

2021 Annual Report

Borenore Public School



3504

Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Message from the principal

Our Annual School Report is an opportunity to reflect on and celebrate all the successes of 2021 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 this report is not long enough to highlight all our accomplishments. Each one of our students here at Borenore plays an important role in making our school great! Despite all the restrictions that COVID-19 has again brought to our year, 2021 has been a great year.

All our students here at our beautiful school have made academic progress this year they are all known and cared for, they are encouraged and supported not just by their family but by all staff and by their peers. I love the way that the students support each other here at Borenore both in the classroom and on the playground. Our Peer Support program run by our Year 5 and 6 students promotes the power our students have in making our school a place we all enjoy! The Borenore school spirit is inspiring and it makes our school amazing.

This year's education theme is Lifelong learners, and here at Borenore our staff model what it means to be a lifelong learner. They continued to learn this year, adapting their teaching to engage students who were not in their classrooms but at home. I was extremely impressed at the dedication, positive spirit, and hard work they all delivered in a difficult time. Our parents also model lifelong learning. They have continued to learn how to support their children, juggle work and COVID lockdowns, and how to check in EVERYWHERE they go! Our students are learning every day I know they experience the incredible feeling you get when you have learned something new, and I hope they continue to pursue that feeling all of their lives because learning is not just something we do during our school years but something we continue to do, hopefully for the rest of our lives.

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 where Kalish was named age champion, the district, and the western swimming carnival. Kalisha swam at state gaining a PB in backstroke. Our school attended the OSSA Athletics carnival with Beau and Langdon awarded age champions. We attended the district athletics carnival with Jayden, Laila, Beau, Langdon, and Mitchell qualifying for Western. Unfortunately, the Western carnival was canceled. Borenore participated in the OSSA cross country and the district Cross Country. Langdon, Laila, Beau and Indy ran in the Western Cross Country and Laila and Langdon qualified for State!

Kalisha and Max represented the school in the Orange march for Anzac Day.

Years 4, 5, and 6 students participated in the Banjo Patterson Poetry Festival presenting their unique poems on stage. We had Greg North a published bush poet, perform for us and run a poetry workshop for 4/5/6. We attended the theatre production of 91 Storey Tree House and primary watched the production of Annie by the Orange Christian School. All students had tennis lessons for sport delivered by Kevin Firman. Years 5 and 6 participated in Peer Support Training. Primary students had a blast on a zoo snooze. Infants had a fun-filled day at Wambangalang and the Wellington Caves.

The whole school attended Swimming lessons at the Orange Pool and had a fun but hot afternoon at The Orange

Bowling Club playing lawn bowls. Borenore students took up the challenge and entered many competitions this year with a group of students participating in ICAS competitions. Mitchell and Indy were both awarded with a distinction in Maths and Evie and Kalisha a credit! Indy also was awarded a credit in English, which is an outstanding effort considering she is in Year 2 and this is the first year she has been able to participate. Years 5 and 6 competed in the Newcastle Permanent Maths Competition with Mitchell and Liliana gaining a distinction and Langdon, Xavier, Max, and Kalisha achieving a Merit! Primary students entered the CWA public speaking competition. Evie, Beau, Mitchell, and Kalisha went on to represent our school in Orange. All students entered the Interrelate 'Say no to Bullying' poster competition with Kalisha McCauley named as a Regional finalist. Kalisha also received a Fred Hollows humanitarian award for all the great work she does at Borenore. And all students entered the Christmas Card competition. 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 come to fruition.

Our Kinder Orientation program was attended by 4 wonderful students who can't wait to attend Kindergarten next year. Thank you to Mrs. Guisard for allowing this program to happen. 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 our students. They spend hours preparing lessons and resources. They have also supported me in so many ways this year. Thank you Mrs. Guisard, Mrs. Kunnen, and Mrs. Jones 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 Ms. Saltwell, who is always working hard in the school office, you are always happy to go the extra mile for our school. Thanks also to Mrs. Symons these wonderful people are both vital to the smooth running of our school. Thanks to Nathan Phee, Deanna Williams, and Len Fardell for keeping our school beautiful. I would also like to thank our school counselor Alex Wilson, we appreciate your friendly smiling face at our school. I would also like to take this opportunity to thank our scripture teacher, Mrs. Margot Davison who volunteers every week to work with both classes.

Thank you to our P&C our president Mr Hugh Gardiner and our P&C executives Mrs. Haidee Buckland-Treasurer, Mr. Richard Varvel - Secretary, Mr. Luke Buckland - Vice President, and Mrs. Jane Varvel uniform officer, for all your support throughout the year. I would like to say a special thanks to Toni McCauley, Toni is not an executive this year but she has been many other years. Toni and her family have been an incredible support for the whole school community whilst their girls have been here at Borenore. Toni has been both the staff's and parents' go-to person for just about anything Borenore related. This year Kalisha is graduating, and Toni will take a well-earned rest. Thank you Toni for your hard work, dedication, and love for our school it is amazing and appreciated. The students at Borenore Public are very lucky to have such a dedicated parent body who plays 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.

