Our school at a glance

Students

In 2010 the student population of the school continued to be drawn from the local township and surrounding farms. Numbers at the end of 2010 were 26 students, evenly divided between Years K – 2 and Years 3 – 6.

Staff

Mrs Heather Johnson remained as principal. Miss Renee Lay continued as the full-time teacher on the infant’s class. Mrs Sharelle Jackson worked as casual support teacher in the school. Mrs Elizabeth Elliot delivered library lessons to students during the year. Mrs Robin Winterflood taught music to students. Mrs Kim Dawe supported students as a Teacher’s Aide. Mrs Susanne Ferry remained in her position as Senior Administrative Manager. Mr Stephen Chown continued as General Assistant. Mrs Madaline Brayshaw was the cleaner in the school.

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

Significant programs and initiatives

Binalong Public School continued to provide learning opportunities for staff, students and community through its funding support from the Country Areas Program. Together with the CWA, the school embarked on a music experience program, funded through a FRRR grant. The Perceptual Motor Program continued to support student learning in the early years, enhanced by parent involvement.

Student achievement in 2010

Binalong students regularly were assessed against stage appropriate outcomes both at a school and national level. All students achieved a higher standard of work by the end of 2010. NAPLAN results continue to show strengths and areas to further develop.

Messages

Principal’s message

Binalong Public School promotes a harmonious, safe and inclusive learning environment, which recognises and encourages diversity, respect and caring of others. It endeavours to provide a solid start and develop joy in and skills of how to learn, thus preparing students for the future.

In 2010 the school utilised funding through the Country Areas Program (CAP) to enhance teaching and learning programs.

A highlight for students, staff and community was hosting the Arabin T-Ball Cup for students from Binalong, Bowning and Stockinbingal. The school also enjoyed success on the sporting field with students representing our school at a district and state level.

All students are to be congratulated on their achievements throughout the year. They have all moved forward in their learning through their application to tasks.

The community involvement in the school continued in 2010, supporting students in their learning, staff in classrooms and extra curricula activities. The financial assistance of the P&C actively assisted the school in meeting school needs. This report is to give the Binalong Public School community a synopsis of events and activities that shaped the 2010 school year.

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.

Heather Johnson
P & C message

I would like to thank all who contributed to the organisation and smooth running of the school this year. It was a combined effort by staff, parents, community and students.

Last year the sheltered walkway went up which made a big difference to the students moving around the school. The new school hall, which has made such a difference to the school, enabled music to be taught in a specific room and for shelter to be available to students and staff during bad weather. The opening of the school hall was a highlight for the community, with local members of parliament being present.

Fundraising events have been combined with other charities and clubs within the town, making them a community event. In 2011 these links will be opened once more and we are looking forward to working alongside others in the community to support all in Binalong.

The grants we received were for the music program and the 150 year’s reunion of the school. This has been a great success. Pass the word around that the big 150th celebration event is on in June 2011.

I wish 2010 Year Six the best of luck in high school and thank everyone for their efforts in 2010.

Leon Arabin

Student representative’s message

This year Cain, Dylan, Natalie, Vanessa, Jake and I, have taken on some of the leadership roles in the school. We have led all of the school assemblies, greeted and thanked visitors to our school. We also lead the Binalong Anzac Ceremony.

Our school hosted the Arabin Cup at the Binalong Football Oval with Stockinbingal and Bowning coming for the day. Everyone had fun. Thank you to the Arabin families for donating and sponsoring the day.

The Leadership Team held fundraisers to raise money to feed the chooks. We sold their eggs for $3.00 a dozen which paid for their food. We raised funds for a number of charities, to support those experiencing hardship such as the earthquakes, floods and fires.

In 2011 the Leadership Team will once more look at setting goals to achieve in the school and working towards them. We would like to say good luck to the new Leadership Team.

We know how quickly time goes and we are looking forward now to our future and high school. We will miss Binalong Public School. We would like to thank the school community for supporting us in our fundraising.

On behalf of the Leadership Team we wish you well for 2011. The seat that we have donated to the school will be there to remind you all that we are still with you in spirit.

Megan Pellow and Cain Daly

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

In 2010, the school had two established multi-grade classes. At the end of 2010 Years K - 2 had thirteen students and Years 3 – 6 had thirteen as well.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
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<td>10</td>
<td>11</td>
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Student attendance profile

Student attendance in 2010 was slightly lower than the Riverina region and overall state rates. The below graph indicates a decrease in student attendance for 2010.
Management of non-attendance

In 2011 the school will continue to work with the community to encourage full attendance of students.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

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<th>School</th>
<th>Year</th>
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<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
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</table>

Note: Class size data are as provided by schools in the annual class size audit.

Structure of classes

In 2010, Miss Renee Lay continued to teach Kindergarten and Year One, while Mrs Johnson taught Years Three to Six. Mrs Jackson gave extra teaching support to students in Years Two to Three, funded through CAP funding.

Staff information

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

Mrs Heather Johnson remained as principal. Miss Renee Lay was the full-time teacher on the infants class. Mrs Sharelle Jackson was employed in various teaching roles, supporting students in their learning. Mrs Elizabeth Elliot provided library sessions for students throughout the year. Mrs Robin Winterflood taught music to students after the school received a CWA FRRR grant. Mrs Kim Dawe supported students as a Teacher’s Aide.

Staff establishment

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<tr>
<td>Part-time Teacher</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
<td>Release Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
<td>School Administrative &amp; Support Staff</td>
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</tr>
<tr>
<td>Total</td>
<td>2.336</td>
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</tr>
</tbody>
</table>

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

In 2010 no indigenous member of staff was employed in the school’s workforce.

Teacher qualifications

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

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

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

The school continued to focus on providing a sound educational setting for students, staff and community. Resources, personnel and professional development were key aspects.

Country Areas Program funding supported learning programs in the school. Multicultural grant funding enabled the Harmony Day celebrations to occur with Bowning and Jugiong schools. Drought Assistance money was used to support excursions for students. A mower, furniture, kitchen appliances, stove and fridge, computers and whipper-snipper were purchased to upgrade equipment in the school.

The balance carried forward will be used to cover costs of accounts that had not arrived by 30 November or are included as part of tied funds.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

In 2010 the school hosted a Harmony Day where students participated in varied activities throughout the day.

Professional development of staff continued in creative arts. A music rich program built on existing programs in the school. Dance and movement continued once more was incorporated into the school’s fitness program.

Creative arts sessions allowed students to express ideas and thoughts through a variety of mediums. The community craft program in Term Four exposed students to a wide range of activities.

Once more the school utilised drama and characterisation skills to link in with the reading, writing, listening and talking strands of English. Presentation Night and assemblies enhanced drama, singing, dancing, performance and public speaking skills.
Sport

Intensive swimming was in Term One and we hosted the Small Schools Carnival. All our students participated in events and swam their hearts out. We were all so proud!

Natalie and Jake made it to Regional PSSA level in swimming. Some students attended the AFL Gala Day in Yass.

Getting fitter each year, students began to ride and walk to school during the year. Dylan and Jake represented the school in Rugby League.

As part of the Growth and Development section of the curriculum, Year Five and Six attended a day at Wombat PS with many students from surrounding small schools.

The Arabin Cup once more saw two Binalong teams competing against other small schools in the area. The support the students showed each other was uplifting to all staff and community. In 2011 we are looking forward to more small schools attending.

Touching down with the football at Boorowa were many of our students. Once more they shared in this annual student sporting event.

Competing at Bowning and Baldry Shield athletics carnivals highlighted the team spirit of the students as they supported each other in their events.

Murrimboola Learning Community

As a member of the Murrimboola Learning Community, the school was successful in developing stronger links to the school network, and partner school, Murrumburrah High. This partnership resulted in students and staff having a greater understanding of the common goal of improved literacy, numeracy and school retention.

Highlights included a very successful transition for Year Six to Murrumburrah High and a staff development day held at Murrumburrah Public School. Regular meetings between staff from all schools ensured the smooth running of the learning support program.

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)

Literacy – NAPLAN Year 3 and Year 5

As student number fall below the reporting threshold, results are unable to be published.

Numeracy – NAPLAN Year 3 and Year 5

As student number fall below the reporting threshold, results are unable to be published.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

As student numbers fall below the reporting threshold, results are unable to be published. All students in Year Three and Five achieved band 3 or higher in reading, writing and numeracy. The school has set targets for 2011 to continue building on student strengths and to make provision for further student skill and strategy development. School data both standardised, class based and observational, clearly showed that 100% of students made gains in both literacy and numeracy.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal education perspectives were incorporated into the student learning programs in the school.

To further enhance cultural awareness and understanding, Jacko Levett held an art workshop for students on the Dreaming, oral tradition and cultural expression through the art medium.

Art competitions and local show event exhibitions highlighted student Aboriginal art work. The Dreaming stories were an integral part of literacy sessions within classrooms.

**Multicultural education**

Multicultural perspectives across all learning areas were present in all programs. Binalong Public School once more hosted Harmony Day. Jugiong and Bowning schools joined in the festivities. The day was very rewarding for everyone. The initial surveys completed in the schools revealed that 87% of students had little to no knowledge of the diverse backgrounds and cultures of others that attended their schools. Mixing and learning together supported students from the small schools by widening their learning experiences. They learnt from each other and together.

The final sharing session by the schools was evidence of the depth of learning students had experienced. Students were able to express their learning, the activity they had learnt the most from and how they would use this knowledge in the future.

The strength of the day was the sharing by staff and students and the willingness to participate. Student interaction was very high, with groups arranged socially across the schools. The use of the connected classrooms equipment meant that staff were able to communicate effectively without travel and time obligations.

**Respect and responsibility**

Collaboratively, staff, students and community developed new respect rules for the school.

A computer graphic competition was held to select a school logo that reflected respect and responsibility rules decided by all. Student ownership of behaviour resulted.

The Leadership Team were inducted at the beginning of the year with roles and responsibilities clearly defined and an agreement signed by staff, students and parents.
Connected learning

Parent, staff and student professional development in literacy, numeracy, administration, drug education and technology occurred during the year using the connected classroom units. Using the connected classroom technology equipment reduced the distance factor for our remote school.

Parents participating in sessions were able to discuss issues with other parents in other locations. They were very impressed with the amount of information and expertise that was offered.

Country Areas Program

CAP funds were used to support teaching and learning programs in the school. The school formed three classes for a number of days each week, allowing the ten kindergarten students sessions with a teacher to develop crucial learning skills and outcomes.

A 2/3 class supported students in their learning as a number of these students had been identified in needing individual support. A 4/5/6 class focused on furthering learning outcomes, particularly in literacy and numeracy.

A teacher was fully trained in Accelerated Literacy and books were purchased to support its implementation. Across the school Accelerated Literacy has been used to support and encourage student skills and strategies in literacy.

Funds were used to release a teacher to attend the Impact Leadership summit with students in Years Five and Six. A leadership team was formed with this group to form buddy groups across the school and to guide the student body. Leadership activity days throughout the year promoted the leading roles of these students, as they lead, developed and monitored key learning activities.

Professional Learning of current technologies such as Wiki, Moodle and Smartboard were attended by staff, with release provided from a component of CAP funds. These courses have contributed to the learning of students in the classroom, as the school provides learning tools for students to maximise their learning.

The Perceptual Motor Program supported gross and fine motor skills in the early years

Public Speaking

Public Speaking was highlighted by students attending local area public speaking competitions. Students spoke at assemblies, at other schools, Anzac Day and Remembrance Day services.
Progress on 2010 targets

Target 1

85% of students achieve stage based outcomes in Literacy as shown in the A-E report ranking scale with 100% of students in Year Three achieving band 3 and higher and students in Year Five achieving band 5 or higher in NAPLAN results.

Strategies to achieve this target include:

- Professional learning for all staff in quality maths strategies to ensure the quality of implementation and assessment;
- Use Best Start analysis to inform individual student learning needs in Kindergarten;
- Targeted support for individual learning needs determined for by analysis of NAPLAN numeracy and school based data;
- Use the QT framework to ensure Intellectual Quality is evident in all lessons;
- Work with staff from MLC to ensure consistency in teacher judgement of work samples to measure achievement;
- Conduct parent workshops maths strategies; and
- Continue Perceptual Motor Program.

Our success was measured by:

- NAPLAN and school based student outcome analysis identifying areas for improvement;
- Evidence of intellectual quality was embedded in T/L programs;
- Feedback to students was consistent and developmental;
- Students self assessed work samples against rubrics;
- Student were ranked on an A-E scale; and
- National Assessment data and student work samples demonstrate that syllabus outcomes were met.

Target 2

85% of students achieve stage based outcomes in Numeracy as shown in the A-E report ranking scale with 100% of students in both Year Three and Five achieving band 3 and higher in NAPLAN results.

