenore School Community for their commitment to the school in 2013.

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 & Citizens Association

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 organised and ran an extremely successful Borenore Country Fair. The Country Fair was held in the grounds of the school and was the major fundraiser event for the P&C. Funds raised purchased ten new computers, student reading program books and supplemented the costs of travel on many excursions. These funds have enhanced the educational needs of all students in the school.

The P&C has a strong core of parents who regularly attend meetings and all parents assist with fundraising throughout the year. This year the P&C rallied their support for Small Schools across the state due to policy changes and the threats to the current autonomy of small schools with Principals. Congratulations to the school and the P&C on another successful year.

Mr Jason Vials P&C President

Julia Taberner, Ms Harris, Mrs Guisard, Sarah Kirkness
Student representative’s message

As School Captains, Julia Taberner and Sarah Kirkness participated in 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.
• Demonstrating, modelling and leading younger students daily during school activities.
• Organising and leading school assemblies, Anzac ceremonies and planning activities for younger students.
• Attending the GRIP Leadership Conference in Bathurst.
• Attending transition workshops at local high schools.

School Captains

Student information

It is a requirement that the reporting of information for all students 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.

Structure of Classes

Two multi-aged/ 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 table shows our class sizes as reported at the 2013 Class Size Audit conducted on March 2013.
Workforce information

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

Workforce composition

<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><strong>Total</strong></td>
<td><strong>2.515</strong></td>
</tr>
</tbody>
</table>

Ms Ruth Harris has continued as Teaching Principal during 2013 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. Mrs Smith also teaches the Transition Class one day per week.

Mrs Marie Henry continues as School Administrative Manager working seven days per fortnight.

Mrs Jennifer Morris continues in her role as School Learning Support Officer.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. We had no Indigenous staff throughout the year.

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>100</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</td>
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</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>30/11/2013</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>55487.10</td>
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<tr>
<td>Global funds</td>
<td>50069.68</td>
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<tr>
<td>Tied funds</td>
<td>33136.60</td>
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<tr>
<td>School &amp; community sources</td>
<td>24009.36</td>
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<tr>
<td>Interest</td>
<td>1680.66</td>
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<tr>
<td>Trust receipts</td>
<td>2254.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>166638.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>19862.60</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>19862.60</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>2254.73</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<td>Training &amp; development</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>99774.89</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at a School P&C Association Meeting upon completion. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

In 2013 the students were exposed to a variety of learning experiences to complement their learning across all Key Learning Areas.

Academic achievements

NAPLAN

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 10.

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)

The My School website provides detailed information and data for National Literacy and Numeracy Testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy

Reading

Grammar and Punctuation

Spelling

Writing
NAPLAN Year 3 - Numeracy

Percentage in bands:
Year 3 Numeracy

NAPLAN Year 5 - Literacy

Reading

Percentage in bands:
Year 5 Reading

Spelling

Percentage in bands:
Year 5 Spelling

Grammar and Punctuation

Percentage in bands:
Year 5 Grammar & Punctuation

Writing

Percentage in bands:
Year 5 Writing

NAPLAN Year 5 - Numeracy

Percentage in bands:
Year 5 Numeracy
**Average Progress shown in subject areas from Year 3 to Year 5**

<table>
<thead>
<tr>
<th>Year</th>
<th>Progress</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td></td>
<td></td>
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<td>2009-2011</td>
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<td>2010-2012</td>
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<td></td>
</tr>
<tr>
<td>2011-2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Achievements in the Arts, Sport and other school programs**

**Art**

**Orange Apple Festival.** All students entered artwork into the Festival which was displayed at the Orange Regional Farmers’ Market. The following students were commended for their artworks Julia Taberner, Lily Scadding, Matilda Quigley, Justice Robinson and Makayla McEvoy.

**Eisteddfod.** All students participated in the Small School Verse Speaking at the Orange Eisteddfod. We achieved third place. Students also performed in the Duologue section in their age groups. The students achieved well with Rian Percy and Edward Nutt receiving a Highly Commended award, Ruby Nesbitt and Sofia Taberner 2nd place and Julia Taberner and Justice Robinson 3rd place.

