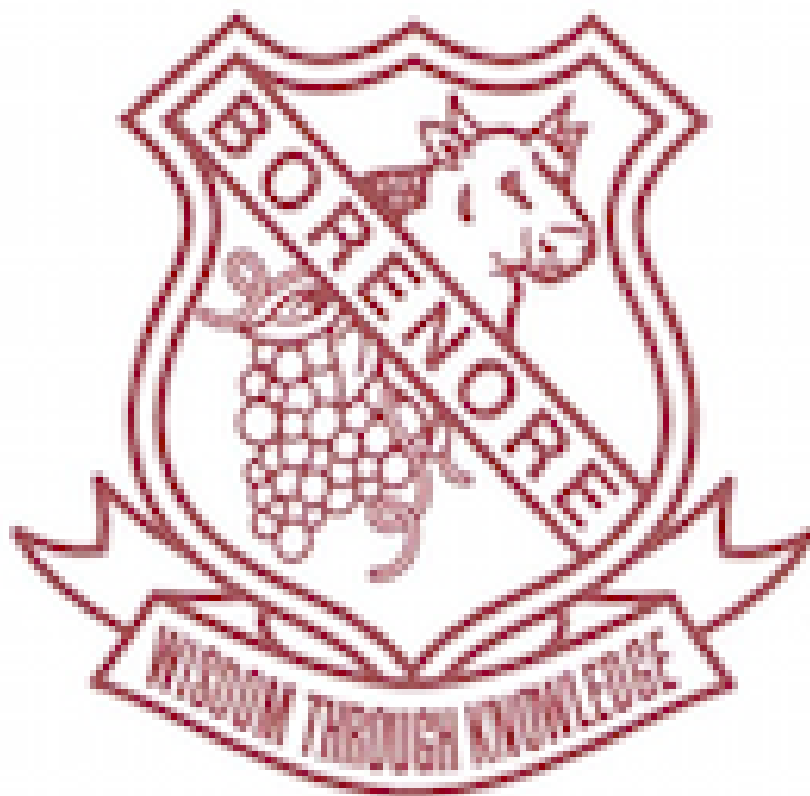# 2022 Annual Report

Borenore Public School

3504

Introduction

The Annual Report for 2022 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.

School contact details

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BORENORE, 2800
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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.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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: 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

Literacy and numeracy: $1,816.00
Integration funding support: $9,768.00
Aboriginal background: $8,084.00
Low level adjustment for disability: $16,530.00
Per capita: $7,815.00
Socio-economic background: $4,024.00
QTSS release: $6,655.00
Location: $1,007.00

Summary of progress

Our focus for 2022 was to deliver effective, timely feedback to students with actionable steps so students can achieve growth. We used a combination of funding sources to employ an extra teacher to allow for explicit teaching across all stages and for effective feedback to be delivered. This included verbal feedback for students around weekly and Termly Maths assessments, and verbal feedback during guided reading sessions and writing lessons. It also included the use of feedback checklists that students use the checklist to reflect on and check if they have completed each step on the list. Teachers use the checklist to start the feedback discussion. Feedback from teachers was overwhelmingly positive and students are receiving feedback targeted to learning needs. This has resulted in improved student outcomes across the school.

These methods for feedback will continue next year with an emphasis on sharing students' feedback with parents also.

As part of our initiative 'Data use to inform practice' teaching staff shared data in 5 weekly intervals during staff meetings. We shared data from our internal assessment schedule, weekly and termly math assessments, data from our reading programs, and from writing. We used this time to analyse our data and promote consistent teacher judgment of student learning. We identified any areas for improvement and any areas for extension ensuring high potential and gifted students were catered for. Teaching and learning programs were adjusted to reflect student need.

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

Recording of adjustments identified in data meetings is an area of focus for teaching staff next year. The use of PLAN 2 data recording will also be added to these meetings for next year to allow for further data triangulation.

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 to be above the lower bound system negotiated targets in reading of 35.4%.	2022 NAPLAN data indicates 42.9% of students in the Orange small schools are achieving in the top two skill bands for reading indicating achievement of the system negotiated target.

Improvement in the percentage of students in the Orange Network achieving in the top two bands to be above the lower bound system negotiated targets in numeracy of 33.7%.	A decreased percentage of students achieved in the top two skill bands for numeracy indicating the network did not meet the system negotiated target however, focus on this target resulted in Borenore Yr 5 students achieving above stage average in numeracy Check-In assessments.
Increase the proportion of the students achieving expected growth in NAPLAN Reading from the baseline trending towards the lower bound system negotiated target of 65%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of the students achieving expected growth in NAPLAN Numeracy from the baseline trending towards the lower bound system negotiated target of 65%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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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: $2,000.00
Literacy and numeracy: $3,400.00

Summary of progress

The school focus for 2022 was on sustaining and further developing a learning environment that promotes high expectations of all students. Teaching staff worked with students to co-develop goals that were relevant, specific, measurable, challenging and achievable, and aligned to the student's individual needs. Goals were created in Reading, writing and Maths for each student. Students reported their pride in achieving individual goals. Teachers reported an increase in effort and behaviour in the classroom from some students after implementing goals. Student work samples and assessments indicated that the act of goal setting helped improve outcomes for students.

Sharing of student goals and progress with parents was also introduced this year in order to establish partnerships and to help parents understand and appreciate the expectations the school has of their child. Parent feedback indicated that the sharing of goals and progress provided them with insight into their children's learning. It was well received and parent engagement with the school has increased. It will continue in 2023 with a focus on ensuring work from every KLA is included.

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 90% of the time to be above the lower bound system negotiated target of 70%.	The number of students attending school 90% of the time or more has decreased.
Self-assessment determines the school sustaining and growing in the learning culture domain by demonstrating: • There is demonstrated commitment within the school community that all students make learning progress. • Partnerships with parents and students support clear improvement aims and planning for learning. • Attendance data is regularly analysed and whole school approaches are improving regular attendance rates for all students.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning culture indicating achievement of the progress measure.

Self-assessment determines the school 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. • Teachers actively evaluate, share and discuss learning from professional development with staff to improve whole school practice.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development indicating achievement of the progress measure.

Funding sources	Impact achieved this year
Integration funding support $9,768.00	Integration funding support (IFS) allocations support eligible students at Borenore Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Feedback **Overview of activities partially or fully funded with this targeted funding include:** • Employ an additional teacher to enable extra support to all students during Literacy and Numeracy sessions. **The allocation of this funding has resulted in the following impact:** Additional support for all students in both literacy and numeracy. The internal and external assessment indicates that students showed growth against individual goals and in literacy and numeracy outcomes. **After evaluation, the next steps to support our students will be:** To continue the employment of an additional teacher to implement this additional support in 2023.
Literacy and numeracy $5,216.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Feedback • High Expectations **Overview of activities partially or fully funded with this initiative funding include:** • resources to support the quality teaching of literacy and numeracy **The allocation of this funding has resulted in the following impact:** The purchase of resources and programs enhanced student experiences and allowed students to fully engage with the curriculum. All students have made progress in reading assessments, weekly numeracy assessments, and toward achieving individual goals. **After evaluation, the next steps to support our students 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 students' learning goals with parents.
Socio-economic background $4,024.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Feedback **Overview of activities partially or fully funded with this equity loading include:** • Employ an additional teacher to enable extra support to all students during Literacy and Numeracy sessions. **The allocation of this funding has resulted in the following impact:** Additional support for all students in both literacy and numeracy. The

Socio-economic background $4,024.00	internal and external assessment indicates that students showed growth against individual goals and in literacy and numeracy outcomes. **After evaluation, the next steps to support our students will be:** To continue the employment of an additional teacher to implement this additional support in 2023.
Aboriginal background $8,084.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Feedback **Overview of activities partially or fully funded with this equity loading include:** • Employ an additional teacher to enable extra support to all students during Literacy and Numeracy sessions. **The allocation of this funding has resulted in the following impact:** Additional support for all students in both literacy and numeracy. The internal and external assessment indicates that students showed growth against individual goals and in literacy and numeracy outcomes. **After evaluation, the next steps to support our students will be:** To continue the employment of an additional teacher to implement this additional support in 2023.
Low level adjustment for disability $16,530.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Feedback **Overview of activities partially or fully funded with this equity loading include:** • Employ an additional teacher to enable extra support to all students during Literacy and Numeracy sessions. **The allocation of this funding has resulted in the following impact:** Additional support for all students in both literacy and numeracy. The internal and external assessment indicates that students showed growth against individual goals and in literacy and numeracy outcomes. **After evaluation, the next steps to support our students will be:** To continue the employment of an additional teacher to implement this additional support in 2023.
Location $1,007.00	The location funding allocation is provided to Borenore Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Feedback **Overview of activities partially or fully funded with this operational funding include:** • Employ an additional teacher to enable extra support to all students

Location $1,007.00	during Literacy and Numeracy sessions. **The allocation of this funding has resulted in the following impact:** Additional support for all students in both literacy and numeracy. The internal and external assessment indicates that students showed growth against individual goals and in literacy and numeracy outcomes. **After evaluation, the next steps to support our students will be:** To continue the employment of an additional teacher to implement this additional support in 2023.
Professional learning $2,000.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Borenore Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations • Collaboration **Overview of activities partially or fully funded with this initiative funding include:** • allowing teachers to have release time to do an online professional learning course. **The allocation of this funding has resulted in the following impact:** Teachers completed professional learning in data analysis. This allowed teachers to record data on student achievement and plan future learning. **After evaluation, the next steps to support our students will be:** Teaching staff will continue to use PLAN 2 data in 2023 to help drive teaching and learning.
QTSS release $6,655.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Borenore Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Feedback **Overview of activities partially or fully funded with this initiative funding include:** • Employ an additional teacher to enable extra support to all students during Literacy and Numeracy sessions. **The allocation of this funding has resulted in the following impact:** Additional support for all students in both literacy and numeracy. The internal and external assessment indicates that students showed growth against individual goals and in literacy and numeracy outcomes. **After evaluation, the next steps to support our students will be:** To continue the employment of an additional teacher to implement this additional support in 2023.
COVID ILSP $17,238.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities

COVID ILSP	**Overview of activities partially or fully funded with this targeted funding include:**
	• employment of a teacher to deliver small group tuition.
$17,238.00	
	The allocation of this funding has resulted in the following impact:
	Small group tuition will run 4 days a week and include a Kinder literacy group, KInder Maths group, Primary literacy group, 5/6 maths group and a Minilit session. This program resulted in positive growth in the targeted area for all identified students.
	After evaluation, the next steps to support our students will be:
	Students have been identified during learning and support meetings and the school will continue to run the program in 2023.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	24	22	19	18
Girls	16	18	14	9

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.7	95.9	93.2	94.6
1	92.8	96.2	92.0	89.1
2	94.7	92.5	92.9	91.3
3	92.1	95.4	90.8	87.4
4	96.7	94.0	94.0	81.9
5	86.8	94.8	91.2	84.0
6	90.3	83.1	99.3	83.3
All Years	93.3	94.3	92.5	87.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	1.31
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	52,452
Revenue	699,025
Appropriation	685,344
Sale of Goods and Services	-77
Grants and contributions	13,326
Investment income	432
Expenses	-592,464
Employee related	-544,384
Operating expenses	-48,079
Surplus / deficit for the year	106,562
Closing Balance	159,013

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	9,769
Equity Total	28,688
Equity - Aboriginal	8,084
Equity - Socio-economic	4,024
Equity - Language	0
Equity - Disability	16,579
Base Total	483,661
Base - Per Capita	8,338
Base - Location	1,007
Base - Other	474,316
Other Total	14,552
Grand Total	536,670

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.

Parent/caregiver, student, teacher satisfaction

The Borenore school community values the family focused approach of the school.

Parent feedback indicated that SeeSaw provided them with insight into their children's learning.

Teacher feedback indicates collaborative processes are highly valued and support consistency of teacher judgement
The sharing of student goals and progress was well-received and parent engagement with the school has increased.

Students reported pride in achieving individual learning goals. Students have a strong sense of belonging to their school.

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.