

# Borenore Public School

## Annual Report



2018



3504

## Introduction

The Annual Report for **2018** is provided to the community of Borenore 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

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## School background

### School vision statement

Borenore Public School provides an educational and inclusive learning environment where individual students are successful in reaching their full potential, are confident and creative lifelong learners and respectful citizens.

### School context

Borenore Public School is a small school situated fifteen kilometres west of the city of Orange surrounded by diverse agricultural interests and picturesque views.

The school was established in 1878 with the assistance of the community and this sense of community ownership remains today. The Borenore community is proud of the school and its reputation for providing quality education.

Students are taught across all curriculum areas by engaging teachers who cater for all individual student learning needs.

The current school enrolment is 39 students, from Kindergarten to Year Six where students are taught in two multiage classrooms. The students are known, valued and cared for by experienced and dedicated staff who are supported by interested and involved parents.

Borenore offers a wealth of educational opportunities for all students in a happy, safe and respectful 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.

Borenore has achieved progress across the domains of Learning, Teaching and Leading as 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 2018. 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. 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 2019.

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.

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

### Quality Learning

#### Purpose

To ensure curriculum programs and teaching practices develop the knowledge, understanding and skills of individual students using evidence based teaching practices.

#### Overall summary of progress

Our focus to deliver best practice student learning through quality teaching programs continued throughout 2018.. Data is an important tool to track student achievement and to inform future planning to ensure student learning growth. In 2018 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
Every student achieves a years growth for a years learning.	Learning Support teacher.	The results from informal and formal data indicated that students were achieving in most KLA areas.
Improved levels of student wellbeing.		<p>The results of the Tell Them From Me Survey indicated:</p> <p>92% of students surveyed had positive relationships at school.</p> <p>100% of students surveyed had positive behaviour at school, they did not get into trouble for disruptive or inappropriate behaviour.</p> <p>95% of students felt they had someone who consistently provided encouragement and they could turn to for advice.</p> <p>98% of students felt staff emphasise academic skills and hold high expectations for success.</p>

#### Next Steps

Future directions for 2019

- Continue ongoing professional learning for all teachers K–6 using Progressions.
- Engage additional teacher and form a new class to reduce the class sizes so students with high level individual learning needs at supported.
- Ongoing development of well-being of students and staff.
- Greater use of technology to support and extend student learning including robotics and coding.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To provide a learning environment that is supportive, positive and stimulates student learning to achieve all curriculum outcomes.

To prepare students with life skills to support their cognitive, emotional, social, physical and spiritual well being in the future.

#### 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 2018 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 use and analyse internal and external data to inform and improve teaching practice.		Teachers successfully used both internal and external data to improve and inform teaching and to monitor student learning.
Teachers use evidence and data to inform teaching strategies.		Data was analysed from all sources. Staff worked collaboratively to discuss student outcomes, directions for future learning and teaching programs for whole class and individual learning.

#### Next Steps

##### Future Directions for 2019

- Engage additional teacher and form a new class to reduce the class sizes to support individual learning needs of students.
- Provide professional learning in STEM, Coding and Robotics.
- Identify and provide professional learning in all KLA areas, particularly those with new Syllabus/Curriculum.

## Strategic Direction 3

### Quality Leadership

#### Purpose

The school staff and community members work together to build strong partnerships and relationships to ensure the future direction of the school and school resources are aligned to student learning needs.

#### Overall summary of progress

In 2018 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 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of leadership opportunities for students and staff within and outside the school community.		Programs have been offered to staff to develop leadership skills for succession planning and personal development.  Students have attended workshops to develop skills and opportunities to use their leadership skills both within and outside of school.
Increase the levels of participation by parents and the community members in school planning and decision making.		Relationships have strengthened and more parents have been involved in numerous activities over the past year.

#### Next Steps

Future directions for 2019

- To maintain a high level of parent involvement in all aspects of the school.
- To continue to explore future directions for the school in 2019
- To ensure succession planning for future staffing of the school is planned.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>All allocated money spent on supporting student learning with the employment of SLSO.</p> <p>Budget Allocation \$1 598</p>	<p>Students on Personalised Learning Plans supported 3 days per week with additional individual learning support.</p>
<b>Low level adjustment for disability</b>	<p>All funding and staffing resources expended.</p> <p>Budget Allocation \$1 966</p> <p>All allocated money spent on supporting student learning with the employment of SLSO.</p> <p>Staffing Allocation \$10 411 on Learning and Support teacher.</p>	<p>Students on Personalised Learning Plans supported 3 days per week with additional individual learning support.</p> <p>Evaluation of the program outcomes for possible continuation in 2019.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>All money spent on supporting student learning through the employment of a teacher.</p> <p>Budget Allocation \$7 600</p>	<p>Continuity of student learning programs and the employment of additional teacher.</p> <p>Evaluation of the program outcomes for possible continuation in 2019.</p>
<b>Socio-economic background</b>	<p>All money spent.</p> <p>Budget Allocation \$4646 money spent on supporting student learning with employment of SLSO.</p> <p>• (\$0.00)</p>	<p>Students on Personalised Learning Plans supported 3 days per week with additional individual learning support.</p> <p>Evaluation of the program outcomes for possible continuation in 2019.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	15	17	22	21
Girls	24	22	18	18

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.6	95.2	97.1	94.6
1	95.6	96.1	94.3	93.5
2	95.8	93.7	97.3	92.8
3	94.5	98.6	94.4	95.7
4	94.2	98.3	94	90
5	95.9	98.6	96.6	92.6
6	95.1	92.1	98.6	93.9
All Years	95.7	95.9	95.7	93.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

The school follows the Borenore Public School Attendance Policy with procedures for non-attendance which include:

Information on attendance in newsletters each term.

Parent meeting with students to discuss high absences.

Meetings with parents and Home School Liaison Officer.

Discussion at P&C Association Meetings.

Despite this our absences are on the increase.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.33
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

\*Full Time Equivalent

The Aboriginal composition of your school's workforce. In 2018, 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

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

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 school's 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 variety of identified professional learning areas as well as completing all mandatory training requirements.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	38,136
<b>Revenue</b>	504,064
Appropriation	481,898
Sale of Goods and Services	0
Grants and Contributions	21,543
Gain and Loss	0
Other Revenue	0
Investment Income	624
<b>Expenses</b>	-481,471
Recurrent Expenses	-481,471
Employee Related	-427,923
Operating Expenses	-53,548
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	22,594
<b>Balance Carried Forward</b>	60,730

The balance carried forward is higher than normal and it is intended to be used in the 2019 budget to employ a third full-time teacher at school

The school's financial management processes has been adhered to and training has been attended to meet financial policy requirements of the Department of Education.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	448,865
Base Per Capita	7,735
Base Location	1,534
Other Base	439,596
<b>Equity Total</b>	18,621
Equity Aboriginal	1,598
Equity Socio economic	4,646
Equity Language	0
Equity Disability	12,377
<b>Targeted Total</b>	0
<b>Other Total</b>	7,607
<b>Grand Total</b>	475,093

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.

In 2018 students at Borenore completed the online NAPLAN testing.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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

**Year 3.** All Year 3 students achieved :

Band 2 and above in Reading with 60% achieving in the top two bands.

Band 4 and above in Writing with 60% achieving in the top two bands.

Band 2 and above in Spelling with 80% achieving in the top two bands.

Band 5 and above in Grammar and Punctuation with 60 % achieving in the top two bands.

More work was needed in all areas of literacy for some students.

**Year 5.** All students achieved:

Band 6 and above in Reading with 50% achieving in the top two bands.

Band 5 and above in Writing with 0% achieving in the top two bands.

Band 6 and above in Spelling with 75% achieving in the top two bands.

Band 5 and above in Grammar and Punctuation with 50% achieving in the top two bands.

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

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

in Numeracy with 60% achieving in the top two bands.

**Year 5.** Students in Year 5 achieved Band 5 and above in Numeracy with 25% achieving in the top two bands.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands

Borenore had no identified Aboriginal students complete NAPLAN in 2018.

## Parent/caregiver, student, teacher satisfaction

In 2018, surveys were collected from teachers, parents and students. All teachers and 79% of parents and students responded to three main questions

**1. What is already successful at Borenore Public School? List three strengths of Borenore Public School. Comments included:** Dedicated Principal and teaching staff who genuinely care about each child; friendly and approachable support staff; great community spirit and events; despite being a small school students are exposed to a wide range of activities; each child's needs and interests are met; parents were happy with the relationships with teachers and staff and the open communication; individual learning programs for students and the support for individual learning needs; the school and community spirit and a sense of belonging was appreciated; positive school operations and beautiful facilities; 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; togetherness amongst students and how caring the students are to each other; respectfulness; the 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 our students in the future?**

Quality time with teachers. Maintain the calibre of current teaching staff. Access to good resources in science, technology and robotics. Extension of the music program so students learn an instrument. Manageable class sizes while growing the population of the school. Transition program to run all year. More monetary support for the school and the students with special needs; diversity in academic, cultural and sporting programs

### **Name three things you want your child to achieve at Borenore Public School before they reach High School?**

Parents commented on confidence building; independence in learning; skill development; care and respect for self and others; leadership activities to as they develop a sense of self and fellow students; conflict resolution skills and resilience; be prepared socially and be given opportunities to experience High School.

## 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 continues to promote multicultural education and understanding through a range of activities within the 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.

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

Harmony Day is acknowledged in March as a way to recognise that we are all Australians and belong together, no matter what our origins.

Throughout the year multicultural visitors speak to the students about their country of residence and their culture. This year we had a High School student from France visit to speak with students and share his cultural experiences with the students.