Binalong Public School
Annual School Report
2011
Our school at a glance

Students

In 2011 the student population of the school continued to be drawn from the local township and surrounding farms. Numbers at the end of 2011 were 27 students, with 15 students in Years 3-6 and 12 students in Years K – 2.

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 Robin Winterflood taught music and art 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 Term 1 with Ms Leanne Heffernan fulfilling this role during the rest of the year 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 continued its 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.

The school funded an art program with Mrs Winterflood for students.

Student achievement in 2011

Binalong students were regularly assessed against stage appropriate outcomes both at a school and national level. All students achieved a higher standard of work by the end of 2011. 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 2011 the school utilised funding through the Country Areas Program (CAP) to enhance teaching and learning programs.

A highlight for students, staff and community was the reintroduction of the school’s athletics carnival. This event had not been in the school for ten years. Students competed at a really high standard in all events and the community support was terrific! The Arabin Cup continued to be one of the spots on the calendar that all enjoyed. In 2011 nine small schools competed in the Arabin Cup. The school also enjoyed success on the sporting field with students representing our school at a district, regional and state level.

Public speaking and debating was a feature of the literacy program in the school in 2011, with students putting forth well thought out arguments to support their opinions.

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 2011, 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 2011 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

On behalf of the P&C I would like to say thank you to all of our various supporters (our parents, the community and our business community) who back our school in so many different ways, whether it is through supporting our events, attending our events, funding our newsletter, driving buses and cars or coming to the school to offer or participate in activities. It is this community and parental involvement that makes our school the productive and warm place that it is.

It’s been a big year for our School, our 150 Year Reunion celebrations were a huge success, along with other events such as the Hall Village Brass Band performance, the Arabin Cup (Schools T-Ball competition – attended by some 250 people) along with many other smaller events and fundraisers held by the School.

Through the efforts of the P&C and 150 year reunion committee we have raised enough funds to kick off some fantastic new projects and ensure existing programs will continue.

We will (in partnership with the Department of Education and the School) be building a new Sports and Maintenance Shed on the school grounds. Additionally, we have purchased a fantastic range of books for our Accelerated Literacy Program and we are looking into a much needed PA system for use at future events;

We are also looking into opportunities for our kids to participate in extracurricular sporting activities that may include Gymnastics, Soccer, Cricket and the purchase of sporting equipment to support these activities.

In relation to the Music Program I am very proud to mention that Binalong Public School was one of 18 National Finalists in the Music in Communities Awards, a program that recognises the efforts of community groups who bring various forms of music to their communities through the formation partnerships.

Another big occurrence this year will be the retirement of Heather Johnson, our Principal. Mrs Johnson has been at the school for 9 years now and taught many of our students. We would like to thank Mrs Johnson for everything she has brought to the school, for what she has taught us all, and for what she has added to our kids’ lives. It will take us some time to get used to Mrs Johnson not being at school from day to day, but we wish you a very happy, safe and exciting retirement – and hope to see you back at school when opportunities for relief work or visits arise.

I must also say a huge thank you to Miss Lay, Mrs Jackson and Mrs Winterflood. We are so lucky to have a group of teachers who are so passionate about children and learning. Thank you for always working above and beyond expectations and for bringing such rich learning opportunities to our children.

Thanks also go to the people who work to keep the school ticking along such as Mrs Ferry, Mrs Dawe, Leanne Heffernan and Mr Chown. A school always needs a strong support team in place.

To the children; congratulations on a great year at school, for all your achievements in class, in sport, music, public speaking and art, and for making your school a happy, safe and creative place.

Leon Arabin, P&C President, 2011.
Student representative’s message

We have had an exciting year at Binalong Public School and we have really enjoyed all of the opportunities that we have been given to participate in sport and other activities both inside and outside the school.

We have greatly enjoyed working with other schools on a range of projects and we hope that Binalong school will continue to be involved in all sorts of activities in partnership with students from other places.

We would like to thank the community for supporting our school and helping to give us excellent resources and a really lovely environment in which to work.

We would also like to thank all of our teachers and all of the other staff that work at our school for making it a happy place where we all can learn.

Jake Arabin & Natalie Trethowan – Captains.

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 2011, the school had two established multi-grade classes. At the end of 2011 Years K - 2 had 12 students and Years 3 – 6 had 17.

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

Student attendance profile

Management of non-attendance

In 2012 the school will continue to work with the community to encourage full attendance of students.
Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>4</td>
<td>15</td>
</tr>
</tbody>
</table>

Structure of classes
In 2011, Miss Lay continued to teach Kindergarten to Year 2, while Mrs Johnson and Mrs Jackson taught Years 3 to 6. Mrs Jackson gave extra teaching support to students, 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 Robin Winterflood taught music and art to students continuing the CWA FRRR grant. Mrs Kim Dawe supported students as a Teacher’s Aide.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Release Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.100</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.700</td>
</tr>
<tr>
<td>Total</td>
<td>3.136</td>
</tr>
</tbody>
</table>

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

In 2011 no indigenous member of staff was employed in the school’s workforce.

Staff retention
All teaching staff remained the same from 2010.

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>66%</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>116653.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>47787.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>33194.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5367.59</td>
</tr>
<tr>
<td>Interest</td>
<td>5292.03</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1282.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>209576.79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>Key learning areas</td>
</tr>
<tr>
<td></td>
<td>Excursions</td>
</tr>
<tr>
<td></td>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
<td>$2062.75</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$29271.66</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$2884.11</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$17632.36</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$8686.54</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$3897.97</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$1282.30</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$9637.79</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$93589.83</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$115986.96</td>
</tr>
</tbody>
</table>

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 from 2010 was expended supporting excursions for students. Some furniture, classroom technology, computers and a screen door 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 2011 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 2011**

**Achievements**

**Arts**

In 2011 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 to be 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 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, Natalie and Jake made it to Regional PSSA level in swimming.

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.

Jake represented the school in Rugby League, swimming and athletics at district, regional and in some events, at state level.

The Arbin 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 2012 we are looking forward to continuing the growth of this event with other small schools.

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 Temora PSSA athletics carnivals highlighted the determined and persistent attitude of the students. They gave their all to the 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 meeting regularly to discuss common issues and areas to work towards as a group of schools. The smooth running of the learning support program was a major focus once more for the community of schools.
**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 numbers fall below the reporting threshold, results are unable to be published.

**Numeracy – NAPLAN Year 3 and Year 5**

As student numbers 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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The school has set targets for 2012 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 student understanding and awareness of the Aboriginal culture and its impact on Binalong, Mr Eric Bell talked to the students in Term 1. He spoke of his early years growing up in the Yass and coastal area. The changes that occurred during his life time were many and the Aboriginal pride that he has seen growing over the years in students and adult educational achievement.

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.

The students from Binalong, Bowning and Jugiong Public Schools have been involved for many years in activities to foster appreciation and awareness of the diverse cultures that underpin Australian society.
In 2011 they were asked to draw on and express this knowledge through a range of creative literacy activities. Emphasis was placed on them valuing that Australia’s diversity is built around common and shared values which strengthens social cohesion and unites us, allowing broader community participation.

- The following were the results of the day:
  - Students were fully engaged in activities
  - Students were able to express learning that had occurred
  - Work samples clearly reflected an understanding of diversity
  - Final presentations showed clear depth of knowledge and appreciation of cultural diversity in Australia

**Respect and responsibility**

Throughout the year students followed the respect rules in the school. They not only said the words but put them into action.

As a result, there was a decrease in classroom and playground misbehaviours, with bullying issues being minimal.

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.

**Other programs**

**Connected learning**

Parent, staff and student professional development in literacy, numeracy. Using the connected classroom technology equipment reduced the distance factor for our remote school.

Students, staff and parents participated in video conferences (VC) with well-known authors. Staff used the video conferencing facility to complete professional development programs.

Staff presented literacy activities and resources across the region using the VC equipment.

**Country Areas Program**

CAP funds were used to support teaching and learning programs in the school.

The school formed two classes, with the Years 3-6 having the benefit of two teachers for most of the week to further their learning needs and to further the literacy and numeracy achievement of students.

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.

**Progress on 2011 targets**

**Target 1**

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:

- Analysing NAPLAN results and students’ work against syllabus outcomes
- Developing Literacy Action Plan
- Modeling of literacy strategies by staff with students embedding reading strategies, grammar, spelling and sentence structure
- Staff Professional learning in use of quality teaching tools and Quality Teaching Framework
- Staff development in Consistent Teacher Judgment with MLC network
- Using samples from Assessment Resource Centre to assist with CTJ implementation
- Developing literacy rubrics with staff based on syllabus outcomes and CTJ
- Continuing PMP program

Our success was measured by:

- NAPLAN and school based student outcome analysis identified 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 s were ranked on A-E scale
National Assessment data and student work samples demonstrated that syllabus outcomes were met

**Target 2**

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 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 analyse of NAP 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.
- Continue PMP program

Our success was measured by:

- NAP and school based student outcome analysis identified 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

- Parents reported greater understanding and ability to assist their children at home

**Target 3**

Transition program firmly embedded across MLC.

Strategies to achieve this target include:

- Developed and implemented TL programs based on the MLC Learning Model
- Developed protocols for *connected classrooms* between MLC and other schools
- Embedded *connected classroom* activities in teaching/learning programs
- Fully implemented and embedded transition program
- Evaluated impact of connected classrooms and the MLC Learning Model with students, staff and parents of participating schools

Our success was measured by:

- Students showing deep knowledge and understanding of curriculum
- Students using higher order thinking strategies, metalanguage and communicating their knowledge and experiences effectively
- Students using technology competently and being highly engaged in their learning
- Students integrating with high expectations and ease into new learning environments
- Students showing connectivity and were able to evaluate the program’s progress

**Target 4**

Students access Stage 3 Peer Mediators for support in resolving playground situations

Decreased targeted and increase positive behaviours

Strategies to achieve this target include:

- Stage 2 and 3 focus – What is good leadership?
- Reviewing model for Student Leadership team in consultation with students and parents
- Student Leadership team being initiated for role
• Team determining leadership activities and opportunities for 2011

Our success was measured by:

• All Stage 2 and 3 students participating in activities to develop leadership skills
• All students participating in social skills program
• All participants being surveyed to evaluate and determine new direction
• Application of a behaviourally-based systems approach which enhanced the capacity of the school, to design effective environments which improved the link between research-validated practices and itself.
• Attention was focused on creating and sustaining school-wide, classroom, and individual systems of support

**Target 5**

School community feedback indicates improved communication

Strategies to achieve this target include:

• Reviewed communication systems within the school
• Identified areas for further improvement
• Produced consistent format school communications
• Contacted local media to confirm format wanted to publish school items
• School media staff and community contacted person identified
• Advertised locally activities within the school
• Held open days for parents, grandparents
• Held music evening for community
• Sesquicentenary celebrations occurred

Our success was measured by:

• Re surveying the community and collating all data to determine further action
• Communication model being endorsed by school community
• Inaugural Media Team was established

• Feedback from students, staff and parents indicate satisfaction with the communication strategies being employed
• Data indicated improvement in media exposure, retention of students and raised profile of the school within the community

**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 2011 our school carried out evaluations of [Enter text here.]

**Educational and management practice**

**Planning and Communication**

**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 effectiveness of planning and communication in the school.

A survey was used in 2011 to review the effectiveness of planning and communication in the school and to determine future directions.

**Findings and conclusions**

In general the responses to this survey were positive and indicated a high level of satisfaction with both the amount and the quality of the planning used within the school.

The community highly valued the information that was provided by a variety of sources, notably the regular newsletters that are sent home weekly at the school. The community also valued the use of the school website for information transfer, including the posting of permission notes to the site so that they could be downloaded for completion.

In terms of planning it was recognized that the teachers of the school completed their planning efficiently and always with the interests of the
students at the forefront of their thinking. Teachers also indicated that this was the case.  

Future directions
The school will continue to make every effort to maintain and enhance its communication strategies and will consult with the community to improve the delivery of information in a timely and efficient manner.

Curriculum

Creative Arts

Background
In 2011, the school undertook an evaluation of Creative Arts to determine whether changes were needed. A survey of all school community was undertaken to obtain feedback to determine future directions.

Findings and conclusions
All areas of the school community commented extremely favourably in relation to the employment of a specialist Creative and Practical Arts teacher at the school.

Students indicated that they enjoyed creative arts and that the school catered well for a variety of experiences.

Staff comments indicated that the school was well resourced and that the CAPA program met the learning outcomes of the students.

Many of the opportunities that were given to students to participate in creative activity were very popular with the students and with teaching staff, who saw them as important not only for developmental but also social purposes.

Future directions
The school will continue to involve itself in as many activities as possible to support the Creative and Practical Arts program. The school will also look at continuing the employment of the specialist teacher and supporting other teachers with professional development. Musica Viva will also continue to be supported via the Murrinboola Learning Community Partnership.

Other evaluations

Technology

Background
In 2011, the school undertook an evaluation of the school’s Technology policy and practices. A survey of all school community was undertaken to obtain feedback to determine future directions.

Findings and conclusions
In general the technology present within Binalong Public School was serviceable and reasonably current. Computers were available in all teaching spaces and additional laptops were purchased for the use of the primary students.

The use of interactive programs to supplement the learning program was very popular with students and teachers. These programs provided an engaging and stimulating addition to the curriculum.

Overall, teachers were happy with the way that technology lessons were being delivered. There was use of the connected classroom facility as well as the interactive whiteboards in each teaching space.

Future directions
The school will continue to roll out new technology as it becomes available. Teaching and learning programs will be continually updated to take advantage of this available technology.

Teaching practice will be reviewed in line with the DEC expectations for the development of skills and students will continue to access a wide variety of technology-based supplementary activities.

Parent, student, and teacher satisfaction
In 2011 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 with the school. The vast majority of students believed that they achieved results that they thought were acceptable.
All students responded that there were high expectations set by the teachers and that the work they were asked to complete was 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. An area of continuing concern however is that of the opportunities presented to the students for sport with parents wanting students to have more chance to participate.

All staff indicated that they were happy with the culture and the environment of the school, believing it to be challenging and rewarding.

All staff indicated that they felt supported by the school leadership.

**Professional learning**

In 2011 the staff embraced professional learning to further school administration and the learning of students.

Attendance of courses included Accelerated Literacy, Aboriginal Leadership, CAP development day, Musica Viva, Best Start and Principal Essential Training sessions.

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**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.

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**School priority 1**

**Outcome for 2012–2014**

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

**2012 Targets to achieve this outcome include:**

- Further increase the percentage of students achieving stage outcomes in all subject areas
- Increase the percentage of teachers who collaborate to improve the quality of classroom practice through interschool networking from 50% in 2011 to 100% by 2012.
- Increase the percentage of teachers who have opportunities to develop leadership capacity beyond their own classroom from 75% in 2011 to 100% by 2012.
- 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.
- Increase the percentage of students enrolling in Kindergarten participating in the school preparation program from 87% in 2011 to 95% by 2012.
- Maintain the 100% percentage of Year 6 students who participate in a transition to high school program.
- Increase the incidents of positive behaviour from 75% to 90% in all areas of the school
- Increase participation of parents from 50% to 75% by the end of 2012 using P&C and class data.

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

2012 Targets to achieve this outcome include:
- Increase the percentage of students in Year 3 and 5 achieving at or above the minimum standard in NAPLAN numeracy.
- Increase the percentage of all students K-6 who achieve stage outcomes (as addressed in the T/L programs) in numeracy.
- Increase in the percentage of students in Years K-6 achieving indicators at stage level in numeracy. (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. [Enter text here.]
- PLPs 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.
- Increase in the percentage of students in Years K-6 achieving indicators at stage level in English. (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.
- Year K-6 teachers explicitly teach literacy in their classrooms.
- Allocate staff meeting time to allow for increased collaborative planning, building of consistency of teacher judgement, programming support and sharing of resources and assessment strategies

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.

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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: http://www.schools.nsw.edu.au/asr