School context

Binalong Public School is a school with strong links to its local community. It is a school that is student centred and focused on developing the ‘whole child’ by providing a broad range of educational and social opportunities for learning and growth.

Student learning is at the centre of decision making and students are provided with rich learning experiences that are relevant, engaging and based in sound teaching and learning pedagogy.

Principal’s message

School leadership began with Mr Jaemie Bennett in the Principal position during Term 1 and Ms Renee Lay in a relieving capacity for the remainder of 2013.

This year saw a focus on curriculum improvement and the continued implementation of sound pedagogical literacy and numeracy teaching and learning programs.

The teaching of literacy was supported with the Improving Literacy and Numeracy National Partnerships (ILNNP) funding grant that the school received. This money was used to target and improve student achievement in reading and comprehension. This was achieved by teachers participation in Focus on Reading 3-6 (FoR 3-6), teacher in-school training of using the K-10 Literacy and Numeracy Continuums, the purchase of teacher resources and the implementation of student data walls.

Teachers implemented FoR 3-6 Comprehension Strategies across all stages and a range of key learning areas. This saw students becoming more engaged and enthusiastic about their learning with the result of student improvement in both reading fluency and reading comprehension.

Student learning was monitored, tracked and recorded using the K-10 Literacy and Numeracy Continuums. Teachers participated in professional learning to support curriculum improvements and reflect on current teaching practices.

Students participated in a wide and varied curriculum that supported all students’ areas of need and interest.

The school purchased a site wide license for Mathletics to supplement the current Mathematics teaching program. All students had 24 hour access to the site to support home-learning.

Students participated in a specialist Hip Hop Dance program to supplement the Physical Education and Creative Arts Curriculum. This was funded by the P&C, the Student Leadership Team’s fundraising, the families and the school.

The Creative Arts program continued in its delivery by Mrs Robin Winterflood. The school band continued with new parent members joining. The school band performed at a range of local and wider community events throughout the year as well as regular band sessions each week.

Connections between the Binalong and parent community were strengthened throughout the year with parent and community participation in school events including: Mother’s Day morning tea, Father’s Day lunch order and soccer day, ANZAC and Remembrance Day ceremonies, National Simultaneous Reading Day, Christmas craft day, Robyn Sykes poetry recital, participation at sporting events, classroom volunteers, and Alice the Musical. The Hotel Binalong kindly donated the services of their bus and a driver at a reduced rate (and often also free of charge) to transport students to a range of school activities throughout the year, ensuring that all children had access to transport.

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.

Ms Renee Lay

Mother’s Day

ANZAC Day
P & C and/or School Council message

The end of the 2013 school year is a time to reflect on the activities of the Binalong P&C for the year.

The relatively unchanged executive committee from last year continued on with their respective roles with Ted Badics joining as the Vice President. I thank you all for your time and effort with the P&C this year.

As I have mentioned previously 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. This year has seen the P&C undertake a number of fund raising activities to assist in the delivery of quality educational outcomes for all students of the school.

The P&C has undertaken the catering at a number of local events including Harmony Day in March, the outdoor movie night in April, morning tea following the Binalong community’s ANZAC Day ceremony, lunch at the Arabin Cup, BBQ Dinner at the Binalong Bush Poetry evening followed the next day with a BBQ at the Federal election Polling place on the school grounds. The P&C also provided supper at the production, ‘Alice the Musical’.

While the P&C has been busy fundraising our reinvestment back in the school has been significant this year. Committing $5000 to the construction of the soon to be built all-purpose shed on the school grounds that will see a utility, all-weather space for student activities. The P&C Partnered with the student leadership team and contributed $500 to the Hip Hop program, and the Jelly music program was funded by the P&C to an amount of $260.

Further initiation and/or part funding saw the Cat in the Hat excursion to Canberra funded to $40 per child and the primary excursion to Sydney funded to $168 per child. The excursion to the Cowra Japanese Gardens was completely funded from P&C funds as well.

The P&C has continued its commitment to support any additional costs associated with hiring the already heavily subsidized Mini-bus supplied by the Paterson Family and the new sports uniform that was rolled out in May of this year was debated enthusiastically amongst the committee.

Plans are afoot for more fund raising in 2014, and with the support the community has given in 2013 I am confident we can assist the school deliver even better results over the coming years.

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.

Mr Rob McColl – P&C President

Student representative’s message

The following is a report detailing the activities of the student leadership team for the year 2013.

Throughout the year the leadership team has held assemblies at the school twice each term. This is when student’s achievements are announced and students are given awards.

On April 25th the leadership team in conjunction with the local Anzac committee held the ANZAC Day march and service at Pioneer Park.

In June we organised a wood drive to raise funds for the hip hop dance program, we also held a cake stall at the Binalong football oval for the same program and we all enjoyed the hip hop dancing very much.

On November 11th Remembrance Day was commemorated at the school. Students, teachers and members of the community were invited.

More recently the Student Leadership Team held crazy hair day for the kids at school and we raised money for the Philippines Typhoon Haiyan.
recovery, activities on the day also included jelly bean competition, raffles and best hair award.

The team would like to thank teachers for their support and encouragement throughout the year; we have all enjoyed our roles on the leadership team at Binalong Public School.

Emily Dawe – School Captain, Matthew Thompson and Dakota Hodson – Vice Captains

**Student information**

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

**Student enrolment profile**

In 2013, the school had two established multi-grade classes. At the end of 2013 Years K-2 had 16 students and Years 3-6 had 15.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>16</td>
<td>12</td>
<td>10</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

Enrollments continue to be stable.

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.1</td>
<td>92.1</td>
<td>92.6</td>
<td>94.4</td>
<td>89.4</td>
</tr>
<tr>
<td>1</td>
<td>95.3</td>
<td>na</td>
<td>92.1</td>
<td>88.9</td>
<td>90.8</td>
</tr>
<tr>
<td>2</td>
<td>88.4</td>
<td>93.4</td>
<td>na</td>
<td>91.3</td>
<td>89.1</td>
</tr>
<tr>
<td>3</td>
<td>92.1</td>
<td>91.5</td>
<td>89.9</td>
<td>na</td>
<td>92.9</td>
</tr>
<tr>
<td>4</td>
<td>91.6</td>
<td>90.9</td>
<td>94.0</td>
<td>90.0</td>
<td>na</td>
</tr>
<tr>
<td>5</td>
<td>92.3</td>
<td>93.0</td>
<td>90.4</td>
<td>93.5</td>
<td>89.1</td>
</tr>
<tr>
<td>6</td>
<td>90.8</td>
<td>92.1</td>
<td>89.1</td>
<td>92.8</td>
<td>88.2</td>
</tr>
<tr>
<td>Total</td>
<td>92.4</td>
<td>92.2</td>
<td>91.2</td>
<td>91.9</td>
<td>90.4</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 (DEC) guidelines. In 2014, the school will continue to work with the community to encourage full attendance of students.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.886</td>
</tr>
<tr>
<td>Total</td>
<td>3.422</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013, the school has no persons employed that are indigenous workers.

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>80289.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>50613.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>30557.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13144.19</td>
</tr>
<tr>
<td>Interest</td>
<td>1713.38</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1009.50</td>
</tr>
<tr>
<td>Total income</td>
<td>177327.73</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td>$</td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>16308.99</td>
</tr>
<tr>
<td>Excursions</td>
<td>4319.48</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2036.68</td>
</tr>
<tr>
<td>Library</td>
<td>888.51</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>31523.72</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1045.72</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>23466.24</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10375.05</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10346.58</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1081.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>21949.51</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>123341.48</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>53986.25</td>
</tr>
</tbody>
</table>
Teacher qualifications

All teaching staff met 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>0</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>2</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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 2013

The students of Binalong Public School were afforded a range of academic, creative and sporting endeavours throughout 2013.

Creative Arts

A major highlight of the 2013 school year was the participation of students in the *Alice the Musical* school production. All students from Kindergarten to Year 6 (as well as teachers and parents) were involved in drama, costume design, set and backdrop design, singing, dancing and acting. Students had the opportunity to perform in front of their peers, residents of a local nursing home, their families and the wider Binalong and local communities through their involvement in the production.

Students developed performance and public speaking skills during their participation in the inaugural community Banjo Paterson Poetry Weekend. Henry McColl won second place in the junior poet section.

This year there has been a shared focus on all aspects of the creative arts. Students have staged a musical, learnt contemporary dances, performed music and created art.

In art all students from K-6 learn about using different materials and techniques to create their artworks. Utilising sketchbooks, students develop ideas and plans before developing their artwork. Students also research 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 The Renaissance, Surrealism, Op Art and contemporary and traditional portrait artists.

In music teaching and learning continued to focus on listening and performing music from a variety of world cultures. In the Infants class, teaching focused on developing the students pitch and rhythm awareness through singing, listening to and responding using un-tuned and tuned percussion instruments. Once again the focus in all the music performed is not on contemporary but on folk music.

The Primary class focused on performing music on recorders and the extensive tuned percussion instruments available. Students have also had the opportunity to see and perform African music and Baroque music through the Musica Viva program.

During Term 2 and 3 the focus of the creative arts program was the preparation and performance of *Alice the Musical*. All the students from years K-6 were actively involved; from singing solos, choruses, dancing, creating props and acting. The staging of the musical took place in Term 4 with great success!

During the year the school band has continued to run as an after school extra-curricular activity. The school band comprised of brass, woodwind and tuned percussion instruments. There are now 15 members of the band; three of which are parents. The band performed in Term 3 at a small festival in Boorowa and Presentation Night.

Mrs Robin Winterflood – Creative and Performing Arts Teacher.

Sport

Intensive swimming was in Terms One and Four. All students once again gave their best and swam very well.

All students participated in the 2013 National Ride2School Day and enjoyed this activity that focused on safety as well as the practicalities of riding to school. Students participated in Road and Bike Safety awareness in conjunction with the local police and the Yass Valley Council. Students enjoyed the opportunity to ride on a school bike course and practice the skills of road safety learned through the program.

Swimming for Sport continued when the Binalong Memorial Pool was open for the students to use. This activity supports not only the students and increases their water confidence and safety, but
also supports an important part of the Binalong community.

Students from the school continued to benefit from the visit of the Life Education Van to the school. The program fits extremely well into the personal development and health curricula.

Students from Binalong competed very successfully in the Small School Soccer competition where they progressed almost all of the way through the competition. This was an excellent result from the school and from Miss Cooper as the supervising teacher.

Small Schools’ Soccer Team

The School participated in the Baldry Shield competition in 2013 and had two students as champions in this event. Holly Regan & Matthew Thompson were awarded the champion trophy in their respective age groups.

Students from K-6 also participated in Walk to school Day. Ms Lay met children and parents at the Binalong Post Office and together, spent time discussing the safety aspects of walking to school.

Throughout the year students had the opportunity to develop ball skills and team sports skills in sports clinics including Rugby League clinics.

The Bowning Athletics Carnival forms part of the PSSA competitive program and once again Binalong participated in this event, gaining several age champions and doing extremely well overall at the carnival.

Students from Year 2 to Year 6 were accompanied by Mrs Skye Regan and parent coach, Mr Michael Paterson to participate in a mixed-age and mixed-gender touch football team at the annual Boorowa Touch Football Carnival with spectacular results.

Curriculum Activities

Throughout the year students participated in a range of school incursions including: Questacon Science Circus and Environmentors,

All students, in conjunction with Bowning, Jugiong and Wombat Public Schools participated in Harmony Day held at the school. This day consisted of rotating activities and all students participate in across-school groups.

The school took part in the Gutsy Challenge; a national program designed to increase the consumption of more fruit and vegetables.

The School Leadership Team developed roles and responsibilities and were able to participate in the GRIP Leadership program in Canberra.

All students participated in a Book Fair and parade as part of Bookweek activities at the school.

The children visited the Japanese Gardens in Cowra as part of their learning around Japanese culture and the tradition of Sakuri Matsuri.

A number of Family Days were also held to supplement the curriculum, including Father’s & Mother’s Day, ANZAC Day and Remembrance Day. The Student Leadership Team again ran the town ANZAC celebration.

Other achievements

Kindergarten Pre-School Orientation

The Kindergarten Pre-School Orientation program again saw relationships between the Binalong Pre-school and the Binalong Primary School community strengthen ensuring a smooth transition to school. Current Kindergarten students paid visits to Pre-School students to share their story of ‘Big School’ to alleviate any unease felt by our prospective students.

Kindergarten student for 2014 attended six days of orientation in the Infants classroom. During these sessions students became familiar with school routines and provided opportunities for parents to become involved in the school.

Parent workshops were run during lunchtimes to prepare the pre-school parents for Kindergarten. There were sessions ran by the Community Nurse, the Yass Valley Speech Therapist, as well as sessions around literacy and numeracy
development in children and preparing your child for school.

**Academic achievements**

**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.

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

In 2013, 7 Year 3 students and 6 Year 5 students participated in the NAPLAN assessments. Due to the small cohorts data is not supplied to prevent the identification of individual students.

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 to access the school data.

**Significant programs and initiatives**

The school participated in the Riverina Regional HOW2LEARN strategy with all teaching staff attending the training over all 3 terms. Elements of the strategy are now embedded into the operation of the school and the language of the strategy is also embedded in the daily routines.

**Aboriginal education**

School programs support Aboriginal Education and aspects of aboriginal perspectives, culture and history are taught in the school.

- Aboriginal Education is integrated across all key learning areas (KLAs) with particular emphasis in human society and its environment (HSIE);

  During inter-school visits opportunities were developed to expose students to a variety of Aboriginal culture including music, dance and food.

  Students received a visit from a local Aboriginal artist who shared his story and his artworks with students to develop their understanding of local Aboriginal Culture.

  Students from K-6 travelled to Murrumburrah Public School for NAIDOC Week celebrations to celebrate the tradition and culture of Indigenous Australia.

**Multicultural education**

Units of work are linked to the achievement of outcomes through the study of countries, cultures and world events. In Term 1 the school took part in Harmony Day Celebrations with Bowning and Jugiong Public Schools.

**Transitional Equity Funding**

The school received Transitional Equity Funding due to its past participation in the Country Areas Program. This money is used to provide staff supplementation for Literacy and Numeracy Programs.

**National partnerships and significant Commonwealth initiatives (participating schools only)**

- The school participated in an Identified Literacy and Numeracy National Partnership that was given at the end of Term 1, 2013.

- This partnership was a Literacy-based with staff being professionally developed in Departmentally based programs that developed their skills in the teaching of Literacy.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent and staff surveys
- Discussions at staff meetings
- Analysis of available data to inform change
School planning 2012—2014: progress in 2013

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

Outcomes from 2012–2014
Improve reading and writing skills of students Years K-6.
Improve teacher knowledge of the teaching of reading, listening and talking, and writing K-6.
Increase the talking and listening skills and knowledge of students K-6.

Evidence of progress towards outcomes in 2013:
- Teachers have accessed and make use of a range of materials to teach literacy.
- Students are reading and responding to an increased variety of texts.
- Student engagement in literacy has increased.
- Student’s progress in reading is tracked through plotting on K-10 Literacy Continuum and teaching and learning plans informed with this data.

Strategies to achieve these outcomes in 2014
- Further purchases of literature to supplement the new syllabus will take place.
- Teachers will train in Accelerated Literacy using the school based tutor.
- A home reading program for all students will be commenced.

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

Outcomes from 2012–2014
Improve numeracy skills of students Years K-6.
Improve teacher knowledge of the teaching of numeracy K-6.
Increase the numeracy skills and knowledge of students K-6.

Evidence of progress towards outcomes in 2013:
- Best Start data and data from the Numeracy Continuum collected and analysed to provide individual assistance.
- Numeracy teaching and learning has been informed by Best Start assessment and information from the Early Numeracy continuum.
- All Early Stage 1 and Stage 1 teachers are using the early learning plan in numeracy to explicitly inform programming and planning.
- Early Stage 1 and Stage 1 teachers implement strategies from Targeting Early Numeracy to support the attainment of early arithmetic strategies.

Strategies to achieve these outcomes in 2014:
- Teachers will attend targeted professional learning around implementation of the new mathematics syllabus.
- PLAN will be used to maintain data from the BestStart and other assessment devices.
- Whole school planning will be put in place to allow students to progress at their own rate through each stage.

School priority 3
Improved overall student engagement, through quality teaching/learning and transition programs.

Outcomes from 2012–2014
Quality teaching practices used for every student with particular attention to personalised learning
Improved social and emotional wellbeing and skills for life for every student
Increased parental engagement in supporting their child’s learning

Evidence of progress towards outcomes in 2013:
- Increased take-up of proactive student wellbeing approaches including the levels system.
- Management strategies and practices firmly in place
Guidelines developed to support the development and implementation of effective school learning support teams.

Parental involvement in Pre-School Orientation Program and the accessing of relevant parent workshops.

High parent and community involvement in teaching and learning activities throughout the year.

**Strategies to achieve these outcomes in 2014:**

- Continued use of parents/caregivers in the classroom and school to provide extra assistance to teachers.
- Continued effective use of the discipline and welfare policies to create a harmonious environment.
- Learning Support meetings timetabled into regular routines including extra meetings where required.

**School priority 4**

Staff will implement the new Australian curriculum with teaching programs, units of learning, teaching and learning resources and assessment tasks consistent with the requirements of the new syllabus.

**Outcomes from 2012–2014**

New NSW syllabuses implemented from 2014.

**Evidence of progress towards outcomes in 2013:**

- Staff indicated they feel confident and comfortable with implementing the new curriculum.
- Staff indicated their awareness of the stages each syllabus is at during the course of implementation.
- Staff are able to access information and resources when required.
- Evidence of the Australian curriculum being implemented in classrooms is clear in all teaching and learning programs.

**Strategies to achieve these outcomes in 2014:**

- Continued implementation of the English Curriculum.

Professional learning focussed towards the implantation of the Mathematics curriculum sourced and provided.

**Professional learning**

In 2013 staff participated in a range of professional learning opportunities including: HoW2Learn, Focus on Reading 3-6, First Aid training, principal essential training, Accelerated Literacy Tutor training, Aspiring Leaders, Australian Curriculum and the NSW Syllabus, Autism – Sue Larkey and Live Life Well @ School.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

There were 7 Parent Satisfaction surveys returned to the school. Overall, in all areas surveyed, 71% of these surveys indicated that the parents were either agreed or strongly agreed that the school was well resourced, attractive and that fair discipline was promoted.

Parents were generally very satisfied with the levels of communication offered by the school. Uniform policy was also well supported with all respondents either agreeing or strongly agreeing that the school promoted the wearing of uniforms.

**Program evaluations**

**Background**

The area of review for 2013 was the PDHPE Key Learning Area.

**Findings and conclusions**

All students completed a survey on their attitudes to the PDHPE Key learning area. Overall the students responded extremely positively to the survey, with 90% agreeing that PDHPE was an important subject, that teachers supported and encouraged them at all times (97%) and that they have developed understandings about personal safety (100%). In all other areas surveyed the students responded equally as positively with no statement on the survey receiving less than 93% agreement.
There were 7 parent surveys returned. 100% of these surveys indicated that the parents either agreed or strongly agreed that the PDHPE program was effective and children had opportunities in which to develop their skills, values and attitudes. Parents also indicated that there was good resourcing of the KLA and that their children were developing understandings of good relationships with others.

There were 3 staff surveys returned. All staff indicated that they either agreed or strongly agreed with all of the statements in the surveys, including that the students were developing games skills, understandings with others and that the school is well resourced in PDHPE.

Future directions
The school will continue to seek opportunities for its students to improve their skills and also to provide as broad a range of opportunities as possible in terms of specialist sports programs provided to the students.

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.

Renee Lay – R/Principal
Robin Winterflood - Teacher
Rob McColl – P&C President

School contact information
Binalong Public School
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Ph: 6227 4381
Fax: 6227 4380
Email: binalong-p.school@det.nsw.edu.au
Web: www.binalong-p.schools.nsw.edu.au
School Code: 1230

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