

Borenore Public School

Annual Report



2017



3504

Introduction

The Annual Report for **2017** 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

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School background

School vision statement

Borenore Public School provides 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 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. The current enrolment is 44 students from Kindergarten to Year Six taught in two multiage 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. 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.

The progress achieved across the domains of Learning, Teaching, and Leading at Borenore Public School in 2017 are outlined below.

In the domain of **Learning**, our efforts have focused on curriculum and learning, assessment and reporting and student performance measures. All staff have worked together to provide stimulating and engaging learning programs focussed on individual student needs. Teachers have identified students with learning needs using school assessment data including NAPLAN. These students were supported with individual learning plans and teaching in 2017. The wellbeing of all students and staff at Borenore has been encouraged and fostered through caring and respectful relationships. The school continued practices to support the cognitive, emotional, social and physical wellbeing of all students.

In the domain of **Teaching**, our teachers have continued to develop their teaching skills across the curriculum to provide a wide range of learning experiences for students to improve learning outcomes. All teachers have high expectations and have shown a commitment to the continuous improvement of their own teaching and to maintain high levels of learning in their classrooms. Teaching staff have actively participated in development and implementation of their Personal Development Plan with positive outcomes for themselves, their students and the school. Staff members have attended regular network meetings with colleagues to discuss their teaching practice and to share ideas.

Teachers understand and utilise assessment for informing teaching and have continued to utilise the school assessment framework as well as data from PAT testing throughout the year. This data has been used to identify individual learning needs and to differentiate teaching according to student need. The use of data will continue to be a focus in 2018.

In the domain of **Leading**, our priorities have been to develop leadership, and management practices and processes within the school while maintaining our student learning focus. The collective responsibility for leadership in a small school enables staff to lead in different capacities and areas of expertise. This year many changes have occurred in the administration operations of the school.

There is a high level of respect for the school's leadership, all staff and students within the school and in the community. Parents are encouraged to contribute to school planning and have confidence in the way the school is managed and lead. The school places a high importance on parental involvement in all aspects of the schools operation.

The school continues to have a positive and inviting school culture where students are given opportunities to develop their leadership skills within the school and the community. The school staff actively participate and develop links with other schools and the community to enhance relationships to enrich the learning experiences of our students and their wellbeing.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 focus to deliver best practice student learning through quality teaching programs continued throughout 2017. Data is an important tool to track student achievement and to inform future planning to ensure student learning growth. In 2017 standardised testing throughout the school in literacy and numeracy were used to measure student performance and inform teaching. Students feedback to staff through learning and surveys was used successfully. Teachers continued with professional learning to enhance student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students achieving above the national level in all areas of numeracy.		62% of students were above the national numeracy level in Years 3 and Year 5.
All students achieving above the national level in all areas of literacy.	P&C donated \$1000 towards additional books to support student reading.	In Year 5 Literacy 80 % of students in reading, 100% in writing, 100% in spelling, 80% in language conventions were above National level. In Year 3 Literacy 50% of students were above National level in all areas of literacy.
Introduce PAT testing to inform learning for students Year 2 to Year 6.		PAT testing was introduced and all data was analysed and used to inform student learning.

Next Steps

Future directions for 2018

- Major focus on improving literacy skills in all students through the development of comprehension and writing skills.
- Use the Support Learning staffing entitlement and Equity funding to engage an SLSO to support individual and small group teaching of students with special learning needs.

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 were engaged in professional learning both mandatory and personal as identified in their PDP or as part of the whole school plan during the 2017 school year. Teachers achieved their goals in maintaining accreditation and delivering quality teaching to all students. Teachers worked in collaboration to ensure student learning outcomes were achieved by all students. Staff worked regularly with peers to share ideas, gain feedback and to address teaching and learning concerns to inform their teaching or to support student learning. Professional learning opportunities were shared and learning was incorporated where needed across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers achieving accreditation standards.	\$2000	All staff have achieved the required standard through professional development.
Participation of all staff in appropriate Pre2 Professional Learning.	\$ 500	All staff participated in Pre2 network and staff development days.
Teachers will have implemented History, Science, English and Maths curriculums to inspire student learning.		Teachers continued to attend professional learning across these curriculum areas. Evidence of this learning is evidence in teaching activities in teacher programs.
New operating system, LMBR, is working and staff have been trained and are utilising the system successfully.	An additional staff member was employed to assist with LMBR implementation and succession planning one day per week.	LMBR went live in September and staff were trained and continue to learn the operation of the system.

Next Steps

Future Directions for 2018

–Professional Learning in Sevens Steps to Writing.

–Professional Learning in Six comprehension Skills Course– Elizabeth Rowe.

–Engage additional School Administration Support Officer one day per week to support individual learning needs of students.

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 2017 the school community continued to support the advancement of the school and the students within the school. The Parents and Citizen's Borenore Country Fair was a huge success raising funds for the school and the 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. The school enrolment was maintained in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To involve parents and the wider community in the future focus of the school		Parent surveys indicated parents were happy to be involved in all aspects of the school. Staff and parents were welcoming to new parents who they encouraged to be involved. Parents contributed in school planning, discussions at P&C meetings and through the school evaluation survey. Parents are proud of the school and are eager to be involved in the planning and the future of the school.
To maintain or increase enrolment in both the school and the Transition Program.		The school enrolment was maintained this year but unfortunately due to low numbers the Transition program wasn't sustainable and it ceased operation.
To maintain student enrolments in the transition from Year 2 to Year 3 to build continuity of enrolment.		This transition point was not an area of concern this year with all students moving from Year 2 into Year 3.

Next Steps

Future directions for 2018

- To maintain a high level of parent involvement in all aspects of the school.
- To run parent workshops on curriculum.
- To continue to explore future directions for the school and to follow carefully the classification of the school in 2018.
- To ensure succession planning for the future staffing of the school is planned.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>\$1 483 Equity Staffing entitlement</p> <p>\$10 157 Learning and Support Staff Entitlement</p> <p>Total funding \$11 640</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$0.00) 	Teacher employed for the year one day per week through allocated staffing and supported by global budget. All money expended.
Quality Teaching, Successful Students (QTSS)	Funding \$2 742	Teacher employed for the year one day per week through allocated staffing and supported by global budget. All money expended.
Socio-economic background	Funding \$2 456	Teacher employed for the year one day per week through allocated staffing and supported by global budget. All money expended.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	17	15	17	22
Girls	23	24	22	18

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	97.6	95.2	97.1
1	96.6	95.6	96.1	94.3
2	94.9	95.8	93.7	97.3
3	95.2	94.5	98.6	94.4
4	95.9	94.2	98.3	94
5	94.6	95.9	98.6	96.6
6	92.4	95.1	92.1	98.6
All Years	95	95.7	95.9	95.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school implements the Borenore Attendance Policy and the policy outlines how attendance and non-attendance is addressed by your school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.95
Other Positions	0

*Full Time Equivalent

The Aboriginal composition of your school's workforce.

In 2017, no members of the workforce identified as being of Aboriginal or Torres Strait Islander descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

The teaching staff at Borenore Public School participated in a number of professional learning activities. These activities were designed to build capacity of staff to achieve the schools key priorities as set out in the School Plan. All teachers Professional Accreditation is current.

All staff continued to improve their knowledge and skills in a vary of identified professional learning areas as well as completing all mandatory training requirements.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	49,830
Global funds	66,680
Tied funds	22,232
School & community sources	20,086
Interest	532
Trust receipts	835
Canteen	0
Total Receipts	110,366
Payments	
Teaching & learning	
Key Learning Areas	18,656
Excursions	7,916
Extracurricular dissections	1,285
Library	985
Training & Development	0
Tied Funds Payments	18,323
Short Term Relief	4,798
Administration & Office	20,719
Canteen Payments	0
Utilities	5,002
Maintenance	13,997
Trust Payments	1,347
Capital Programs	0
Total Payments	93,028
Balance carried forward	67,168

	2017 Actual (\$)
Opening Balance	0
Revenue	75,734
Appropriation	67,168
Sale of Goods and Services	0
Grants and Contributions	8,505
Gain and Loss	0
Other Revenue	0
Investment Income	60
Expenses	-37,598
Recurrent Expenses	-37,598
Employee Related	-25,509
Operating Expenses	-12,088
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	38,136
Balance Carried Forward	38,136

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	422,954
Base Per Capita	5,960
Base Location	1,705
Other Base	415,289
Equity Total	14,096
Equity Aboriginal	0
Equity Socio economic	2,456
Equity Language	0
Equity Disability	11,640
Targeted Total	0
Other Total	2,749
Grand Total	439,799

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 Years 3 literacy and numeracy assessments are reported on a scale from Band 1 to 6 and Year 5 Literacy and numeracy 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.

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

Year 3. All Year 3 students achieved Band 3 and above in reading, Band 4 and above in Writing, Band 3 and above in Spelling, 75% of the students achieved Band 5 and above in Grammar and Punctuation. More work was needed in all areas of literacy for some students.

Year 5. All students achieved Band 6 and above in reading, Band 5 and above in Writing, Band 6 and above in Spelling, Band 5 and above in Grammar and Punctuation.

All students continue to demonstrate achievements in Numeracy in NAPLAN assessments.

Year 3. Students in Year 3 achieved Band 4 and above in Numeracy.

Year 5. Students in Year 5 achieved Band 5 and above in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services –

Increase in the percentage of students in the Top Two Bands in Literacy and Numeracy in NAPLAN.

The school is working towards achieving this goal but due to the changes in enrolment and the small cohort of students we are unable to comment.

Students sat the trial NAPLAN online Literacy and Numeracy tests in 2017 and the feedback from students was positive.

Parent/caregiver, student, teacher satisfaction

In 2017, surveys were collected from teachers, parents and students. All teachers and 79% of parents and students responded to three main questions.

1. What three things the school is doing successfully? Comments included:

Great teachers who are interested in the development and growth of the whole child.

Producing happy students who want to learn and attend school.

I believe there is a real team work ethic with our staff.

Communication with parents and students.

Problems are dealt with straight away. No bullying.

Variety of educational activities, sporting opportunities and extracurricular activities.

Primary students respect for infants students.

P&C initiatives for fundraising and the Borenore Country Fair.

Three wishes for the school and the students in the future?

Quality time with teachers.

Maintain the calibre of current teaching staff.

Department of Education to provide more support for student with special needs.

Access to good resources and technology.

More drama, dance, art and music programs.

Students to achieve their goals.

Greater contribution from all families.

Three things you want your child to achieve at Borenore PS before they reach High School?

Students have the ability to work independently and with motivation.

Being able to cope academically with a high level of maths, reading and writing.

Leadership activities to as they develop a sense of self and fellow students.

Conflict resolution skills.

Be prepared socially and mentally to fit into a larger group of kids and be able to integrate with diverse communities.

Policy requirements

Aboriginal education

Borenore Public School recognises the importance of all students learning Aboriginal history and culture and gaining an understanding of contemporary Aboriginal Australia. The school has a cross curricular approach to Aboriginal Education, incorporating learning opportunities within teaching units and promoting the recognition of Aboriginal culture and custodianship of country through the acknowledgement of country protocol.

Aboriginal history is taught in the History lessons and school programs reflect Aboriginal perspectives, culture and history.

In 2018 the students of Borenore combined with other small schools to attend an Aboriginal Cultural day where students participated in a variety of literacy, history, art, dance and cultural activities.

Multicultural and anti-racism education

Borenore Public School teaching programs reflect an awareness of cultural diversity and the important contributions made by Australians from all cultural backgrounds. The school has a multicultural student population and the students are immersed with cultural activities through history and the celebration of special days.

During Terms 3 & 4 the students in Years 3, 4, 5 & 6 were involved in a cultural exchange program with students from a school in South Korea. The students from both countries connected using video conferencing facilities and presented slide shows about school life, family life, their schools, their interests, favourite foods and leisure activities. This was a highly successful program which will continue every second year.

CWA International Day involved all students in the study of Nepal and provided students with another annual learning opportunity and connection with another country and culture.

Throughout the year multicultural visitors speak to the students about their country and culture.