

2020 Annual Report

Borenore Public School



3504

Introduction

The Annual Report for 2020 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

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

Our annual school report is an opportunity to reflect on and celebrate all of the successes of 2020 and a time to thank all the wonderful people who contribute to this success - the teachers, the parents, the community, and of course our amazing students.

We have so much to celebrate here at Borenore and I'm sure you will understand that it is hard to put down in words all of our accomplishments, however, I believe this message will give you a glimpse into what makes our school such a special place.

Each one of our students here at Borenore plays an important role in making our school the best school!

Despite all the restrictions and strangeness that COVID-19 has brought to the year, it has been a great year.

One thing that is special about our school is the warm and welcoming atmosphere, a very special feeling that few schools have. Borenore is a truly beautiful school where every child is known and cared for where every child is encouraged and supported not just by their family but by all staff and by their fellow students. I love the way that the older students watch out for the younger students in the playground and our Peer Support program ran by our Year 5 and 6 students only made this bond stronger. The Borenore spirit is inspiring and it makes our school amazing.

This year's education theme was Learning together, and here at Borenore we really did learn together. All our staff learned together. They learned how to teach students who were not in our classrooms but at home. I was extremely impressed at the dedication and positive spirit of staff doing whatever it took to continue our students learning in such a new and foreign way. Our parents learned together. They learned how to operate Zoom with support from staff and each other. Students learned how to interact via a digital platform with teachers and fellow students. And we all learned how much we love attending school here face to face and not on a screen.

I think the theme of learning together was not only very fitting for this year but for every year. Learning is something that happens every day in all stages of life. Just because people have finished formal education it doesn't mean that learning stops. Learning for our students here at Borenore needs to happen together with all the members of our school community. Although teachers are amazing (and sometimes I think they have special powers) they alone cannot ensure that students receive the best education. Parents alone cannot. But by supporting each other and working and learning together we can.

This year students have participated in only a handful of activities outside of our school due to COVID restrictions. Some of the events we were still able to attend include the OSSA swimming carnival, district swimming carnival, and we had our very clever Kalisha qualify for state.

Borenore made an appearance on morning TV in March on the Today show! Year 5 and 6 participated in debating workshop and in Peer Support Training. Primary attended a Cricket Gala day. The whole school attended Swimming lessons at the Orange Pool and had a fun but sweaty afternoon at Central West Gymnastics.

Borenore students took up the challenge and entered many competitions this year with years 2-6 entering the ICAS for Maths and English, several students entered the Spelling and Micah had a go at the Science. Year 5 and 6 competed in the Newcastle Permanent Maths Competition with Kalisha gaining a distinction!

All students entered the Interrelate 'Say no to Bullying' poster competition with Jordan Baker named as a finalist. And all students entered the Christmas Card competition with Charlie Whittingham's design selected as 1 of the 3 winners.

We also had some great fundraising days. I would like to take this opportunity to thank the SRC who ran many fundraising days throughout the year. Thank you for all of your hard work this year and thank you Mrs Kunnen for ensuring all the SRC's great ideas happen.

Our Kinder Orientation program was attended by 2 wonderful students who can't wait to attend Kindergarten next year. Year 6 students also participated in transition programs to their respective high schools.

A great education cannot happen without dedicated teachers. Here at Borenore Public, we have amazing teachers who go above and beyond for the students. They spend hours preparing lessons and resources. They have also supported me in so many ways this year. The number of questions I have asked to find everything and understand how Borenore operates has been insane. Thank you Deb, Mel, and Sophie for your hard work and dedication, it is noticed and it is appreciated.

Teachers are not the only people doing amazing things here at Borenore, all our staff here take great pride in our school and it shows in their work, a huge thank you to Marie Henry, we were all a bit worried the school might fall down without her. Thanks to Jenny Symons and Carmel Saltwell they are both vital to the smooth running of our school. Thank you to Luke Foggerty for volunteering as a learning support officer in the K/1/2 room we appreciate all you do, Glenn Oborn, Nathan Phee, and Len Fardell thanks for keeping our school beautiful. I would also like to thank our school counselor Sue Tallis, who is sadly retiring this year. I wish her all the best in her retirement.

I would also like to take this opportunity to thank our scripture teacher, Margot Davison who volunteers every week to work with both classes.

Thank you to our P&C for all your support throughout the year. The students at Borenore Public are very lucky to have such a dedicated parent body who play a vital role in their education. Your support and love for your children and our school community also doesn't go unnoticed and I thank you for making our jobs easier.

Thank you to all our volunteers - reading helpers, and parents who support our school assemblies and our fundraising activities.

To the families leaving our school this year I would like to take this opportunity to wish you all well. I thank you for supporting your children and the school and I hope you have every success and happiness in the future.

And last but not least to our amazing year 6 students, it has been an absolute pleasure watching you lead our school this year. I wish you all the best for High School and for the future. As you take the next step in your educational careers I want you to remember the following advice. Always remember to be kind and honest, be true to your values, follow your gut feelings they are usually right and seize every opportunity.

Melissa Campbell

Principal

Message from the school community

I would like to express my gratitude to the staff and parents of the School for their support throughout 2020.

It goes without saying that this has been one of, if not the most challenging years that we have ever encountered. The work conducted by our teachers throughout the year, in particular Terms 1 & 2, was unrivaled by their peers. The speed at which each of you adapted and had online learning systems in place was absolutely incredible. I know homeschooling certainly gave me a real appreciation of what you each do, and I would like to thank you for the hard work and dedication you showed to ensure our children received the best possible learning over this time.

We are so fortunate to have such high-quality teachers, and I would like to thank them personally for their contribution throughout the year not only to our children and the school, but they have also been present at every P&C Meeting throughout the year (albeit not many this year). It should not go unnoticed the commitment each of these individuals provides to our school, working well beyond the weekdays, and into weekends, to provide the best education, grounds, play equipment for the well-being of our kids.

I would like to acknowledge the P&C Executive: Helen Napier, Toni McCauley, and Pip Gardiner who have supported me throughout the year. Albeit we have had limited ability to do much, we have had a number of discussions throughout the year to ensure we are all on the same page.

Particular mention must go to Helen, who is in her final days with the School. Helen and the Napier Family have had a long association with the school and Helen has undertaken the role of Secretary to the highest standard and done it all with a smile on her face.

Thank you to Jane Varvel, who has operated the School Clothing Pool. This is a critical role, and Jane continually makes herself available to ensure people's needs are addressed. Thank you, Jane.

In summary, it has been another great year at this amazing little school. We continue to prosper and evolve, and I encourage you all to lend a helping hand in 2021 to continue on this path, as many hands make light work.

Hugh Gardiner

P&C President



250 nights of Home Reading

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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)
Students meet individualized learning goals that are regularly monitored by staff and driven by evidenced based teaching. This has been integrated into our reporting document to enable next steps in learning to be targeted.	

Process 2: 2. Student Wellbeing

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

Evaluation	Funds Expended (Resources)
Students are part of peer support groups and have peers they can go to for support. Students have also identified a staff member they can go to. School surveys show that students are happy and feel supported at school.	

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)
All teaching staff use and understand scheduled data reflection to inform individual learning across the school. They use data to identify students who require additional support and also to ensure all students continue to grow.	

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)
Staff are confident in using the learning progressions to create a PLP for students and have been able to share these goals with parents. The data from the progressions is used to plan future lessons and goals for students.	

Process 3: 3. Professional Learning

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

Evaluation	Funds Expended (Resources)
All staff participated in professional learning that allowed them to deliver remote learning. Staff shared their knowledge and understandings gained through professional learning at staff meetings and at point of need throughout the year.	

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)
PDP's are examined regularly to inform the continued development in focused teaching standards that will impact student learning. Some professional learning that was scheduled for this year was unable to go ahead due to COVID-19 restrictions, if still relevant in 2021 they will be included again.	

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)
Whole school administrative systems have been revised and updated as needed.	

Process 3: 3. Community Satisfaction

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

Evaluation	Funds Expended (Resources)
A systematic approach was designed and implemented to involve and promote collaboration with parents. Due to COVID-19 restrictions, new ideas for parent collaboration were trialed. Phone calls home emails and discussion via Zoom enabled parents to stay connected.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,771.00	Funding was combined to employ an extra classroom teacher during 2020 enabling increased student support and administration time for the principal.
Low level adjustment for disability	\$15,976.00	Funding was combined to employ an extra classroom teacher during 2020 enabling increased student support and administration time for the principal.
Quality Teaching, Successful Students (QTSS)	\$7,219.00	Funding was combined to employ an extra classroom teacher during 2020 enabling increased student support and administration time for the principal.
Socio-economic background	\$9,862.00	Funding was combined to employ an extra classroom teacher during 2020 enabling increased student support and administration time for the principal.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	22	21	24	22
Girls	18	18	16	18

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.1	94.6	96.7	95.9
1	94.3	93.5	92.8	96.2
2	97.3	92.8	94.7	92.5
3	94.4	95.7	92.1	95.4
4	94	90	96.7	94
5	96.6	92.6	86.8	94.8
6	98.6	93.9	90.3	83.1
All Years	95.7	93.3	93.3	94.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1.32
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	36,938
Revenue	530,742
Appropriation	519,177
Grants and contributions	11,471
Investment income	93
Expenses	-521,489
Employee related	-468,903
Operating expenses	-52,586
Surplus / deficit for the year	9,252
Closing Balance	46,191

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.

	2020 Approved SBA (\$)
Targeted Total	12,650
Equity Total	28,609
Equity - Aboriginal	2,771
Equity - Socio-economic	9,862
Equity - Language	0
Equity - Disability	15,976
Base Total	469,749
Base - Per Capita	9,620
Base - Location	1,243
Base - Other	458,886
Other Total	17,552
Grand Total	528,560

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

During COVID-19 students were required to learn from home and we requested feedback from our parents through an online survey. 90% of our parents who responded were very satisfied with the remote learning delivery. There were some difficulties with technology but overall parents said they felt supported.

Parent feedback later in the year was overall very positive with many parents expressing the positive community feel of our school and the fact that their children are happy to come to school. Parents also expressed that staff are accessible and that the staff know their children well.

Staff feedback was very positive as well, saying they felt included and valued.

Students were able to list many positives about Borenore:

- Beautiful teachers
- Happy and fun
- We have a great playground
- Clean
- Great friends
- We get a good education

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.