**Music Count In.** This year was the first time the students have connected through video link with other school across the NSW to sing together at the same time. Students sang ‘Keep On’ and participated in a fabulous vocal experience.

**Small Schools’ Instrumental Program.** Orange Regional Conservatorium of Music tutors students from our small schools and their achievements were highlighted at an ‘Open Day’.

**Orange Small Schools’ Spectacular.** The highlight of the year was the Orange Small Schools’ Spectacular which involved all students performing on stage at the Orange Civic Theatre. This is an opportunity that encourages confidence and performance in our students. To perform in a theatre of such standard is beyond any experience that can be given in a classroom. Our students were outstanding.

The performance was called ‘Not Another Musical’. Our section of the show was based on the music from ‘ABBA I had a Dream and Momma Mia’. The students performed choreographed dances to the music and looked radiant on stage in their costumes created and made by Mrs Guisard and Ms Harris.

*Students in costume ready for the Small School Spectacular.*
**Sport**

**Swimming.** This year all students who could swim 50 metres participated in the OSSA Swimming Carnival held at the Orange Aquatic Centre. Sarah Kirkness and Ruby Nesbitt were successful in their individual events and went on to compete at Orange District Carnival. Both girls were selected and competed in relays at the Regional Swimming Carnival in Dubbo.

Sarah and the combined OSSA Senior Girls Relay competed at State titles in Homebush.

While the PP5 relay team comprising Sarah Kirkness, Julia Taberner, Xavier Vials and Ruby Nesbitt went on to Region to compete in Dubbo and were placed 4th.

**Athletics.** OSSA Athletics Carnival saw Eleanor Vials win her 100m and Ruby Nesbitt placed 3rd in High Jump and the PP5 Relay selected to compete at District Athletics. Eleanor Vials was selected to compete at Regional Athletics as a member of the OSSA Junior Relay team.

**Soccer.** Xavier Vials was selected and played in the OSSA Boys’ Soccer Team who went on to win the Eastern Division of Western Region. He also participated in the PSSA Gala Day.

**Socceroos’ March Past.** Students from Borenore travelled to Stadium Australia at Homebush, in Sydney to participate in the 2013 Socceroos’ March Past prior to the Brazil v Iraq 2014 FIFA World Cup Brazil Asian Qualifier. This was a fantastic moment for the students involved and an opportunity of a lifetime for some students.

**Intensive Swimming School.** Students participated in the intensive swimming scheme program run over two weeks. This is an important program to develop swimming skills and water safety in all students in the school.

**Netball NSW Development Sessions.** Netball sessions were held at school to encourage students to play netball and to improve student’s skills and knowledge of netball.

**Other**

**Camp.** This Year students from Years 3, 4, 5 & 6 attended the Burrendong Sport and Recreation Camp. The school joined with Greenthorpe PS for three days of outdoor educational fun. Students experienced a variety of activities including grass skiing, BMX bike riding, rock climbing, indoor soccer, a games night, a trivia night, orienteering low ropes course and initiatives. This was a highly successful event and thoroughly enjoyed by all students and staff.

**Borenore Caves.** Mrs Guisard took Kinder, Year 1 and Year 2 to the Borenore Caves for a day of adventure. They also enjoyed sharing the day with parents who cooked a barbeque lunch.

**Australian National Field Days.** Borenore students spent a day exploring what was on offer at the Australian National Field Days at Borenore. The field days are an annual event in our local area.

**E2 Science.** Students in Years 5 & 6 have the opportunity each year as part of their transition to high school to participate in Orange High Schools’ e2 Science program. This program gives students the opportunity to experience high school for themselves over a series of six afternoons. This is another fabulous program that enables students to experience high school themselves.

**OSSA Science Day.** The students from the Orange Small Schools’ Association gathered at three schools to experience a whole day of science activities. Borenore hosted the Stage Three students. Students from Charles Sturt University along with teachers from other schools provided a range of experiments which the children completed.
International Competitions and Assessments for schools.

A number of students from Years 3, 4, 5 & 6 participated in assessments in English, Mathematics, Writing, Spelling, Computer Skills and Science. The student achievements were as follows:

**Maths**- Distinction to Makayla McEvoy, Credit to Eleanor and Xavier Vials

**English**- Distinction to Sarah Kirkness and Makayla McEvoy, Credit to Xavier and Eleanor Vials

**Spelling**- Distinction to Sarah Kirkness, Credit to Makayla McEvoy

**Computer**- Credit to Edward Nutt

**Science**- Distinction to Makayla McEvoy

**Community involvement**

The students are involved in many community activities throughout the year. They participate in the Anzac March in Orange, Borenore CWA International Day activities and Clean up Australia Day.

**Transition Program**

We had eight very excited students enrol in our Transition Class at Borenore PS. This class was taught by Mrs Tiffanie Smith and ran for the two terms leading up to Kindergarten in 2014.

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, Morocco, also provides students with another annual learning opportunity to study a country and culture. This year Mrs Nutt gave the students the opportunity to experience Morrocan cooking.

**Parent partnerships**

The school relies heavily on the parents of the students at the school to provide, assist and support the school operation. Parents do this in a variety of ways.

**Reading Helpers.** Each week parent helpers assist with listening to students read and providing individual reading programs to students.

**Transport.** Parents assist by transporting students to excursions, camps, the Small Schools’ Instrumental Music program, to OSSA combined
days and programs and the Transition programs for Year 5 & 6 to the local feeder High School. This parental assistance gives students access to a broad range of opportunities.

**Environmental education for sustainability**

**School Vegetable Garden.** A number of parents have been highly involved with maintaining the school vegetable garden and offering the experience to our students. Unfortunately we have had some severe weather and rabbits to contend with.

**Recycling.** The school continues to recycle as much as possible. This year the P & C Association purchased a larger worm farm to cater for the students’ organic waste. We also shred paper for the worm farm and the school garden.

**Planet Ark School Tree Day.** This year the school planted over forty trees and shrubs in the school playground as part of our annual School Tree Day plantings.

**Netwaste Recyling Programs**

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

Our parent helpers in the vegetable patch. Sarah Quigley, Lindy Maurice and Kate Hook.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluation to support the effective implementation of the school plan.

**School planning 2012—2014: progress in 2013**

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.

Evidence of progress towards outcomes in 2013:

- 100% of students above the national minimum standard for literacy.
- Increased the number of students in the top two performance bands in all areas of literacy.
- Multilit strategies increased student learning in reading.
- Staff trained in the English 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.

Evidence of progress towards outcomes in 2013:

- 100% of students above the national minimum standard for numeracy.
Increased the number of students in the top two performance bands in numeracy.

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.

Evidence of progress towards outcomes in 2013:
- Teachers have high expectations for all students as evidenced in their programs and the needs of individual students.
- All students with a confirmed disability have a personal learning and support plan.
- To engage the community in school planning, understanding the curriculum.
- School Transition Class successfully operated in Terms 3 & 4

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.

Evidence of progress towards outcomes in 2013:
- Increased access to professional learning to improve quality teaching, leadership and management.

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.

Evidence of progress towards outcomes in 2013:
- Utilised, as part of TARS, individual teacher’s professional learning plans. This guided teacher support and teacher professional learning.
- All staff has understanding and is ready to implement the new English syllabus.

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.

Evidence of progress towards outcomes in 2013:
- All teaching staff completed TARS and Institute roles and responsibilities.

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 school and student planning for 2014 and professional learning. The professional learning included, mandatory training in CPR, Anaphylaxis, Child Protection, Work Health and Safety, LMBR, The National Disabilities Standard and the NSW English Curriculum.

Parent/caregiver, student, and teacher satisfaction

In 2013 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 beginning Kindergarten in 2014 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.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Ms. Ruth Harris Principal
Mrs. Debbie Guisard Classroom Teacher
Mrs. Marie Henry Senior Administration Manager
Mr. Jason Vials P&C President

School contact information

Borenore Public School
1243 The Escort Way
Borenore NSW 2800
Phone: 02 63652262
Fax: 02 63652318
Email: borenore-p.school@det.nsw.edu.au
Web: www.borenore-p.schools.nsw.edu.au
School Code: 3504

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