To the families and students 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.



School vision

Borenore Public empowers all students to embrace learning, achieve their full potential, and build their emotional, social and physical wellbeing in a supportive and inclusive learning environment.

School context

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

The school was established in 1877 with the assistance of the community and this sense of community ownership remains today.

The current enrolment is 32 students, from Kindergarten to Year Six where students are taught in 3 multi-age classrooms. 18% of our students identify as Aboriginal.

The school has dedicated staff with extensive teaching knowledge and is supported by enthusiastic families. Our school offers a wealth of educational opportunities with a strong focus on individual student achievement.

Through our rigorous situational analysis, we have identified the need for a continued emphasis on delivering quality teaching practices in literacy and numeracy. This will involve using high-impact teaching strategies and regular data collection with explicit feedback to students. This will enable students to achieve expected growth and attainment in their learning.

We have identified the need to incorporate and enhance deeper reflective practices based on high-quality data analysis. This collaborative reflective practice will involve a deeper use of data to inform future teaching and student learning.

There will be an ongoing focus on whole school community knowledge, understanding, and use of effective practices and strategies to support student wellbeing.



Ossa Cross Country.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching. Effective feedback will provide students with actionable information about their learning and empower them to achieve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Feedback
- Data use to inform practice

Resources allocated to this strategic direction

Socio-economic background: \$7,492.91

Aboriginal background: \$2,840.30

Low level adjustment for disability: \$16,249.40

QTSS release: \$6,502.84

Integration funding support: \$9,531.00

Location: \$1,118.40

Literacy and numeracy: \$4,905.46

Professional learning: \$3,924.00

Summary of progress

All teaching staff have completed training in 'Data-Informed Evidence-Based Teaching'. This PL was focused on learning how to apply evidence-based assessment practices and provide effective feedback to students. Staff gained the ability to create rubrics for the purpose of differentiating teaching and learning. We learned how to code information from these rubrics to create Guttman charts using Excel for the purpose of locating zones of proximal development. We are currently using rubrics in writing to provide effective feedback and to promote student growth.

As a result of our use of rubrics in writing, teachers are able to regularly review learning goals with all students, ensuring they have a clear understanding of how to improve. All students showed progress in writing this year. Writing will continue to be a focus at Borenore in 2022 and teachers will review and reflect on best practices in regard to the use of rubrics.

As part of our initiative 'Data use to inform practice' teaching staff shared data at 5 weekly intervals during staff meetings. We shared our data from our internal assessment schedule, weekly and quarterly math assessments, data from our reading program, and from writing. We used this time to analyse our data and promote consistent judgment of student learning. We identified any gaps for improvement and any areas for extension. We then made a plan to address these findings in our future lessons.

We also used external assessments such as NAPLAN, Check-In, ICAS, Phonics Screening, and Phonological Awareness Assessment to compare with our internal data. This allowed us to make a comparable judgment of student learning.

Year 3 and Year 5 Check-In assessments were analysed by staff. Students were identified for support and extension. Common errors were also used as teaching points to enhance teaching and learning programs.

As a result of our collaborative 5 weekly data analysis teaching staff have been able to interpret and use data to inform planning, identify interventions and modify teaching practice. In 2022 we will continue to analyse data collaboratively with a particular focus on writing data across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

Improvement in the percentage of students in the Orange Network achieving in the top two bands of Reading trending towards the lower bound target of 35.4%	NAPLAN scores indicate the percentage of students in the top two bands for reading is 39.4%. This is above the lower bound range for students in the Orange Network.
Improvement in the percentage of students in the Orange Network achieving in the top two bands of Numeracy trending towards the lower bound system negotiated target 33.7%.	NAPLAN scores indicate the percentage of students in the top two bands for numeracy is 30.2%. This is trending towards the lower bound target for students in the oRange Network.
Increase the proportion of the students achieving expected growth in NAPLAN Reading from the baseline trending towards the lower bound system negotiated target of 60%.	NAPLAN scores indicate the proportion of students achieving expected growth in reading is 86%. This is higher than the negotiated target.
Increase the proportion of the students achieving expected growth in NAPLAN Numeracy from the baseline trending towards the lower bound system negotiated target of 60%.	NAPLAN scores indicate the proportion of students achieving expected growth in numeracy is 57%. This is trending towards the lower bound target.



Strategic Direction 2: School Culture and Collaboration

Purpose

To embed a shared school culture of high expectations in learning, enabling students to be motivated to deliver their best and continually improve.

To work together as a whole school community to provide the best possible environment for learning. Collaboration drives ongoing school-wide improvement in teaching practice and student results.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Collaboration

Resources allocated to this strategic direction

Professional learning: \$1,225.00

Socio-economic background: \$560.00

Summary of progress

Our focus for 2021 was on creating a learning environment that promotes high expectations of all students. We implemented new bell times providing students with extra breaks throughout the day. We also flipped our eating and playing times, with students playing first and then settling down to eat before they enter the classroom. As a result, teachers have reported their students having prolonged focus in class and an improvement in drive to complete tasks. Behaviour in the playground also improved with a significant drop in negative incidents. Students have provided feedback about the change in breaks saying they come back to class feeling refreshed. Borenore learning dispositions were created by teaching staff and are displayed in every classroom. They describe our expectations of learners at our school. All students are able to articulate one or more qualities a great learner possesses. As part of the Pioneer Attendance Trial, our school sent out weekly SMS messages to parents in Term 2 informing them about their child's learning. Parents responded positively and we plan to implement these types of messages on a regular basis.

As a result of our focus on effective partnerships in learning with parents, students have displayed increased motivation to deliver their best and continually improve. This has shown an increase in homework completion across the school including improved engagement with our home reading program.

All students at Borenore have a 'Personalised Learning Plan'. They were co-developed on Sentral with input from teachers, parents and students. We increased the number of parent-teacher interviews. These extra meetings allowed teachers to share students' achievements and future goals.

Next year we will continue to utilise PLPs for all students and implement strategies to collaborate with parents about student goals and general information about student learning across all KLAs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students attending school 90% of the time trending towards the lower bound target of 70%.	The number of students attending school 90% of the time is 62.9%. This is trending towards the lower bound target.
Self-assessment demonstrates the school is trending towards sustaining and growing in the learning culture domain by demonstrating: <ul style="list-style-type: none">• There is demonstrated commitment	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning culture.

within the school community that all students make learning progress.

Self-assessment determines the school is trending towards sustaining and growing in the learning and development domain by demonstrating:

- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes. This includes negotiated observations of teaching practice, with feedback, to improve practice.

Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.



Greg North performs Bush Poetry for the students.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$9,531.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Borenore Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Feedback <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employ an extra classroom teacher to allow for 3 classes enabling extra support to be given to all students during literacy and numeracy sessions. <p>The allocation of this funding has resulted in: Additional support for all students in both literacy and numeracy. Internal assessment indicated that students showed growth against PLP goals and in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the employment of the additional teacher to implement this additional support in 2022.</p>
<p>Literacy and numeracy</p> <p>\$4,905.46</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Borenore Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Feedback • Data use to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Staff have further developed their skills in the explicit teaching of literacy and numeracy. The purchase of resources enhanced student experiences and allowed students to fully engage with the curriculum. All students have made progress against reading benchmarks and Star Reading Assessment, weekly numeracy assessments and towards achieving personal goals outlined in PLPs.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to implement our literacy and numeracy programs next year. We aim to further develop effective feedback strategies within each classroom and share student's learning goals with parents.</p>
<p>Socio-economic background</p> <p>\$8,052.91</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Borenore Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration • Effective Feedback <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$8,052.91</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy across the school. <p>The allocation of this funding has resulted in: The employment of an additional teacher enabled additional support for all students during literacy and numeracy. All students at Borenore have a 'Personalised Learning Plan'. They were co-developed on Sentral with input from teachers, parents, and students. All students showed positive progress against reading benchmarks, in-school assessments, and towards achieving personal goals outlined in PLPs.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue to employ an additional teacher to ensure all students receive additional targeted support.</p>
<p>Aboriginal background</p> <p>\$2,840.30</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Borenore Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in: PLPs have been developed in collaboration with parents, teachers, and LaST. These were monitored and adjusted throughout the year. Students received additional learning and support to address their personal learning goals directly in the classroom with a focus on literacy and numeracy. All students have made progress against reading benchmarks and numeracy assessments, and towards achieving personal goals outlined in PLPs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the employment of an additional teacher to support targeted students.</p>
<p>Low level adjustment for disability</p> <p>\$16,249.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Borenore Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention 'Minilit' to increase learning outcomes <p>The allocation of this funding has resulted in: Students with additional needs were supported and made positive growth in both literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$16,249.40</p>	<p>funding will be: We will continue to employ an additional teacher to provide support in the form of evidence-based interventions for targeted students.</p>
<p>Location</p> <p>\$1,118.40</p>	<p>The location funding allocation is provided to Borenore Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Feedback <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release. • subsidising student excursions to enable all students to participate. <p>The allocation of this funding has resulted in: Release time for teaching principal to undertake administrative, leadership, and management functions within the school. These tasks enable our school to operate efficiently. Allow all students to attend school excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to employ an additional teacher to provide release time for the teaching principal and to subsidise excursions for families that need it.</p>
<p>QTSS release</p> <p>\$6,502.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Borenore Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: The employment of additional teaching staff to implement quality teaching initiatives. These initiatives enabled all students to gain positive growth in both Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to employ additional staff and to implement quality teaching initiatives.</p>
<p>COVID ILSP</p> <p>\$21,633.29</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: The delivery of small group instruction to targeted students resulted in positive growth in the targeted area.</p>

After evaluation, the next steps to support our students with this funding will be:
We will continue with small group instruction for targeted groups in 2022.



Meeting a blue tongued lizard at Wambangalang.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	21	24	22	19
Girls	18	16	18	14

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	96.7	95.9	93.2
1	93.5	92.8	96.2	92
2	92.8	94.7	92.5	92.9
3	95.7	92.1	95.4	90.8
4	90	96.7	94	94
5	92.6	86.8	94.8	91.2
6	93.9	90.3	83.1	99.3
All Years	93.3	93.3	94.3	92.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

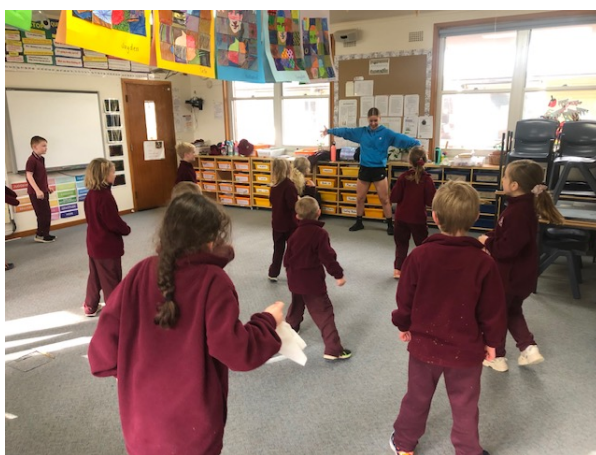
Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Students participating in dance lessons.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.31
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Staff receiving flowers for 'World Teacher' s Day'.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	46,191
Revenue	573,309
Appropriation	559,325
Sale of Goods and Services	218
Grants and contributions	13,323
Investment income	43
Other revenue	400
Expenses	-554,383
Employee related	-510,718
Operating expenses	-43,665
Surplus / deficit for the year	18,926
Closing Balance	65,117

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.

	2021 SBAR Adjustments (\$)
Targeted Total	9,531
Equity Total	26,583
Equity - Aboriginal	2,840
Equity - Socio-economic	7,493
Equity - Language	0
Equity - Disability	16,249
Base Total	477,191
Base - Per Capita	9,861
Base - Location	1,118
Base - Other	466,212
Other Total	18,967
Grand Total	532,271

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.

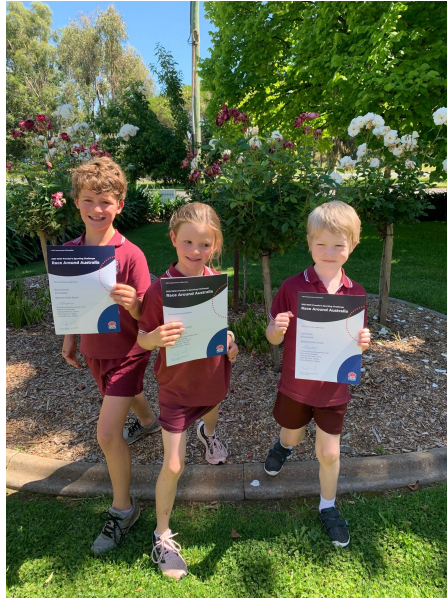


Students receive their ICAS awards for Mathematics.

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.



Premiere's sporting challenge 'Race around Australia' award winners.

Parent/caregiver, student, teacher satisfaction

Feedback gained from parents at 'Parent-teacher meetings' and informal meetings is positive, with many parents expressing that they value the small class sizes provided at Borenore and that they felt their child was well known and cared for. 'Tell them from me data' from 2021 showed that 100% of students surveyed at Borenore believe that schooling is useful in their everyday life and will have a strong bearing on their future. Feedback from staff is also positive. 100% of staff reported their satisfaction working at Borenore. Some specific feedback from staff - 'I feel supported and included in all aspects of school life' 'We are a great team!' and 'I am very happy coming to work each day.'



SRC students receiving their badges.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



Students attended the musical 'Annie' at Orange Civic Theatre.