Strategies to achieve this target included:

- Professional Learning for all staff in quality maths strategies to ensure the quality of implementation and assessment;
- Use Best Start analysis to inform individual student learning needs in Kindergarten;
- Targeted support for individual learning needs determined for by analysis of NAPLAN numeracy and school-based data;
- Use the QT framework to ensure Intellectual Quality is evident in all lessons;
- Work with staff from MLC to ensure consistency in teacher judgement of work samples to measure achievement;
- Conduct parent workshops maths strategies; and,
- Continue PMP program.

Our success was measured by:

- NAPLAN and school based student outcome analysis identifying areas for improvement;
- Best Start analysis was evident in Kindergarten numeracy programs;
- Individual learning support was targeted to areas of need;
- Evidence of intellectual quality was embedded in T/L programs;
- Judgment of student achievement was consistent throughout network; and,
- Parents reported a greater understanding and ability to assist their children at home.
Target 3

Students’ work samples showed evidence of learning through connected classrooms

Strategies to achieve this target include:

- Develop and implement TL programs based on the MLC Learning Model;
- Develop protocols for connected classrooms between MLC and other;
- Embed connected classroom activities in teaching/learning programs;
- Fully implement and embed transition program; and,
- Evaluate impact of connected classrooms and the MLC Learning Model with students, staff and parents of participating schools.

Our success was measured by:

- Students showed deep knowledge and understanding of curriculum;
- Students used higher order thinking strategies, metalinguage and communicated their knowledge and experiences effectively;
- Students used technology competently and were highly engaged in their learning;
- Students integrated with high expectations and ease into new learning environments; and,
- Students showed connectivity and were able to evaluate the program’s progress.

Target 4

Stage 2 and 3 demonstrate leadership skills within the school and the community

Strategies to achieve this target include:

- Stage 2 and 3 focus – What is good leadership?
- Review model for Student Leadership team in consultation with students and parents;
- Student Leadership team initiated for role;
- Team determines leadership activities and opportunities for 2010;
- All Stage 2 and 3 students participate in activities to develop leadership skills;
- All students participate in social skills program; and,
- All participants surveyed to evaluate and determine new direction.

Our success was measured by:

- Student Leadership Team model was endorsed by school community;
- Inaugural Student Leadership Team was established;
- Feedback from students, staff and parents indicated satisfaction with the activities of the Student Leadership Team; and,
- Behaviour records indicated a decrease in bullying across the school.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Culture, Literacy, Communications and Gifted and Talented.

Educational and management practice

School Culture

Background

Binalong PS is known as a school which encourages and supports student achievement. Continued success of students at the school is underpinned by the culture of learning in the school. A survey was used in 2010 to review the culture of the school and to determine future directions.
Findings and conclusions

The culture of the school was established to be one that was supportive and caring. Students felt that they could achieve with the support provided in the school.

Teachers expressed concern that not all students were engaged and motivated and home-learning tasks were not always returned and supported.

Parents acknowledged the culture of the school to be one that encouraged learning and supported achievement.

Survey of school culture occurred in Term Two. The diagram following shows how the school culture supports aspects of the school.

Staff believe strongly that resilience is an area that needs to be furthered in the school population. The Calwell units, student welfare and networking with the MLC have targeted this area.

Excursions, special event days, community activity groups, and P&C are all well supported by the community. Many parents are working and unable to be as involved.

Further improvements in the student welfare policy and procedures resulted in students, staff and community embracing the “Three R’s” (Respect of Self, Respect of Others and Respect of the Environment).

At the conclusion of 2010, the culture of the school was changing, with less student detentions, suspensions; more awards being given; and more engaged students in the classrooms.

Future directions

Staff, students and community are committed to further enhancing the culture of the school. In 2011, the school will continue to implement strategies to encourage student engagement and learning, target training and development to build on teaching methodology and involve and train parents in supporting their child/ren’s educational learning.

Curriculum

Literacy

Background

In 2010, the school undertook an evaluation of Literacy to determine whether changes were needed. A survey of all school community was undertaken to obtain feedback to determine future directions.

Findings and conclusions

The surveys showed that the school was moving in the right direction in literacy. The valuing of home reading was highlighted by staff as being an area of concern. Library borrowing reflected poor home borrowing in mainly primary grades. Infants were borrowing fairly well. There was very little support once in primary.

Homework was well supported in infants and poorly supported in primary. Parents only wanted worksheets that didn’t require them to assist their child.

Teachers felt supported and thought the school was well resourced. Professional opportunities were being accessed.

Public speaking was an area that the community wanted the students more involved with. They
asked for this to be more included in the assemblies during the term.

P&C meetings have been targeted to highlight the importance of listening to children read. DEAR sessions each day have been lengthened in primary so that reading is happening in a supportive environment to supplement literacy sessions.

Token rewards and awards have been given out at assemblies and each week, to students returning homework.

Homework was made reflective of schoolwork and not independent of it.

Professional development opportunities were accessed.

Public speaking occurred at each assembly and outside opportunities were sought.

**Future directions**

The school will continue to target literacy as an area to further develop. Public speaking and debating will form a focus for 2011 and beyond. Community expertise will be sought and accessed to support this direction. Use of the Connected Classrooms unit to interface with other schools will occur.

**Findings and conclusions**

The Gifted and Talented Policy was reviewed and updated to meet the current DET policy.

Students are given a wide range of activities to further their skills:

- **Sport** – representation at regional and state level, competitions, Arabin Cup, swimming etc; Music – CWA sponsored by FRRR grant, musical instrument tuition offered, singing, movement, percussion;
- **Art/Craft** – community activity groups Term Four, competitions, guest artists; **Literacy** – CWA and Bowning Lions Public Speaking Competitions, writing competitions;
- **Mathematics** – activity days, Mathletics Live, problem solving;
- **General knowledge** – BTN;
- **Accelerated Literacy** and
- **With Sue Najor – G&T days and activities.**

Staff were concerned that none of the community attended the review of the policy even though it had been widely publicised in the newsletter.

**Future directions**

The surveys showed that the school was moving in the right direction with providing opportunities for all students. In 2011, the school will continue to target activities to allow all students to extend their knowledge and skills.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

All students were surveyed as to their satisfaction with the school. 97% of students believed that they achieved good results and were able to achieve good results at the school.

100% of students responded that there were high expectations expected by the teachers and that the work challenged them.

92% of students thought that they could achieve high standards in their work.

**Other evaluations**

**Gifted and Talented**

**Background**

In 2010, the school undertook an evaluation of the school’s Gifted and Talented policy and practices. A survey of all school community was undertaken to obtain feedback to determine future directions.
96% of students expressed the view that they could choose work which challenged and interested them.

Believing that learning was fun and that they could really get involved in their school work were 98% of students.

Three parents participated in the parent survey. 100% of parents surveyed said that the school understood its community, that the school leaders had a positive influence on the school culture, that the school had the students as its main concern and appreciated students, encouraging all students to learn.

75% of parents surveyed believed that parents generally supported what was happening in the school. Comments raised were more sporting activities were needed at times and that homework was a problem for parents as they didn’t understand how to do some of the tasks set for their child/ren.

Four teachers were surveyed for their satisfaction with the school. 100% responded that they understood the community that the school served, that the school catered for the learning needs of students and staff and was adequately resourced.

8% of staff believed that the school had a positive learning culture.

100% replied that the school provided them with a challenging work environment with many opportunities for professional development and support.

100% of staff answered that they had been supported by the leadership in the school.

Professional learning

In 2010 the staff embraced professional learning to further school administration and the learning of students. Attendance of courses included Master Accelerated Literacy, Asperger’s Syndrome, Communications, Moodle and Wiki, Smart workshop, CAP development day, Musica Viva, Best Start and Principal Essential Training sessions.

School development 2009 – 2011

Targets for 2011

Writing

Target 1

2011 90% of students achieve stage based outcomes in Literacy as shown in the A-E report ranking scale with 100% of students in year 3 achieving band 3 and higher and students in year 5 achieving band 5 or higher in NAPLAN results.

Strategies to achieve this target include:

- Analyse NAP results and students’ work against syllabus Staff Professional learning in use of quality teaching tools and Quality Teaching Framework;
- Develop Literacy Action Plan;
- Modelling of literacy strategies by staff with students embedding reading strategies, grammar, spelling and sentence structure;
- Staff development in Consistent Teacher Judgement with MLC network;
- Develop literacy rubrics with staff based on syllabus outcomes and CTJ; and
- Continue the Perceptual Motor Program.

Our success will be measured by:

- NAP and school based student outcome analysis identifies areas for improvement; Student ranking on A-E scale;
- Evidence of intellectual quality embedded in T/L programs;
- Feedback to students is consistent and developmental;
- Students self-assess work samples against rubrics; and
National Assessment data and student work samples demonstrate that syllabus outcomes are met.

**Numeracy**

**Target 2**

2011 90% of students achieve stage based outcomes in Numeracy as shown in the A-E report ranking scale with 100% of students in both year 3 and 5 achieving band 3 and higher in NAPLAN results

Strategies to achieve this target include:

- Professional Learning for all staff in quality maths strategies to ensure the quality of implementation and assessment;
- Use Best Start analysis to inform individual student learning needs in Kindergarten;
- Targeted support for individual learning needs determined for by analysis of NAP numeracy and school based data;
- Use the QT framework to ensure Intellectual Quality is evident in all lessons;
- Continue the Perceptual Motor Program;
- Work with staff from MLC to ensure consistency in teacher judgment of work samples to measure achievement; and
- Conduct parent workshops maths strategies.

Our success will be measured by:

- NAPLAN and school based student outcome analysis identifies areas for improvement;
- Best Start analysis evident in Kindergarten numeracy programs;
- Individual learning support targeted to areas of need;
- Evidence of intellectual quality embedded in T/L programs;
- Judgment of student achievement is consistent throughout network; and
- Parents report greater understanding and ability to assist their children at home.

**Quality Teaching (Community of Schools Priority)**

**Target 3**

Transition program firmly embedded across MLC

Strategies to achieve this target include:

- Develop and implement TL programs based on the MLC Learning Model;
- Develop protocols for connected classrooms between MLC and other schools
- Embed connected classroom activities in teaching/learning programs;
- Fully implement and embed transition program; and
- Evaluate impact of connected classrooms and the MLC Learning Model with students, staff and parents of participating schools.

Our success will be measured by:

- Students show deep knowledge and understanding of curriculum; program’s progress
- Students use higher order thinking strategies, metalanguage and communicate their knowledge and experiences effectively;
- Students integrate with high expectations and ease into new learning environments;
- Evidence of intellectual quality embedded in T/L programs; and
- Students show connectivity and are able to evaluate the program’s progress.
**Student Leadership**

**Target 4**

*Students access Stage 3 Peer Mediators for support in resolving playground situations with decreased targeted and increase positive behaviours*

Strategies to achieve this target include:

- Stage 2 and 3 focus – What is good leadership?
- Review model for Student Leadership team in consultation with students and parents
- Student Leadership team initiated for role
- Team determines leadership activities and opportunities for 2011
- All Stage 2 and 3 students participate in activities to develop leadership skills
- All students participate in social skills program
- Application of a behaviourally-based systems approach to enhance the capacity of the school, to design effective environments that improve the link between research-validated practices and itself; and
- Attention will be focused on creating and sustaining school-wide, classroom, and individual systems of support.

*Feedback from students, staff and parents indicate satisfaction with the activities of the Student Leadership Team; and*

*Data indicates decreased targeted and increasing positive behaviours.*

**Communications**

**Target 5**

*School community feedback indicates improved communication*

Strategies to achieve this target include:

- Review communication systems within the school
- Identify areas for further improvement
- Produce a consistent format of school communications
- Contact local media to confirm format wanted to publish school items
- School media staff and community contact person identified
- Advertise locally activities within the school
- Open days for parents, grandparents
- Music evening for community
- Sesquicentenary celebrations; and
- Re-survey the community and collate all data to determine further action.

Our success will be measured by:

- Communication model endorsed by school community
- Inaugural Media Team established
- Feedback from students, staff and parents indicate satisfaction with the communication strategies being employed; and
- Data indicates improvement in media exposure, retention of students and raised profile of the school within the community.

*Our success will be measured by:*

- Student Leadership Team model endorsed by school community
- Inaugural Student Leadership Team established

*Data indicates decreased targeted and increasing positive behaviours.*
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.

Heather Johnson - Principal
Renee Lay - Teacher
Sharelle Jackson - Teacher
Kim Dawe – Country Areas Program Community Liaison Officer
Susanne Ferry – School Administrative Manager

School contact information

Binalong Public School
Dickinson St., Binalong 2584 NSW
Ph: 0262274381
Fax: 0262274380
Email: binalong-p.school@det.nsw.edu.au
Web: 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: