Principal’s message

Binalong Public School has achieved a number of important changes to the organization and culture of the school this year with the assistance and cooperation of all members of the community.

Of particular note was the adoption of a new school crest and motto; “Towards a higher place”, which is the Ngunnawal meaning of the name Binalong.

Additionally, with the assistance of the P&C, the school uniform has been changed to reflect a more formal look, with all students being able to access one complete uniform at no cost to themselves.

In terms of school improvements we were fortunate to be able to upgrade the kitchen area of the staffroom, install several new garden beds for both flowers and vegetables, and build a large shed for the General Assistant and for the sports equipment.

Other major works included the installation of solar panels under the National Solar Schools Program (NSSP). This system was installed on the roof of the school hall and will generate enough power to supply to the NSW grid during holidays and other times when the school does not utilize this.

Other major works included a complete remodeling of the school administration offices, including the principal’s office. This renovation has allowed the School Administration Manager (SAM) to work more effectively and efficiently.

Students at the school have benefitted from the continued rollout of technology with the allocation of netbook computers to all students from Years two to six. Some 27 netbooks are available for use and these will be supplemented in the next rollout with more machines.

Staffing at the school during 2012 was somewhat different to previous years with one permanent class teacher on transfer of duties, meaning that the infants class position was filled by a temporary teacher. The School Administration Manager and the General Assistant remained the same as for the previous year.

The creative arts program continued to be delivered by Mrs. Winterflood. One very notable change in this area however was the establishment of a school concert band which currently has 10 students playing a range of instruments.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jaemie Bennett – Principal.

P & C message

With the 2012 school year drawing to a close it is time to reflect on the activities of the Binalong P&C for the year. The mostly new committee, elected in March, was handed the baton by Leon Arabin, our immediate past president. The current committee extends our appreciation to Leon for his contribution to the P&C during his tenure.

The relationship between a school and its P&C is one that requires respect and good communication with one outcome in mind, and that is to achieve the best for our children.

The year has seen the P&C operate a number of catering events. Starting with the small schools swimming carnival and the OZ Harvest Breakfast Club in February, followed by Harmony Day in March. Once again the P&C provided morning tea after the Binalong community’s Anzac Day ceremony. The Arabin Cup in September is usually one of the P&C’s biggest events of the year but unfortunately was postponed once, then again due to wet weather!

The P&C’s major fundraiser for 2012 was the inaugural Gala Trivia Night held at the Royal Tara Function Room. Over 90 guests attended the evening and were challenged by Quiz Master Greg Weller with 90 music oriented questions ranging from music history through the ages, to listening to short music clips and identifying displayed instruments. The night resulted in over
$4500 being raised and was enjoyed by all who attended.

In collaboration with the school the P&C developed a new school logo and uniform. Following many months of development the uniform was rolled out in Term 4 with the P&C offering a subsidy of $50 dollars per student towards the purchase of the new uniform.

The decision to place a hold on calling for P&C subscriptions for 2012 was made to ease the (associated cost demands and) transition to a new uniform. The purpose of the uniform is to provide a sense of community within the school and strengthen the students’ pride in themselves and their school.

Further funding provided during the year by the P&C has included a $2500 contribution to the School Kitchen redevelopment and the purchase of current specification High Jump Mats at a cost of $800.

The Head lice eradication program was undertaken by volunteers of the P&C during 3rd Term to ensure a whole of School approach was adopted to address this epidemic. P&C funding consisted of over $300 in treatment products.

Finally a big thank you goes out to the P&C Committee, volunteers and teaching staff within the school who have worked together this year to achieve these many positive outcomes. It is these successes and this school community spirit that ensures our children have a well-rounded, healthy and active school experience.

Rob McColl - P&C President 2012

Student representative’s message

We have really enjoyed our time here at Binalong public and we have participated in a lot of different events. One of the things of special mention was our participation in the 2012 ANZAC Day ceremony in the middle of Binalong with Amy, Melinda and Shawnee leading it and doing an excellent job.

