



2023

Annual Report to the School Community

BORINYA
Wangaratta Community Partnership



Borinya Wangaratta Community Partnership

30 College Street, WANGARATTA 3677

Principal: Genevieve O'Reilly

Web: www.borinya.catholic.edu.au

Registration: 2063, E Number: E3058

Principal's Attestation

I, Genevieve O'Reilly, attest that Borinya Wangaratta Community Partnership is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 01 Mar 2024

About this report

Borinya Wangaratta Community Partnership is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact all schools demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

Identity

Borinya is a diverse and supportive learning community inspired by the Catholic story.

Mission

At Borinya we WALK together with Courage, Resilience, Inclusiveness and Curiosity.

- We recognise that relationship is at the heart of learning.
- We will provide each student with an education that meets their needs and supports their future goals.

Student Outcomes

At Borinya we want our students to:

- Be inspired by the Catholic story of caring for our common home.
- Be courageous - by daring to learn, learning to change.
- Be resilient - by seeing all challenges as opportunities to learn and grow.
- Be inclusive - by working together to embrace and celebrate our differences.
- Be curious - by asking questions and being part of the answer.

College Overview

Borinya is a transitional school which caters for young people aged 12 to 18 years of age, who are disengaged, or at risk of disengaging, from mainstream education. These students present with such issues as learning difficulties, family breakdown, and/or emotional/social/behavioural problems.

Borinya is a specialist educational setting within the Catholic Education Sandhurst Limited framework. Borinya maintains a partnership with Galen Catholic College, Wangaratta High School, North East Support and Action for Youth (NESAY), The Centre for Continuing Education and the Rural City of Wangaratta.

Borinya is an indigenous word from the Pangerang tribe that means 'ana' or branch of a river that has parted from its main course for a period of time. The branch leaves the main flow of the river and later rejoins it.

The Borinya community believe that some young people benefit and can be more engaged in an alternate setting, meanwhile determining their own valid, educational pathway. This may be transitioning back to mainstream education, further training or employment.

Borinya is situated on what was farmland, close to the Mullinmur Billabong and the native environment surrounding the Ovens River. Our students are fortunate that this setting provides opportunities for sustainability projects, in conjunction with the Wangaratta Sustainability and Landcare Network.

Borinya works in partnership with government bodies, community agencies and other schools, finding effective frameworks for engaging students, building social competence of families and assisting individuals to become active members of their community.

Borinya had an enrolment of 40 students at the commencement of the 2023 school year. These students were engaged in educational programs based on the Victorian F-10 curriculum and the **Victorian Pathway Certificate**. There was particular emphasis on Literacy, Numeracy, STEM, Sustainability, the Arts, Health, Science, Geography and Physical Education in the 7-10 curriculum.

On-site programs include the **Victorian Pathway Certificate (VPC)** for year 11 and 12 students. Borinya offered one VET program, Certificate II in Salon Assistant.

At Borinya we have developed and implemented a school wide positive behaviour framework (SWPBS) that we have called WALK. We were inspired by the notion of walking alongside our students to maximise opportunities both in the community and at Borinya.

Principal's Report

In 2023 we embedded our school mission of 'never seeing a need without doing something about it'. These words come from the teachings of Saint Mary of the Cross MacKillop. They have been adopted as our mission and our mantra.

2023 has been the year of reviews; I had my summative principal review, we had Victorian Registrations and Qualifications Authority (VRQA) review and our National School improvement review. Whilst there were some areas highlighted for further development, we achieved quite good results on all of these. We have also embarked on the development of a new School Improvement Plan for 2024 to 2029. Our reviews helped inform the focus for this document.

We undertook to update our Masterplan and we engaged Bickerton Masters as the successful Architects. Consultations will commence in early 2024 with all stakeholders regarding our future needs.

We have achieved some incredible growth in student capacity over 2023. This was particularly noticeable in reading and is testament to implementing evidence-based programs. We continue to focus on Literacy and Numeracy as the mainstays of our curriculum and we are very proud of the success we have achieved.

We continue to forge authentic community partnerships through NESAY and Wangaratta Landcare and Sustainability. In 2023 we created a position for a school engagement worker and we outsourced this role to NESAY. We undertook several regeneration projects around Mullinmur. We also built a boat from scratch to be used on the billabongs to enhance the works we undertake.

Staffing remained stable throughout the year. We farewelled Bronwyn Knox who took up a position at Wangaratta High school and Kjirsten Robb who has taken a year's leave. We also said farewell to Rob Quick, long time cleaner, ground's-person and all-round handy man. I tendered my resignation to take effect July 2024 and we employed Eamon Buckley as principal. Eamon will commence Term 2 2024. Therefore, this will be my last report. I take this opportunity to thank you all for your support and I wish you all the best for the future.

Catholic Identity and Mission

Goals & Intended Outcomes

- To promote a culture of dialogue with our Catholic tradition.
- Develop a deeper understanding of the Charism of St Mary MacKillop.
- Develop a labyrinth to be used as a prayer focus for staff and students.
- Undertake school-wide prayer action
- To improve connections with local indigenous community groups to enhance cultural awareness and understanding.

Achievements

- All staff and students adopt the message of St Mary MacKillop
- Engage with Sister Rita Malvisi to design and build labyrinth. Professional development for all staff on the adoption of the labyrinth.
- All staff and students develop and demonstrate an understanding of prayer in the Catholic tradition
- All students engage in acknowledgement in gatherings daily.
- Engage with CES Aboriginal and Torres Strait Islander team
- Promote all staff to become Fire Carriers
- Students and staff can communicate the relationship between the indigenous iconography and the school wide expected behaviours.
- Evidence of intercultural capabilities in all learning programs.

Value Added

- Increased iconography – new sculpture at the entrance and signage in the foyer.
- Weekly professional development around catholicity to build staff understanding.
- Diocesan Gathering on Pastoral Councils.
- Catholic School's Wangaratta Gathering at Borinya.
- Weekly Liturgies.
- Lake Mungo immersion.
- Prayer professional development conducted over the year.
- Membership of Aboriginal Education Network.
- Participation in Social Justice initiatives such as Justice Camp and Caritas fundraising.

Learning and Teaching

Goals & Intended Outcomes

- To improve learning outcomes for all students - ensure all are united , committed to and explicit about this core objective.
- Aspiration to develop 5&6 program
- NSIT and VRQA reviews to be undertaken

Achievements

- Personal Learning plans detail explicit interventions. These are monitored and collated.
- Development of a Data plan
- Development of expert teaching teams through professional learning community teams.
- Development of an agreed position of on evidence based pedagogies.
- Successful introduction of VPC program
- NSIT and VRQA reviews undertaken
- Significant improvement in reading results. Some students experience 3plus years growth.
- Introduction of 5 Es learning program in Numeracy (Engage, Explore, Explain, Elaborate and Evaluate). Some students experience in excess of 1 year's growth.

Student Learning Outcomes

At Borinya we want our students to:

Be inspired by the Catholic story of caring for our common home.

Be courageous – by daring to learn, learning to change.

Be resilient – by seeing all challenges as opportunities to learn and grow.

Be inclusive – by working together to embrace and celebrate our differences.

Be curious – by asking questions and being part of the answer.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	*	*
	Year 9	*	*
Numeracy	Year 7	*	*
	Year 9	*	*
Reading	Year 7	*	*
	Year 9	*	*
Spelling	Year 7	*	*
	Year 9	*	*
Writing	Year 7	*	*
	Year 9	*	*

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	*
VCE Completion Rate (includes VCE VM completions)	*
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

- Embed the capacity of all staff to use School Wide Positive Behaviour (WALK) principles to support students to engage positively in their social, emotional and academic learning.
- To promote student leadership and voice.
- To clearly define our process of our tiered level of support for all students.
- To improve our systems of communication of student wellbeing support.

Achievements

WALK

- Completion of defined WALK tiered levels of support and completed graphic that enables Borinya staff and community to have a greater understanding of Borinya student support.

* Explicit teaching of WALK school wide expected behaviours within learning groups at the beginning of 2023.

- Commenced the development of new explicit SEL lessons for WALK matrix.

* Morning reflections referencing WALK expected behaviours aligning to Catholic identity.

Student Leadership

* Student Leadership development facilitating weekly reflections to the Borinya community.

* Student Leaders participation in the Lake Mungo immersion, Social Justice camp and Shepparton leadership day.

- Partnership with Hume Legal Service and Gateway Health to deliver ongoing programs

Value Added

- Installation of Signs at the front of the School and entrance to the Administration Building.
- WALK Expected Behaviour Matrix installed in learning and outdoor learning spaces.
- Positive Parenting sessions - Tuning Into Teens.
- Somebody's Daughter Theatre Company (SDTC) worked with students to produce a video production relating to youth mental health, spirituality, education and WALK expected behaviours of Courageous, Resilient, Inclusive and Curious.
- Mentoring

- Community Partnerships: Hume Legal Service providing professional development for staff in relation to family violence.
- Eight week Mindful Breathing program delivered for students. This program was targeted to support students with mental health issues to apply positive coping strategies when experiencing stress and anxiety.
- Continued partnership with NESAY and Borinya with Social Worker to provide primary and secondary support for students. New partnership agreement with NESAY and Borinya to employ a Family Engagement worker for 2023.
- SEL and Learning Mentors continue to meet with parents/carers a minimum of once per-term to develop Personal Learning Plan (PLP) goals and to review progress from the previous term.
- Hume Legal Service presented to female students on consent.
- Student Leaders participation in a forum on the future.
- ZONTA breakfast for International Women's Day.
- Harm minimisation workshops with Gateway Health.
- Professional learning on childhood apraxia of speech and autism.

Student Satisfaction

- Borinya supports different ways of learning.
- The smaller class sizes support health and wellbeing.
- Students feel included within the Borinya Community.

Student Attendance

- Attendance is recorded every morning as well as at the beginning of each session.
- Absences are followed up by Student Services via the phone and if no response is recorded a message is left.
- Absences are also monitored and follow up with parents by the students' SEL Mentor.
- Absences are discussed at Wellbeing meetings and Student Review meetings for action.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	0.0%

Average Student Attendance Rate by Year Level	
Y07	69.2%
Y08	64.8%
Y09	73.7%
Y10	42.6%
Overall average attendance	62.6%

Leadership

Goals & Intended Outcomes

- Foster a culture of leadership development for all.
- Develop and implement a student leadership framework.
- Provide opportunities for authentic student decision-making over matters that affect them.
- To improve effective use of school resources for continued commitment to good stewardship.

Achievements

- Staff engagement with Country Leadership program.
- Student leadership framework developed.
- Student leaders have portfolios of responsibility.
- Participation in Student Leadership days.
- Principal summative assessment completed.
- Tender for masterplan architects developed and actioned.
- Installation of solar panels.
- Development of maintenance program.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Staff participated in a range of professional development in areas of Child Safety, Learning and Teaching, School—wide Positive Behaviours, Mental Health and Wellbeing and Occupational Safety. Some of the learning is listed below:</p> <ul style="list-style-type: none"> • Catholic Identity - prayer • Child Safe : Mandatory Reporting/reportable Conduct • Trauma Informed education/practice • Autism Spectrum Disorder • Literacy • Numeracy • VPC Implementation • Leadership Development • Interventions • Careers • OH&S Modules: Slips, Trips & Falls, Ergonomics, Chemical Management 	
Number of teachers who participated in PL in 2023	9
Average expenditure per teacher for PL	\$475.00

Teacher Satisfaction

Unfortunately the response rate for the School engagement survey was quite low for teaching staff. The overall positive endorsement was 55%.

Teacher Qualifications	
Doctorate	0.0%
Masters	17.6%
Graduate	29.4%
Graduate Certificate	0.0%
Bachelor Degree	47.1%
Advanced Diploma	5.9%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	10
Teaching Staff (FTE)	7.2
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	9.1
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- To enhance partnerships with families and a range of outside agencies to foster a shared responsibility for the learning growth of all.
- To encourage parents/carers to participate in the Advisory Council.
- To develop a role for a family engagement worker.
- To encourage involvement in school showcases and information nights.
- Review and upgrade school website.
- Maintain social media presence.

Achievements

- Employment of Family Engagement worker through our NESAY partnership.
- Engagement of parents/carers and community partners in Stand Tall and open days.
- School website upgraded.
- Induction of two parents onto the School Advisory Council.
- The Man Box and Tuning into teens initiatives.
- VPC information nights.

Parent Satisfaction

In the seven domains of the School Engagement and Support Survey, parents/ carers rated Borinya consistently above the Diocese average. The overall positive endorsement was 66% compared to the Diocese average of 55%.

The standouts were student safety, lack of barriers to engaging and communication.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.borinya.catholic.edu.au