

Borenore Public School

2019 Annual Report



3504

Introduction

The Annual Report for 2019 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.

School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

In the domain of Learning, staff have worked collaboratively to ensure the learning needs of individual students are met. Programs have been developed to provide students with engaging and stimulating lessons. Students who need additional support are identified using school assessment data including NAPLAN. Parents were consulted and encouraged to work collaboratively with teachers to create Personal Learning Plans to improve learning outcomes. The wellbeing of all students and staff at Borenore has been encouraged and fostered through caring and respectful relationships.

In the domain of Teaching, our teachers are extremely dedicated to their continued development. All staff members have attended professional learning to enhance their skills and attended regular network meetings with colleagues to discuss their teaching practice. 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 2020.

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.

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.

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.

Improvement Measures

Every student achieves a years growth for a years learning.

Improved levels of student wellbeing.

Progress towards achieving improvement measures

Process 1: 1. Curriculum and Learning

Deliver quality student learning experiences which enable students to understand how they learn.

Evaluation	Funds Expended (Resources)
<p>All students have been assessed according to the Borenore Assessment Schedule and student progress has been monitored to inform next steps in learning.</p> <p>The Learning and Support structure is to be reviewed for 2020 to target individualized student support. Students have been exposed to learning intentions and success criteria and this will continue in 2020 to enable to have greater autonomy over their learning .</p>	<p>Staff meetings</p> <p>Assessment schedule</p>

Process 2: 2. Student Wellbeing

Implement a whole school integrated approach to student wellbeing where students can connect and succeed.

Evaluation	Funds Expended (Resources)
<p>The results from the Tell them from Me survey indicated:</p> <p>100% of our students surveyed had positive relationships at school.</p> <p>70% our students surveyed feel accepted and valued by their peers and by others at their school.</p> <p>Continued feedback from students and community will be used to guide the whole school approach to well-being.</p>	<p>The Tell Them From Me Surveys</p>

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.

Improvement Measures

Teachers use and analyse internal and external data to inform and improve teaching practice.

Teachers use evidence and data to inform teaching strategies.

Progress towards achieving improvement measures

Process 1: 1. Explicit Teaching

Implement effective evidence based teaching methods that optimise learning progress for all students across a full range of abilities.

Evaluation	Funds Expended (Resources)
Teachers have reflected on teaching methods and learning programs in particular our Spelling program to review best practice. After research and reflection teaching programs that meet our unique school needs have been planned, ready for implementation in 2020 to enrich the learning opportunities for students.	Staff meetings

Process 2: 2. Data Use

Strengthen the use of the quality teaching learning cycle (including goal setting, learning intentions, success criteria) to analyse student progress and future learning.

Evaluation	Funds Expended (Resources)
All teachers use internal and external data to inform teaching and learning programs at regular intervals during the school term. In 2020 a data cycle will be mapped across the school with a particular focus on learning progressions.	Staff meetings Professional Learning – Literacy and Numeracy Progressions

Process 3: 3. Professional Learning

Staff share and evaluate professional learning activities at school and in communities of schools.

Evaluation	Funds Expended (Resources)
A professional learning schedule has been established for all staff linked to the teaching standards driven in partnership with OSSA, to improve quality teaching and learning.	OSSA Network Meetings Staff meetings

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.

Improvement Measures

Increase the number of leadership opportunities for students and staff within and outside the school community.

Increase the levels of participation by parents and the community members in school planning and decision making.

Progress towards achieving improvement measures

Process 1: 1. Instructional Leadership

Ensure instructional leadership opportunities are in place and staff are involved in observations, peer feedback within schools and communities of schools.

Evaluation	Funds Expended (Resources)
Staff have been involved in 'Teaching Rounds' PL that includes observation of peers and reflection on best practice. Plans have been made to implement in 2020 to enrich consistent quality teaching across the school.	\$2166.00 for casual staff to release classroom teachers.

Process 2: 2. Administrative Systems and Processes

Strengthen whole school administrative systems and processes to consolidate events, mandatory requirements and policy cycles.

Evaluation	Funds Expended (Resources)
Staff completed the development of improved administration systems across the school to ensure strategic resourcing occurs effectively across the school.	Staff meetings

Process 3: 3. Community Satisfaction

Strengthen school community relationships to enable meaningful participation in new and existing school programs.

Evaluation	Funds Expended (Resources)
Staff have embedded effective processes and communication opportunities into daily school life including the 'Skool Loop' app for time efficient messages to parents.	Staff meetings Professional learning for 'Skool Loop' app

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Budget allocation \$1,647	Money was spent on buses for students to attend both days.
Low level adjustment for disability	Budget allocation and Staffing total \$14,557	All allocated money spent on supporting student learning with the employment of a third classroom teacher allowing for small class sizes.
Quality Teaching, Successful Students (QTSS)	Budget allocation \$7,790	All allocated money spent on supporting student learning with the employment of a third classroom teacher allowing for small class sizes.
Socio-economic background	Budget allocation \$6,723	All allocated money spent on supporting student learning with the employment of a third classroom teacher allowing for small class sizes.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	17	22	21	24
Girls	22	18	18	16

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.2	97.1	94.6	96.7
1	96.1	94.3	93.5	92.8
2	93.7	97.3	92.8	94.7
3	98.6	94.4	95.7	92.1
4	98.3	94	90	96.7
5	98.6	96.6	92.6	86.8
6	92.1	98.6	93.9	90.3
All Years	95.9	95.7	93.3	93.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	60,730
Revenue	577,966
Appropriation	540,273
Grants and contributions	37,439
Investment income	255
Expenses	-601,758
Employee related	-543,032
Operating expenses	-58,726
Surplus / deficit for the year	-23,791

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	22,927
Equity - Aboriginal	1,647
Equity - Socio-economic	6,723
Equity - Language	0
Equity - Disability	14,557
Base Total	477,973
Base - Per Capita	9,151
Base - Location	1,381
Base - Other	467,442
Other Total	17,795
Grand Total	518,695

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

Literacy continues to be a focus at Borenore to meet stage appropriate outcomes with individualised learning.

Numeracy

Numeracy is targeted across the school to enable students to have individualised success and focused enrichment.



Parent/caregiver, student, teacher satisfaction

2019 feedback from parents, teachers and students indicated that Borenore has teaching staff who genuinely care about each child. The outstanding community spirit is another positive aspect of our small school and the fact that students have lots of opportunities to shine. The playground and school grounds are fantastic especially the new additions from our community STEM project. The care and respect that older students have for their younger peers is a highlight that was expressed across all members of the school community. One parent commented 'Borenore has a great feel about it the moment you walk through the gates'.





Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.