We also enjoyed our book fair this year with the themes of “Your favourite book character” or “Hawaiian”. We had a lot of fun reading and buying books. It was a great day and thank you to Mrs Jackson for helping sell the books and organise the day.

We have enjoying doing art and music with Mrs Winterflood. We love to sing and play our instruments in music and do lots of creative things in art. We would also like to thank Mrs Winterflood for teaching band after school to the kids that participate.

We also participated in the Harden Photo Competition with some of the students winning prizes including one student who won her age division.

We took part in the Baldry shield athletics this year with nearly all students participating in the event. Even though we didn’t win anything we had a lot of fun participating in all of the activities.

We had great fun at the Binalong swimming carnival where we did a lot different events. There were also different activities for the younger children and it was a great day.

Jed Hodson & Amy Pellow – Captains 2012.

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>11</td>
<td>16</td>
<td>12</td>
<td>10</td>
<td>15</td>
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<tr>
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<td>16</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

Enrolments continue to be stable. There is a slight increase from last year in terms of numbers and the relative percentages of boys and girls attending the school are similarly only slightly changed.
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>92.1</td>
<td>92.1</td>
<td>92.6</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.3</td>
<td>na</td>
<td>92.1</td>
<td>88.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>88.4</td>
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<td>91.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.1</td>
<td>91.5</td>
<td>89.9</td>
<td>na</td>
<td></td>
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<tr>
<td>4</td>
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<td>90.9</td>
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</tr>
<tr>
<td>5</td>
<td>92.3</td>
<td>93.0</td>
<td>90.4</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>90.8</td>
<td>92.1</td>
<td>89.1</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.3</td>
<td>92.4</td>
<td>92.2</td>
<td>91.2</td>
<td>91.9</td>
</tr>
</tbody>
</table>

Management of non-attendance

Departmental and school policy is followed in relation to attendance. Parents are required to provide information related to non-attendance of students that follows Department of Education and Communities (DEC) guidelines.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Support Teacher-Learning</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>3.18</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school has no persons employed that are indigenous workers.

Staff retention

The school was staffed by one permanent and two temporary teachers in 2012. One permanent staff member was on transfer of duties to another school for the entirety of the year.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2012

**Income**
- Balance brought forward 115986.96
- Global funds 054181.45
- Tied funds 24300.28
- School & community sources 9040.45
- Interest 3991.58
- Trust receipts 1491.95
- Canteen 0.00
- Total income 208992.67

**Expenditure**
- Teaching & learning
  - Key learning areas 13276.47
  - Excursions 0.00
  - Extracurricular dissections 3684.88
- Library 373.36
- Training & development 0.00
- Tied funds 31793.06
- Casual relief teachers 3631.18
- Administration & office 26660.22
- School-operated canteen 0.00
- Utilities 10504.39
- Maintenance 10968.49
- Trust accounts 1419.95
- Capital programs 26390.98
- Total expenditure 128702.98
- Balance carried forward 80289.69

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts

Binalong Public School students are provided with experiences to develop through both performing music and creating art a knowledge of cultures and practices of countries and eras other than modern Australia.

In art all students from K-6 have learned about using different materials and techniques to create their artworks. Utilising sketchbooks, students have created ideas and plans before developing their artwork. Students have also researched different artists and styles to help them broaden their own ideas and styles. This year in art the students have been introduced to and developed art works relating to Cubism, 19th & 20th century Australian landscape painters, Aboriginal art, Abstract Expressionism, African & Indonesian mask and Colour Field painting. A mural for the toilet block is also in the planning stages.

In music there are different objectives for each class. In the K-2 class the focus has been on developing the students rhythm awareness through listening and responding using un-tuned percussion instruments. An awareness of pitch has also been developed through singing without accompaniment. The focus in all the music performed is not on contemporary music but on folk music and music from other cultures and eras. Students sing a range of songs and use both the tuned and un-tuned instruments within the classroom.

The 3-6 class have learned traditional music notation by performing on recorders and the extensive tuned percussion instruments available. Singing has also been a part of the music within the class room. Students sing music from a range of different genres and cultures.

Students have also had the opportunity to see and perform African music and Baroque music through the Musica Viva program.

During Term 4 a small after school band comprising brass, woodwind and both tuned and un-tuned percussion instruments has been started. Two local adult members have also expressed an interest in playing in the band.

Performances in the township of Binalong, at the Cherry Festival in Young and at Presentation Night are all planned to take place before the end of 2012.

Sport

Intensive swimming was in Terms One and Four. All students once again gave their best and swam very well. They are to be congratulated on their efforts. The swimming team of Shawnee, Melinda, Amy, Joshua and Matthew made it to Regional PSSA level in swimming.

Champions from the Binalong Swimming Carnival

All students from the school took part in the school swimming carnival at the Binalong Pool. This event is conducted every year.

The Premier’s Sporting Challenge made an impact in Term 2 with both staff and students increasing their fitness levels. Recording onto a sheet each day time taken to improve fitness, revealed the overwhelming growth in personal fitness levels.

Students continued to ride and walk to school during the year, taking part in the National Walk/Ride to School day.

Matthew Thompson was picked to represent the Riverina in PSSA 800m race, whilst Dakota Hodson was invited to compete in the Riverina Cross Country at Deniliquin.

Students joined with other small schools at the Baldry Shield at Wallendbeen and showed their improving skills in team events. This was a very successful event that the school had not competed in for a number of years.

Skipping was the sport of choice in Term 2 as students participated in the annual Jump Rope for Heart skip-off.
Students participating in rugby League skills day.
The students were fortunate to have two visits from representatives of the Country Rugby League during which they learned important skills and drills related to ball handling.

The annual Touch Football Carnival at Boorowa saw a dedicated team of our boys, who for the first time joined with members of Wombat Public School, participate throughout the day.

Age and division champions – Bowning Athletics
Competing at Bowning and Temora PSSA athletics carnivals highlighted the determined and persistent attitude of the students. They gave their all to the events and were rewarded with many successes, including a number of age championship winners and the title of overall most successful school at the Bowning carnival.

Students at tennis skills coaching lessons.
All students were given the opportunity in 2012 to participate in tennis coaching at the school. Students from both classrooms were able to attend skill development lessons each week with a visiting coach from the Young Tennis Centre.

Other

Responsible Pet Ownership
Jess and her dog Mogo came to visit us as part of the Responsible Pet Ownership Education Program. Students were taught how to tell if a dog is angry and how to keep themselves safe. They were shown how to approach an unfamiliar dog in a safe way. We also learnt how to care for our pets which tied in with K-2 science work on caring for living things.

Preschool Orientation
The Pre-school orientation sessions were very successful. Kindergarten children for 2013 attended two half day and three full days in the Infants classroom. During these sessions students were able to become familiar with the school, other students, the classroom routine and their teacher. The orientation sessions allowed their teacher to assess student and plan for next year enabling students in their important first year of school to be off to a flying start.

The school also conducted a parent meeting so parents could ask all the important questions that will assist them to make a difference in their child’s early school years.

Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

In 2012 the school had no Year 3 students. There were only 2 Year 5 students.
Reading – NAPLAN Year 5

Binalong Public School students achieved an improvement in reading from Year 3 to Year 5 of some 57.1 points. This was an outstanding result compared to the SEG and state results.

Numeracy – NAPLAN Year 5

100% of Year 5 students were above the minimum standards for Numeracy in Year 5.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Aboriginal education perspectives were incorporated into the teaching and learning programs of the school throughout the year. The school participated in cultural activities through the Creative and Practical Arts program as well as through targeted lessons in each of the classes.

Multicultural education

The school ran a very successful Harmony Day Celebration that involved students from several other schools attending Binalong Public School. This day was based on rotating activities. Many activities were completed on the day with a particular focus on aboriginal games and also the development of multicultural understandings.

