Binalong Public School
Annual School Report 2014
School context statement

Binalong Public School is the local school providing excellent education to the Binalong community. It was established in 1861. Student needs are catered for by a challenging and full educational program, planned by experienced teachers. 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. Binalong Public School is a welcoming community school with highly qualified, caring and experienced staff. It offers a wide range of extracurricular activities, opportunities for every student to achieve and is strongly supported by its parents and community.

With a strong learning culture and high expectations of students, the caring, learning environment is an integral part of the school community. A strong focus is on professional development of staff.

It has state-of-the-art technology facilities, attractive classrooms and extensive well-cared for grounds. It is supported by one of the world's best public education systems. It is a happy, safe and orderly school.

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

Binalong Public School has had an extremely busy year in 2014. There was a change to the permanent staff with Miss Bronwyn O’Connor replacing Miss Renee Lay as the second teacher at the school. Additionally, a third teaching position was maintained with two teachers sharing that position for the whole of 2014. All other staffing remained the same.

The school maintained its participation in a wide variety of cultural and sporting events as well as in academic pursuits. This is made possible by an extremely supportive P&C as well as the wider school community. Students have access to a full and varied curriculum both as a school and whilst participating in community of schools activities.

The school continued to make improvements to its grounds with the establishment of the new school hall. This facility, on the grounds of the old school residence, will allow all students to be inside when there is inclement weather, as well as allow a suitable space for holding whole-school events and assemblies. The facility will not be completed in one stage, but in a series of stages.

Additionally, the grounds around the front of the school were substantially renovated. Further ground works are planned for the 2015 school year.

I would like to publicly thank Mrs. Robin Winterflood and Mrs. Skye Regan for their efforts whilst fulfilling the role of the third teacher at Binalong Public School. Neither of these teachers will continue into the 2015 school year. I would also like to especially make mention of the huge amount of effort that Mrs Winterflood has expended in offering a band program to the students of the school.

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

Jaemie Bennett - Principal

P & C message

February saw the School hosting the Small schools swimming carnival of which The P&C contributed the cost of the medals for the event.

February also saw the acquisition of the fridges at the school for lunches to be kept cool and a Pie Warmer for Friday lunches and future Catering purposes. A special thanks must go to the Saunders Family for donating one of their surplus fridges.

The P&C has undertaken the catering at a number of School and local events including Harmony Day in March and morning tea following the Binalong community’s ANZAC Day ceremony.

The marathon weekend in September started with Lunch at the Arabin cup and BBQ Breakfast and Dinner at the Binalong Bush Poetry Weekend. A special thanks everyone who helped or donated food that weekend, from which we netted $1800.

The P&C also organised the Man from Ironbark as a major Fundraiser and provided supper on the evening.
While the P&C has been busy fundraising our reinvestment back in the school has been significant this year, committing $1880 to the purchase of one of 3 portable stages for the Hall and a further $1827 to purchase the new folding Marquee with the school name on it, which I am sure anybody who has set it up will agree is an impressive structure.

More fund raising is planned for 2015, and with the Commitment in 2014 that has been given by the P&C Executive and Members, Teaching staff and the wider community I am confident the P&C is in a strong position going forward.

Mr Rob McColl, President – Binalong P&C 2014.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>16</td>
<td>12</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

Student attendance profile

- **Year 2008-2014**
- **Enrolments**
- **Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</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>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.3</td>
<td>92.1</td>
<td>89.9</td>
<td>90.8</td>
<td>93.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>88.4</td>
<td>93.4</td>
<td>91.3</td>
<td>89.1</td>
<td>94.2</td>
<td></td>
<td></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>
<td>91.8</td>
<td></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>
<td>91.8</td>
<td></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>
<td>92.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>90.8</td>
<td>92.1</td>
<td>89.1</td>
<td>92.8</td>
<td>88.2</td>
<td>87.6</td>
<td></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>
<td>92.3</td>
<td></td>
</tr>
</tbody>
</table>

**Workforce information**

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

Miss Bronwyn O’Connor accepted the position of infants teacher at the school in a permanent capacity replacing Miss Renee Lay. Mrs. Skye Regan and Mrs. Robin Winterflood worked together sharing the third teacher position at the school. All other staff remained the same.

**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>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</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, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014, the school has no persons employed that are indigenous workers.

**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>NSW Institute of Teachers Accreditation</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

A total of $3902.44 was spent from the Professional Learning tied fund and from the school's global budget in 2014. The average expenditure per teacher on professional learning, at the school level, was $1951.22. In 2014 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.
In 2014 there were no new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation

- In 2014 there was 1 new scheme teacher maintaining accreditation at Proficient
- In 2014 there were no teachers seeking voluntary accreditation at Highly Accomplished or Lead or maintaining accreditation at one of the voluntary stages of Highly Accomplished and /or Lead.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>53986.25</td>
</tr>
<tr>
<td>Global funds</td>
<td>59108.04</td>
</tr>
<tr>
<td>Tied funds</td>
<td>34316.19</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12399.83</td>
</tr>
<tr>
<td>Interest</td>
<td>1390.11</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>680.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>161880.92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>18191.05</td>
</tr>
<tr>
<td>Excursions</td>
<td>150.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4356.82</td>
</tr>
<tr>
<td>Library</td>
<td>261.62</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>23053.86</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4789.41</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>30525.74</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10281.90</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3358.21</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>680.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>23848.06</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>119497.17</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>42383.75</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014

Arts
During 2014 the school continued to access a rich and varied arts curriculum. This included the maintenance of a school band utilizing the services of Mrs Robin Winterflood as bandmaster. Both students and parents were able to play in this band which held its first public performance at the Murrumburrah High School CAPA night. Generally students were able to access lessons singly and also as a group throughout the year. The band practiced outside of school hours, requiring a commitment of time from the students and their parents.

Students were also able to access specialist music learning through the Musica Viva program. Binalong Public School travelled to Jugiong Public School to take part in this annual event. Musica Viva provides the students with an opportunity to see and hear different themes of music, and also to have expert instruction on instruments that they may not generally see.
Students at Binalong Public School were also fortunate to have a specialist art program operate within the school. This program provided a wealth of activities that students could access under the Creative and Practical Arts Key Learning Area. Students produced a variety of works during this time.

Specialist Art lessons

As part of the Binalong community poetry weekend the students at Binalong Public School did a public recital of poetry. This performance tied into their literacy areas of study as well as the arts program of the school.

Sports

All students from the school are provided with opportunities in a wide variety of sporting endeavours throughout the year. They are encouraged to participate in team sports within the wider community.

This year saw the soccer team play several matches in a knockout competition. Students in the team had the opportunity to travel to Cootamundra for this experience. Whilst the school does not have a set team, all students played extremely well and enjoyed their games.

We were fortunate enough to have a visit from the NSW Blues cricket team to the school for a series of coaching opportunities. Players from the Blues team showed the children a number of skills and left the school with two Milo cricket kits.

The annual Arabin Cup event was again run on 2014 with 17 schools in attendance at the Binalong Golf Club. Students play a full day of round-robin softball at the Arabin Cup. This event, which is now well established in the small school network surrounding Binalong, will continue to run into the future with the number of schools being invited to be expanded in the 2015 year. Further to this event, the P&C are able to use the day as a major fundraiser for the year.

Events such as Arabin Cup cannot run without the cooperation of the community through the use of the golf club facilities and other community services. Special recognition is also made of the Arabin family, who have a long established connection to the school and who donate the medals each year for this event.
Students at the school were also given the opportunity to participate in Active After Schools Communities activities each week. The school receives a significant grant for this program which has been used to purchase extra sporting equipment.

This program, which runs for an hour a week after school, provides the children with upskilling in such areas as dance and sporting skills.

**Excursions**

There were no major excursions in 2014 but the school travelled on a number of occasions for day excursions to attend sporting and cultural events.

**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 2015 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 run 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 2014, only two students sat the NAPLAN in Literacy, Numeracy and Writing. Due to the small cohort the data is not available so that no individual student can be identified. Readers may refer to the My School website for overall NAPLAN data. 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 – Policy and equity funding**

**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 and anti-racism

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. One Anti-Racism Contact Officer (ARCO) serves in this capacity to raise multicultural awareness and prevent racism within our school.

Learning and Support

The school is provided with funding of 0.2 (1 day) under the Every Student Every School (ESES) program. Additionally, there is a small amount of Learning Support Officer time (about 3 hours per week) that is used to support students in the infants classes.

This funding allows targeted students to receive individual instruction and to support their acquisition of literacy and numeracy skills.

Students who participate in this program are supported within class.

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:

- analysis of in-school student assessment;
- analysis of National Assessment results for individual Year 3 and Year 5 students as well as the cohort;
- monitoring student achievement against targets set in the school plan;
- School self-evaluations and
- SWOT analysis with P&C and staff input

Program evaluations

Early Literacy-Numeracy Program

Background

This evaluation took place at the announcement that BPS would share an Instructional Leader across the Rural and Isolated School Network, to collect/establish baseline data and to provide recommendations for the implementation of this initiative.

Findings and conclusions

- The school is supportive and excited with the appointment of an Instructional Leader. However, clarity and development of the role, responsibilities and accountabilities will be a priority in 2015.
- Literacy and numeracy learning are substantial blocks of sustained instruction each day.
- A clear linking of data to student individual learning needs to be continually developed
- Classroom practice engaged students with clear expectations, high level of support and a variety of stimulus. There is a commitment to supporting the students and there is a clear sense of purpose.
- Teachers are all positive and are highly respectful of students. The rapport between teachers and students is positive and promotes learning.
- There is a culture of learning, adaption and flexibility in classroom practice to cater to the diverse needs of learners.

Future directions

- Ensure that everyone at the school understand and endorse the role of the Instructional Leader, contribute and collaborate to ensure success.
- That there is a whole school approach to the teaching and learning of literacy and numeracy K-6 and links to the professional learning of teachers.
- That comprehension and place value targets are clearly articulated to raise expectations K-2 and 3-6.
That all staff engage with data using analysis as a basis for planning and identification of professional learning needs.

**Personal Development, Health and Physical Education (PDHPE)**

**Background**

Although the staff felt that the PDHPE Key Learning Area (KLA) was taught in a balanced manner, the parent body was surveyed to establish their view on the way that this KLA was perceived. 80% of our parents returned the survey.

**Findings and conclusions**

- The evaluations found that there was a very positive response regarding the PDHPE KLA taught at Binalong Public School.
- All respondents strongly agreed or agreed that there was adequate opportunity for students to participate and excel in a variety of sports.
- All respondents strongly agreed or agreed that specific programs in swimming, gymnastics and tennis in particular were a valuable part of their child’s education.
- All respondents strongly agreed that the Health component, the Drug Education component and the Personal Development (child protection, anti-bullying, relationships etc.) component of this KLA were very important parts of their child’s education.
- Most respondents agreed that they are provided with useful reports about their child’s progress in this KLA although one respondent disagreed.

**Future directions**

Binalong Public School will continue to provide a range of PDHPE programs and opportunities to further develop the students learning outcomes and skill levels. We will report regularly via the newsletters, parent/teacher interviews, formal reports and through informal discussion on progress and activities that the children are involved within the area of PDHPE.

**School planning 2012-2014:**

**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 achievement of outcomes in 2014:**

- 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 trained in Accelerated Literacy using the school based tutor.
- A home reading program for all students was 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 achievement of outcomes in 2014:**
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 attended targeted professional learning around implementation of the new mathematics syllabus.
- PLAN used to maintain data from the Best Start and other assessment devices.
- Whole school planning 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 achievement of outcomes in 2014:

- 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.

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 for 2014.

Evidence of achievement of outcomes in 2014:

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

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The school community in general appears satisfied with the educational environment provided by the school with the following areas being most favourable:

- the school is a friendly place that is tolerant and accepting of others;
- the school maintains a focus on literacy and numeracy;
- a wide range of extra-curricular activities are provided; and
- an extensive array of resources are provided

A number of parents have suggested that the P&C become more involved in applying for funding applications, and also to look at ways that the school can better utilize the parent body within classrooms and the overall running of the school.

### Future Directions

#### 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school has engaged the community and have developed the following strategic directions for the 2015-2017 School Plan, they are:

- High Performing Staff
- High Quality Student Learning
- Strong Community Partnerships

### About this report

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

Mr Jaemie Bennett - Principal
Miss Bronwyn O’Connor - Teacher
Mr Rob McColl – P&C President 2014
Mrs Susanne Ferry – SAM

### School contact information

**Binalong Public School**
Dickinson Street, Binalong NSW
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: