

Borenore Public School

Annual Report



2016



3504

Introduction

The Annual Report for 2016 is provided to the community of Borenore Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Ruth Harris

Principal

School contact details

Borenore Public School
1243 The Escort Way
Borenore, 2800
www.borenore-p.schools.nsw.edu.au
borenore-p.School@det.nsw.edu.au
6365 2262

Message from the Principal

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 continued support in 2016. We are proud of the academic, creative, sporting and the personal achievements of our Borenore students.

I have a dedicated staff who work together to provide quality learning programs for individual students. This support ensures that every student achieves to the best of their ability in an atmosphere that is safe, caring and inclusive of all. Our students are motivated to learn and participate in a range of educational opportunities provided for them at the school.

Our success is a result of the team work and commitment of our students, staff, parents, families and the wider community. By working together we ensure the best possible outcomes for the students at Borenore Public School.

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

School background

School vision statement

At Borenore Public School, we create a dynamic educational and inclusive environment where individual students are successful in reaching their full potential, are confident and creative lifelong learners and productive citizens within the broader community.

School context

Borenore Public School is a unique small school situated fifteen kilometres west of the city of Orange in an agricultural area. The school was established in 1878 with the assistance of the community and this sense of community ownership remains today throughout the Borenore community. The school community is proud of how the school has grown and the excellent amenities available to students.

The school has established a reputation for providing quality education across all curriculum areas catering for the individual needs of all students. Specialist programs include Robotics, French and Gifted & Talented. The current enrolment is 43 students from Kindergarten to Year Six taught in two multi-age classrooms.

With strong and supportive parent involvement, experienced and dedicated staff, Borenore offers a wealth of educational opportunities for all students in a happy, safe and disciplined environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the **School Excellence Framework domain of Learning:**

Culture

Borenore Public School is a small school where positive and respectful relationships across the whole community underpin a successful learning environment that support students' development as life-long learners. Staff work cooperatively to develop confident students who succeed and have fun in a caring, safe and friendly learning environment. They cater for individual learning styles and take pride in valuing the partnership between students, parents and each other. As a small school, Borenore has the feel of a large family. Students support and encourage each other to achieve their best within the classroom and in the playground. They do this by being good role models and by reminding each other of the school rules and expectations of their behaviour. Staff work together to maintain a positive culture and high quality learning environments that allows teachers to deliver well-developed programs. Parents are valued as important contributors to their child's education and they regularly support students and staff in the classroom and in the school.

Wellbeing

The Borenore students are taught to accept responsibility for the choices they make on a daily basis. Students are supported and encouraged to be positive contributing members of the school community. Staff, parents and students worked together to develop the Anti-Bullying Policy and to be active contributors to the daily implementation of the policy. All staff participate in the mandatory training requirements as set out by the DEC and continue to demonstrate their commitment to student and staff wellbeing. Students are respectful and understanding of cultural diversity. Teachers promptly address wellbeing issues with the students as they arise and parents are informed. School rules and student behavioural expectations are reinforced during class discussions, circle time and assembly if a whole school approach is needed. Parents, staff and students work with the School Counsellor twice a term to further support student wellbeing.

Curriculum and Learning

Curriculum programs and teaching practices at Borenore Public School are developed in collaboration with staff members and involve the wider community in some learning areas. Curriculum programs are further enhanced through the schools involvement in the Orange Small School Association (OSSA) and Pre2 as staff share and learn new skills. Through OSSA, students are able to participate in a variety of opportunities in athletics, swimming, cross country, team sports and drama and performance workshops. Extra-curricular opportunities that further support the school learning priorities are also provided with our involvement in the local CWA branch with students participating in the CWA Public Speaking competition, Musica Viva which supports the school Music Program and the Orange Regional Conservatorium offering an intensive music program. Borenore Public School has secured funding and values the support of 'The Sporting Schools' program. This funding enables us to extend student skills by providing coaching in Basketball and Hockey.

Staff work together to reflect on student outcomes and learning needs to develop and adjust Individual Learning Plans. Parents meet with teachers each semester to review the ILP and make adjustments as necessary. Teachers teach across Stage levels in areas of expertise to further enhance engagement and student learning in different curriculum areas such as Robotics to support our STEM Program, French/Cultural Studies and Music. Teachers are continuing to develop their skills in the NSW Australian Curriculum by participating in Personal Development opportunities. As a result of this we are implementing Primary Connections Science Program, L3 and a TENS Maths approach.

Assessment and Reporting

At Borenore Public School, we have collaboratively developed an Assessment Schedule. This schedule ensures the monitoring of students across a range of diagnostic and formal testing throughout the year. The data gathered is then tracked and monitored on a Student Tracking Sheet. Student results are analysed to inform teaching programs and individual learning. Class programs are differentiated accordingly using this data as well as the data regularly gathered through PLAN, NAPLAN and ICAS competition results. Student reports and PLAN reports are sent home each semester to support teacher feedback to parents. Parents and teachers regularly meet informally to provide feedback regarding student progress as well as in more formal Parent/Teacher interviews at the conclusion of each semester.

Student Performance Measures

Students are performing very well in NAPLAN data with all students in Year 3 and in Year 5 performing above the national minimum standard in Literacy and Numeracy. SMART data and PLAN data guides our teaching and individual learning programs. Data is used to identify areas of student knowledge that needs additional work. If patterns occur that indicate possible areas of need by students we then assess our teaching. The school identified an area of need in numeracy and decided to return to Mathletics online for all students. A variety of numeracy courses have been available to all staff to attend and have been chosen depending on goals in individual PDP and the needs within their class.

The results of this process indicated that in the **School Excellence Framework domain of Teaching:**

Effective Classroom Teaching Practice

Staff at Borenore Public School continually review student skills and knowledge and use this anecdotal information and data to revise their teaching and learning programs. Classrooms are well managed to allow learning to occur across a range of grades and abilities. Teachers plan engaging activities so that students are focused and allowing learning to occur. Teachers regularly use student performance data to give feedback to students and to review student groupings and differentiation of activities.

Data Skills and Use

Teachers understand and utilise assessment for informing their teaching programs. Teachers use the school Assessment Schedule and track this data individually for all students. The data from PLAN is increasingly being incorporated in their planning and learning programs to differentiate activities and make adjustments to Individual Learning Plans. This data is reviewed and discussed informally and formally at staff meetings. Parents and the community are informed of the school's results in NAPLAN at P&C meetings and through the newsletter. ICAS data and NAPLAN data is used to inform and review class programs to ensure that gaps in the curriculum or in individual learning plans are addressed.

Collaborative Practice

At Borenore Public School, staff and parent skills and areas of expertise have been identified. Teachers regularly meet and work together to improve the teaching and learning across the school. Teachers teach across stage levels to enable further development of student skills. Parents, family members and local community groups with specific skills and knowledge are encouraged to share their skills throughout the school. As a school community we have sought constructive feedback to further improve the teaching and learning practice. Personal Development Plans enable staff to identify areas they would like to receive professional development support, mentoring or coaching. Opportunities are provided through our affiliation with OSSA and Pre 2 for staff to share resources, skills or teaching practice ideas. Teachers planning and observation of lessons allows for the provision of constructive feedback and discussion.

Learning and Development

Teachers are responsible for their Personal Development Plans and set their goals inline with the School Plan and Strategic Directions. Literacy and Numeracy standards are the NSW Premiers' priority for all schools and are therefore reflected in our school learning and development. Teachers currently address their goals and have enrolled in courses and training to meet their goals.

Professional Standards

At Borenore Public School two of the teaching staff are New Scheme Teachers and they are acutely aware of the Australian Professional Standards for teachers. All staff participated in the training for the Performance Development Framework and have worked in collaboration with the Principal to develop Personalised PDP's. Teachers regularly seek feedback from their peers to address teaching and learning concerns to extend or support student needs. Teachers actively seek Professional Development (PD) opportunities and are regularly informed when course are available to them. On return to school teachers share information and incorporate strategies learnt in their practice.

The results of this process indicated that in the **SchoolExcellence Framework domain of Leading:**

Leadership

As a small school we have a collective responsibility for leadership within the school and in the community. Staff lead in different capacities and areas of expertise within the school. Teachers are required to lead the school when the Principal is absent. This hands-on leadership develops confidence in leading and the awareness and development of the skills required. Our school invites parents and community members into the school and places a high importance on parental involvement in all aspects of the schools operation.

All students take on leadership roles as they progress through the school. This is particularly evident in the school playground. School Captains are elected by the students and lead by example, organise and run school assemblies, ANZAC and Remembrance Services. The school actively participates and develops links with the local and broader community to enhance relationships to enrich the learning experiences of our students and to provide the best possible support and expertise for their well-being.

School Planning, Implementation and Reporting

The School Plan forms the foundation for the development and improvement of the school. The results and our success are reported through the Annual School Report. The school community were consulted when the plan was written in consultation with all staff. As staff changes have been constant the awareness and the development of the current school plan hasn't been informed by all staff and many new parents. Teachers are constantly reviewing strategies and practises to improve student outcomes, improve their own skills and to ensure the school community are informed in a variety of ways. The Borenore Transition to School Program enables the school to attract new enrolments to ensure the future of the school.

School Resources

School resources are managed effectively and efficiently throughout the school and are aligned to our school plan. The school milestones budget is established based on the needs of the students and the professional learning needs of staff as stated in the PDP to ensure whole school improvement. All resources are purchased to enhance student learning across the school and have recently been directed by the release of new curriculums and departmental programs. Our LAST staffing allocation is used to support the learning needs of the students in the K,1,2 class which has a high number of students with learning needs and behaviours that don't attract support or funding.

The school relies heavily on the P&C Association for funds to continuously upgrade and maintain programs within the school. They annually purchase computers to ensure equitable student access. They are currently supporting the extension of the outdoor undercover playground and reading books for class and home reading schemes.

Our planned scope of works is completed in conjunction with Asset Management and allows us to use funds to maintain school buildings and grounds.

Management Practices and Processes

Management systems, structures and processes are continually being developed and improved across the school. Some of the operational systems are systemic and also require professional learning and training. The school is currently preparing for the implementation of 'Oliver' and 'LMBR'. As a staff we have been waiting for the introduction of LMBR into our school as a system of data collection. Effective communication practices are embedded across the whole school and staff are often seen having informal discussions regarding student welfare, student achievements and operations within the school. The community are well informed through the newsletter which is sent home in hard copy

and/or via email. A Principal's report is presented to the P&C which informs and calls for planning and discussions on policy, staffing, student programs, community events and our successes.

During the External Validation process undertaken by Borenore Public School the leadership team identified a number of areas for future focus

These included;

1. Developing a process or processes, involving parents and the wider community, to gauge a holistic future focus for the school. Embedding the findings from this in the next iteration of the school's strategic plan.
2. Refine the Year 2 to Year 3 transition point to build continuity of enrolment.
3. Formalisation of the student reflection process within the school scope and sequence of assessment strategies.
4. Clarify data sources to share with parents.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students

Purpose

STRATEGIC DIRECTION 1

To deliver best practice student-centred learning through quality teaching programs to ensure students are achieving at their highest level of learning.

Purpose

To ensure student outcomes are achieved in all curriculum areas.

To ensure teachers are supported in their efforts to develop additional skills and achieve personal growth for the benefit of student outcomes.

To prepare students for future life by building skills to enhance social and emotional wellbeing.

Overall summary of progress

Our continued school wide focus to deliver best practice student centred learning through quality teaching programs to ensure students are achieving at their highest level of learning continued throughout 2016. Data is an important tool to track student achievement and to inform future planning to ensure student learning growth. In 2016 standardised testing through out the school in literacy and numeracy were used to measure student performance and inform teaching. Teachers continued with professional learning to enhance student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieving above the national level in all areas of numeracy.	71% of students achieved above the national literacy level.	Ten Training complete TEN Training \$1500+ \$200 teaching resources.
All students achieving above the national level in all areas of literacy.	71 % of students achieved above the national Reading level, 57% of students achieved above the national level in Writing, 100% of students achieved above the national level in Spelling, 57% of students achieved above the national level in Grammar and Punctuation.	
All teachers using PLAN.	All planned professional learning was completed. 50% of the staff are using PLAN.	
Individual programs for students.	100% of students are supported by individual learning programs designed to cater for learning and social and emotional wellbeing.	

Next Steps

Future directions 2017

- To continue the computer based 'Mathletics' Program to support Mathematics learning and the consolidation of skills across the school.
- To introduce PAT testing into the school assessment schedule to inform learning and to include students in the assessment of their learning.
- Professional Learning in new curriculum areas History, Geography and revision of draft Syllabus in Science and Technology and PDHPE.

Strategic Direction 2

Staff

Purpose

STRATEGIC DIRECTION 2

To engage staff in professional learning to ensure student outcomes are achieved and the implementation of new Departmental policies, systems and practices is smooth.

Purpose

To develop staff confidence and skills when using new operating systems LMBR, SAP, Oliver and SALM.

To develop individual professional learning plans with staff so they meet professional standards, their own learning needs and the learning needs of their students.

To value and support the well-being of high quality staff and quality teachers.

Overall summary of progress

All staff engaged in professional learning both mandatory and personal as identified in their PDP or as part of the whole school plan during the year. Therefore allowing teachers to work towards their goals in maintaining accreditation and delivering quality teaching to all students. Teachers work in collaboration to ensure student learning outcomes are gained for all students. They regularly seek feedback from peers to address teaching and learning concerns to extend or support student needs. Professional learning opportunities are shared upon return to school and strategies learnt incorporated into practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers achieving accreditation standards.	All teachers have continued to maintain accreditation and have achieved their PDP goals.	
Participation of all staff in appropriate Pre2 Professional Learning.	100% of staff continued to participate in Pre2 network days and staff development days	\$500 membership
Teachers will have implemented History, Science, English and Maths curriculums to inspire student learning.	All teachers participated in professional learning across these curriculum areas. Evidence that these are guiding learning are seen in teacher programs.	
New operating systems and technology are being utilised.	The Library cull and the introduction of Oliver were successful. The staff are continuing to use Office 365, LMBR and Oliver. Technology in the curriculum will be reviewed again when the Science curriculum is updated.	Oliver \$3000 release days for training and implementation

Next Steps

Future directions 2017

- Maintain membership of Pre2, so staff have access to networks to continue to learn and share professionally.
- Teachers will continue to embed the History and Geography Syllabus into practice. with the development of a scope and sequence.
- Continue to focus on technology and systems within the school.

Strategic Direction 3

Community

Purpose

STRATEGIC DIRECTION 3

To enhance and build community partnerships and engagement with students, staff and parents.

Purpose

To ensure the school continues to provide excellent student opportunities for the future retention and growth of the school.

To work in partnership with the parents to ensure future directions of the school are aligned to student learning needs.

To enhance and facilitate engagement and communication across the school community.

Overall summary of progress

In 2016 the school community continued to support each other for the advancement of the school and the students within the school. The Parents and Citizen's Country Fair was a huge success raising funds for the school and its students as well as promoting the school to the wider community. The funds raised enabled the donation by the P&C of new playground equipment, computers and reading resources to the school. Staff continue to be involved in activities in the wider community to build relationships and to promote the school. Enrolments continue to be a focus of the school due to fluctuations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All school staff involved in activities in the wider community.	Staff continue to be involved in a wide variety of activities in the community where possible to support the school and the small village of Borenore.	
Maintaining of and increasing enrolment.	Parent surveys at the end of the year indicated overwhelming support for the school, staff and programs but indicated a need to maintain or increase enrolment in the primary class. They also indicated the need for more music, drama and after school activities.	

Next Steps

Future directions for 2017

- To ensure we have the enrolments to maintain the Transition to school class each week.
- To work at maintaining school enrolment, due to the loss of families at the end of 2016.
- To review existing programs and explore future directions.

Key Initiatives	Impact achieved this year	Resources (annual)
Socio-economic background	The assistance allowed our students access to the school intensive swimming program and for meals on the snow excursion.	Funding \$1873 <ul style="list-style-type: none"> • Socio-economic background (\$1 873.00)

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	12	17	15	17
Girls	22	23	24	22

In 2016, no members of the workforce identified as being of Aboriginal or Torres Islander descent.

Teacher qualifications

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	94.1	97.6	95.2
1	94.1	96.6	95.6	96.1
2	90.5	94.9	95.8	93.7
3	94.1	95.2	94.5	98.6
4	93.3	95.9	94.2	98.3
5	94	94.6	95.9	98.6
6	93.1	92.4	95.1	92.1
All Years	93.5	95	95.7	95.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	100

Professional learning and teacher accreditation

The teaching staff at Borenore Public School participated in a number of professional learning activities designed to build capacity of staff to achieve our key priorities as set out in the School Plan. All teachers and support staff continued to improve their knowledge and skills in a variety of professional learning areas as well as meeting all mandatory training requirements in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.95
Other Positions	0.02

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	60 523.84
Global funds	56 241.70
Tied funds	30 550.11
School & community sources	26 422.94
Interest	1 168.51
Trust receipts	1 854.00
Canteen	0.00
Total income	176 761.10
Expenditure	
Teaching & learning	
Key learning areas	27 264.46
Excursions	13 811.30
Extracurricular dissections	1 951.32
Library	931.39
Training & development	1 315.34
Tied funds	35 232.53
Short term relief	9 048.92
Administration & office	22 681.78
School-operated canteen	0.00
Utilities	7 179.15
Maintenance	6 172.42
Trust accounts	1 342.00
Capital programs	0.00
Total expenditure	126 930.61
Balance carried forward	49 830.49

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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.

Students in Year 3 and Year 5 continue to demonstrate achievements in all areas of Literacy in NAPLAN assessments. All students were in the top two bands for Spelling.

Students in Year 3 and Year 5 continue to demonstrate achievements in Numeracy in NAPLAN assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the find a school, Borenore Public School and select GO to access the school data.

One of the Premiers Priority is to increase the percentage of all students in the top two NAPLAN bands for reading and numeracy. In both Year 3 and Year 5 57% of students achieved this in 2016.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school sought the opinions and feedback of parents and carers about the school based on three domains; Child Wellbeing, Parent Engagement and Student Engagement and Learning.

Parents: Wellbeing

76% parents strongly agreed and 24% parents agreed that the school provided a safe and caring environment for learning.

71% parents strongly agreed and 29% parents agreed that their child/ren enjoy going to school and that their child felt comfortable asking for help from their class teacher.

Parent: Parent Engagement

65 % parents strongly agreed and 29% parents agreed they have a sense of belonging at Borenore Public School.

71% parents strongly agreed and 29% agreed they felt

comfortable talking with their child's teacher.

76% parents strongly agreed and 24% of parents agreed that any concerns raised with the teachers are addressed.

Parent: Student Learning & Engagement

71% parents strongly agreed and 29% agreed that most of their children felt a sense of belonging at Borenore Public School.

94% parents extremely believed and 6% parents fairly well believed that their child's teacher prepares them for the following year at school.

59% parents believe their child's efforts are realised and rewarded at school extremely well and 35% agreed their child's efforts are realised and rewarded at school usually.

Parent comments

In addition to this survey parents were asked to provide feedback and suggestions on the programs offered by the school, class groupings, retention of students and ways to improve the efficiency of the P & C, in particular attendance to meetings. The suggestions from parents include:

Continue with the current class groupings.

Extend Year 2 in Literacy and Numeracy by sending them into the Primary Class Room for Literacy and Numeracy Groups.

Continue with the current curriculum programs of dance, robotics, French and cultural studies.

Look at ways to include music and an instrumental music program in the school.

Provide afterschool sport or training – similar to Active After School Communities Program.

Continue to provide sporting and academic programs with OSSA.

Invite an occasional guest speaker to P&C.

Look at the possibility of changing the P&C meeting time to after school.

Is it possible to organise a Disco with OSSA.

Excursions and school camps are great and continue implementing these activities.

Increase communication with parents.

Continue to investigate the possibility of a bus route for drop off and pick up.

Continue the Family BBQ at the beginning and end of the year and look at the possibility of a family activity throughout the year.

Policy requirements

Aboriginal education

Borenore recognises the importance of all students gaining an appreciation of Aboriginal history and culture, and an understanding of contemporary Aboriginal Australia. Our school has a cross-curricular approach to Aboriginal Education, incorporating learning at appropriate opportunities within our teaching units and promoting recognition of Aboriginal Culture and custodianship of country through our adoption of the acknowledgement of country protocol. School programs support Aboriginal Education and aspects of aboriginal perspectives, culture and history are taught in the school.

Multicultural and anti-racism education

Awareness of cultural diversity and the important contributions made by Australians from all cultural backgrounds is highlighted in class teaching programs at Borenore Public School. The school has a multicultural student population. Parents, staff and students alike immerse the students with cultural history and 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.

History provides the vehicle to study other cultures and encourage attitudes of tolerance and respect for those different to themselves.

CWA International Day country of study, Mongolia, also provided students with another annual learning opportunity to study a country and culture.

During the year we had many multicultural visitors to the school who spoke to the students about their country and their cultures. These visits enable students to understand cultural diversity and acceptance of difference.

Other school programs

Borenore Public School continues to be an active participant of the Orange Small Schools Association(OSSA). This partnership along with participation in local community events provides opportunities for our students to share, extend and challenge their skills and knowledge amongst themselves and against other schools and students in a variety of sporting and cultural events.

The Arts

Orange Civic Theatre

We had a number of exciting excursions to the Orange Civic Theatre throughout 2016. K–6 all enjoyed the hilarious performance of 52nd Storey Treehouse. Students in K–2 enjoyed the performance of The Very Hungry Caterpillar, while students in Years 3 – 6 enjoyed the stage performance of the classic novel Snugglypot and Cuddlepup.

Orange Regional Art Gallery

All students participated in an art workshop and art gallery tour based on the visiting art exposition “Dogs”. The creative sketches of dogs produced by students were brought back to school and displayed in the classrooms for the appreciation of staff, students and parents.

OSSA Drama Ensemble

Students in Years 3 – 6 were invited to audition to be part of the OSSA Drama Ensemble. Taliah Klose was successful in her audition and was excited to perform with her peers at the State Drama Festival held in Sydney under the guidance of Mrs Sonya Mason.

Musica Viva

In Semester 2, students participated in two interactive music performances with Musica Viva led by Mrs Coulston. The first performance was by Teranga and introduced students to the world of West African Music and Dance. The second performance was by Pastance and introduced students to the Celtic and Anglo folk traditions.

Count Us In Music

Borenore Public School led by Mrs Coulston, joined with all OSSA Schools to participate in the Count Us In Music Performance. This is a nationwide music performance and allows students to unite through music to strengthen community partnerships.

Orange Apple Festival

All year levels produced a variety of works of art based around apples. Students printed with apples, collaged, sketched and created apple art to display at the Orange Farmers Market and celebrate the local apple industry.

Cudal Show

We had a wonderful display of various art works and written work on display in the Cudal Show.

CWA Public Speaking

Makayla McEvoy participated in the CWA Public Speaking Competition as the Borenore Public School Representative. This was a wonderful experience for all competitors and they are to be commended for their excellent prepared speeches and confidence on stage.

Sports and Physical Education

Swimming Carnival

Students turning 8 and older attended the OSSA Swimming Carnival, held at the Orange Aquatic Centre early in Term 1. We had a great day with students all swimming their personal best. Congratulations to Bridie – 2nd in 10 yrs Freestyle, Breaststroke and Backstroke; Hayley – 3rd in 10 yrs Freestyle; Mia – 2nd in 9 yrs Freestyle; Eleanor – 3rd in 12 yrs Backstroke. Bridie, Mia and Hayley participated at the District Carnival as part of the OSSA Team and then Bridie and Hayley continued onto the Western Region Swimming Carnival held at Dubbo.

Cross Country

In Term 2, students participated in the OSSA Cross Country event held at the “Dean Park” Recreation Ground Cudal. Joshua Dolle was successful on the day placing 3rd and went on to run at District Cross Country.

Athletics

Towards the end of Term 1, Borenore Public School students all participated in the OSSA Athletics Carnival held at Waratahs Sport Complex. Students turning 8 and above participated in track and field events, while K – 2 participated in Tabloid Sports. Congratulations to Makayla McEvoy, Hayley Dolle and Joshua Dolle who all qualified and were selected to be part of the OSSA Athletics Team that participated in the District Athletics Carnival.

PSSA Sporting Teams

Students were given the opportunity to trial and participate in a variety of OSSA teams as part of the PSSA Competition. An OSSA Gala Sports Day was held for students to try out for the teams that would be available.

Tennis

The OSSA Tennis Team consisted of mainly novice players who trained weekly with the support of Mr Sean Dobson. Makayla McEvoy, as part of the team, enjoyed early success in the first two rounds of the competition.

Soccer

Makayla McEvoy was successful in her selection to be part of the OSSA Soccer Team.

Sporting Schools Grant

Borenore Public School was successful in applying for sporting grants from Sporting Schools Australia. In Term 2, students developed their knowledge and skills

knowledge and skills in Hockey and in Term 4 students enjoyed developing their Gymnastics skills.

Newcastle Knights

The school enjoyed an information session learning about health, fitness and sportsmanship with the Newcastle Knights Rugby League Representatives; Willy Barnes and Ronny Gibbs and players; Mikey Paea and Pat Mata'utia. The players were very generous with hats, scarves, water bottles and back packs.

Other School Programs & Community Events

Clean Up Australia Day

Borenore Public School participated in the Schools Clean Up Australia Day Campaign. It was pleasing to see how little rubbish we found in and around the school grounds. It continues to be surprising and disappointing however, the amount of rubbish that is found along the road side in front of the school from travellers driving past.

Interrelate No Bullying Poster Competition

Congratulations to Clare Scadding for receiving a Highly Commended in the Interrelate 2016 'Say no to Bullying Poster Competition'. Clare and her family were invited to the Special Awards Ceremony in Sydney.

Luminosity Festival

For the first time, Borenore Public School participated in the local Luminosity Festival. Students painted a large mural with their interpretation of our local area demonstrating inclusion of all cultures and disabilities.

Live Life Well at School Program

We were pleased to inform parents and the school community that we received confirmation that the school had fully implemented the LLW@School Program. This involved daily fitness activities, crunch and sip breaks, healthy lunch box choices, water bottles in the classroom and regular parent information updates through the newsletter.

Country Women's Association International Day

In Term 2, students worked with Mrs Guisard to develop an understanding of the culture and lifestyle of Mongolia as part of the CWA International Day project. Students completed their projects at home before participating in a sharing and information afternoon at the Borenore CWA Hall.

ANZAC Day March

Students and staff took part in the Orange ANZAC Day March and Service to remember those who have fought in wars. Staff and a number of students and their

families then attended the local Borenore ANZAC Day Service.

Dubbo Excursion

The primary class had an exciting excursion to Dubbo where they visited the Dubbo Goal and slept overnight at the Dubbo Zoo.

Life Education Van

Students from K – 6 all enjoyed a visit to the Life Education Van. This year's lessons focussed on being healthy as the key to leading an active and productive life. Students were given opportunities to develop and practise their decision making skills to become more independent. The topics covered were: K –2 Harold's Heros, Years 3 & 4 All Systems Go and Years 5 & 6 It's Your Call.

Bunnings Project

Borenore Public School was fortunate to be chosen to be part of the Bunnings Gardening and Community Project. A team of staff from Bunnings worked with the students to upgrade and plant the school vegetable and herb garden. A new watering system was installed, the garden beds were topped up with soil and mulch and plants and herbs were planted.

Healthy Ears

K 1 2 had a visit from a hearing specialist who spoke to the students about healthy ears and how to look after their ears as winter approaches.

Grip Leadership Conference

The Year 6 School Leaders, Makayla McEvoy, Eleanor Vials and Sienna Grevink, travelled to Bathurst with Ms Harris to participate in the GRIP Leadership Conference. This was a motivating and interactive day with students bringing back to school a number of strategies and ideas they put into place throughout their year as school leaders.

CSIRO Sustainability Workshop

The Primary students participated in a CSIRO Sustainable Futures Workshop held at the PCYC Orange. Students enjoyed the hands on activities that investigated a number of sustainable energy sources.

OHS Transition Learning Lab

The year 5 and 6 students had an exciting time participating in the OHS Transition Learning Labs in the Science Laboratory.

Snowy Mountains and Canberra Excursion

The highlight of the year for the Primary Class was their excursion to the Snowy Mountains with Mr Ferguson and Ms Harris. Students visited Questacon, the War Memorial and the Australian Museum before enjoying skiing lessons and two days on the ski slopes. Every student was skiing by the end of the second day.

Book Week–Australia! Story Country

This year we combined Education Week and Book Week Celebrations. Parents and family members joined us for the Book Week Parade where staff and students dressed up as an Australian Book Character. The students then enjoyed selecting numerous free books that had been culled from our library collection.

Tree Day

Friday 29th July was Planet Ark's Annual Schools Tree Day. As is tradition at Borenore Public School, every student and staff member planted a tree in the school grounds. Parents were invited to participate in the day. The students had a lot of fun and the plants have added to the beauty of our school. Tree Day is an ideal opportunity to teach our students the importance of looking after our playground as well as other natural resources. It also gives them a sense of responsibility as they learn how to plant seedlings and plants and watch them grow.

Grandparents Day

It was wonderful to see so many Grandparents and close family friends come along to support the students and school celebrate the role of Grandparents in our lives. Student's recited poetry before demonstrating their knowledge of Coding and Robotics.

Age of Fishes Museum Excursion

Borenore Public School was lucky enough to have a qualified Palaeontologist accompany us on our excursion to the Age of Fishes of Museum and on our fossil dig at Cowra.

Robotics

Mrs Guisard has continued to implement the Robotics program across all year levels. Students in Years 3 & 4 participated in a Robotics Training Day to further develop their knowledge and skills in programming.

Orienteering Gala Day

Students in Years 3, 4, 5 & 6 participated in an Orienteering Gala Day at Gosling Creek Reserve Orange. Students learnt to work as a team to race other teams around a set course while reading a map and using a compass.

School Swimming Scheme

All students at Borenore Public School, from Kinder to Year 6, are lucky enough to participate in a two week intensive swimming program. This program aims to develop water confidence and safety knowledge while also building upon swimming skills.