Other programs

Country Areas Program

Additional funding in the form of an equity grant was provided to the school in 2012. This grant replaced the Country Areas Program funding that the school had previously received. This grant was used to supplement staffing to provide extra resources in literacy and numeracy teaching.

Small and Isolated Schools Program

Wallendbeen Public School hosted the Small and Isolated Schools Program. Staff from Binalong, Maimuru, Wombat and Wallendbeen attended a series of six days of professional learning courses over three terms in the area of early intervention of literacy. Presented by a very experienced Reading Recovery Tutor all staff gained theory and practical skills to assist students to progress along the literacy continuum. This was a very practical and successful course with many skills being implemented in the classroom.

Progress on 2012 targets

Target 1

Improved overall student engagement through quality teaching/learning and transition programs.

Our achievements include:

- Transition programs with Murrumburrah High School planned in more detail and providing more opportunities for students to access a comprehensive program.
- Students reported an increased engagement in pre and post surveys of their learning derived from a calmer learning environment.
- All Year 6 students

Target 2

Quality teaching and learning programs in numeracy will result in increased levels of overall numeracy achievement for all students.

Our achievements include:

- Students reported a high level of satisfaction with their learning through surveys.
- NAPLAN results for year 5 indicated a solid understanding of the numeracy skills assessed.
- 100% of students in Year 5 were above the minimum standard for numeracy.

Target 3

Quality teaching and learning programs in literacy will result in increased levels of overall literacy achievement for all students.

Our achievements include:

- Reading, spelling, grammar and punctuation results indicated a substantial rise in student achievement in these areas.
- All students in the primary class exhibited an increase in comprehension levels of at least 6 months above their chronological age.
All students indicated that they enjoyed learning in literacy and that they believed they were doing well in literacy subjects.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Management and a further review of Creative and Practical Arts.

Management

Background

With the appointment of a new principal and the staffing of the school by a new classroom teacher it was felt appropriate that a survey on management be conducted to assess the changes to the school in terms of its running.

Findings and conclusions

Parents surveyed indicated that they were extremely happy with the management of the school with many commenting on the strong relationships between the staff and the community and the effective communication of decisions regarding their children and the running of the school.

Students indicated that they believed they knew what was expected of them, that the school had all the equipment and resources that it needed to run well, and that there were clearly defined policies and procedures that helped them to understand how the school ran.

Staff indicated that they were very satisfied with the leadership of the school, that it had clearly defined procedures for its operation, and that the leadership of the school was valued.

Future directions

The school will continue to monitor and refine its management practices in consultation with the community, the staff and the students of the school.

Creative and Practical Arts

Background

As the school has a specialist Creative and Practical Arts Teacher and the program was significantly strengthened to include a school band it was felt that a further review of the CAPA program was warranted.

Findings and conclusions

Parents surveyed indicated an extremely strong support for the CAPA program and were very positive about its extension into a school band. They indicated that they felt the program was a vital one at the school and should continue to be supported in the way that it had been throughout 2012.

100% of the students indicated that they enjoyed the CAPA program and that they felt that they had learned valuable skills whilst participating in it. They were very supportive of the types of experiences that they had engaged in and made suggestions as to what they would like to see more of.

Staff indicated their support for the program with 100% surveyed providing positive feedback to all questions asked regarding the programs in place. Staff felt that there was adequate resourcing of the programs and were very positive about the band program.

Future directions

The school will continue to support the specialist teacher and will look to providing more resources for the band during 2013. Additionally, the P&C have committed to remain a major funding source for the teacher of this program.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students were surveyed as to their satisfaction regarding the school. The vast majority of students believed that they achieved results that they thought were either acceptable or very acceptable.

All students responded that there were high expectations set by the teachers and that the work they were asked to complete was sufficiently challenging.

Parents who responded to the survey indicated that they were satisfied with the levels of work and the achievements of their students. They reinforced the view of the students that there were high expectations set by staff.
All staff indicated that they were happy with the culture and the environment of the school, believing it to be challenging and rewarding. Staff further indicated that they felt supported by the school and community as well as the leadership of the school.

Professional learning
In 2012 the staff embraced professional learning to further school administration and the learning of students.

Attendance of courses included the Small and Isolated Schools Program, principal essential training and Autism Awareness courses.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Quality teaching and learning programs in literacy will result in increased levels of overall literacy achievement for all students.

2013 Targets to achieve this outcome include:
1. Increase the percentage of students in Year 3 and 5 achieving at or above the minimum standard in NAPLAN reading, writing and spelling from 80% in 2012 to 85% in 2013 to 90% in 2014.
2. Increase the percentage of all students in Years K-6 who achieve stage outcomes (as indicated in teaching and learning programs) in talking and listening from 75% in 2012 to 80% in 2013 and 90% in 2014.
3. Increase in the percentage of students in Years K-6 achieving indicators at stage level in English from 75% in 2012 to 80% in 2014 to 90% in 2014 as indicated by standardised tests, school tests and observation data.

Strategies to achieve these targets include:
- Teachers use data (including SMART) to inform planning for teaching and learning.
- Provide extra release time to allow teachers to integrate their new learning into the classroom
- Staff to train other staff after accessing professional development
- Purchase a range of literary, factual, visual and multimedia texts to support the implementation of literacy programs
- A resource access system is devised and implemented

School priority 2
Outcome for 2012–2014
Quality teaching and learning programs in numeracy will result in increased levels of overall numeracy achievement for all students.

2013 Targets to achieve this outcome include:
1. Increase the percentage of students in Year 3 and 5 achieving at or above the minimum standard in NAPLAN numeracy from 80% in 2012 to 85% in 2013 and 90% in 2014.
2. Increase the percentage of all students K-6 who achieve stage outcomes (as addressed in the T/L programs) in numeracy from 80% in 2012 to 85% in 2013 and 90% in 2014.
3. Increase in the percentage of students in Years K-6 achieving indicators at stage level in numeracy from 75% in 2012 to 80% in 2013 and 85% in 2014 as indicated by standardised tests, school tests and observation data.

Strategies to achieve these targets include:
- Teachers use data (including SMART) to inform planning for teaching and learning.
- Individualised Learning Plans are developed for all Aboriginal students and any other students who are performing at or below national minimum standard or are at risk.
• Continued implementation of inTENsive, the Early numeracy continuum and the Early learning plan in numeracy.

School priority 3

Outcome for 2012–2014

Improved overall student engagement through quality teaching/learning and transition programs.

2013 Targets to achieve this outcome include:

1. Increase the percentage of students achieving stage outcomes in all subject areas from 75% in 2012 to 80% in 2013 and 90% in 2014.
2. Increase the percentage of teachers who have opportunities to develop leadership capacity beyond their own classroom from 75% in 2011 to 100% by 2012.
3. Increase the percentage of teachers who are confident in the use of Quality Teaching and coding lessons in QT from 0% to 50% in 2012.
4. Increase the percentage of students enrolling in Kindergarten participating in the school preparation program from 87% in 2011 to 95% by 2012.

Strategies to achieve these targets include:

• Build teacher capacity to provide high quality learning opportunities for all students K-6 across all curriculum areas.
• Use data and student feedback to develop appropriate strategies to address priority areas.
• Strengthen implementation of proactive student wellbeing approaches.

School priority 4

Outcome for 2012–2014

New NSW syllabuses implemented from 2014.

2013 Targets to achieve this outcome include:

1. All staff will successfully implement the new Australian curriculum by 2014.

Strategies to achieve these targets include:

• Staff receives professional development in the features of the new Australian curriculum.
• Updates on the stages of implementation of the new curriculum are communicated clearly to staff.
• Resources accessible on-line are made available to staff.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mr Jaemie Bennett - Principal
Miss Leeanne Cooper - Teacher
Mrs Sharelle Jackson - Teacher
Mrs Robin Winterflood - Teacher
Mrs Susanne Ferry - SAM

School contact information

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Web: www.binalong-p.schools.nsw.edu.au
School Code: 1230

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: